

NCATE/ELCC Standards for the Preparation of First-Line Assistants or Superintendents. This EDLD 6800 class will address in whole (or part) the following NCATE/ELCC Standards: 1.1a., 1.1b., 1.1c., 1.1d., 1.2a., 1.2b., 1.2c., 1.3a., 1.3b., 1.5a., 2.1a., 3.1a., 3.1d., 3.2b., 3.2c., 3.3a., 4.1a., 4.1b., 4.1c., 4.1d., 4.1e., 4.1f., 4.1g., 4.1h., 4.2b., 4.3b., 4.3c.

**Department of Educational Leadership, Research & Technology
Western Michigan University**

EDLD6800: The Superintendency – Summer II, 2008

Credit Hours: 3

Meetings Dates: Classes will meet each Tuesday and Thursday during the month of July from 2:00 p.m. until 8:00 p.m. at WMU's E. Beltline Campus in Grand Rapids, Michigan.

Instructor:

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Office Hours: Office hours will be scheduled from 11:00 a.m. to 1:45 p.m. on Tuesdays and Thursdays of each week. Additional hours will be scheduled upon request.

Course Prerequisites: Master of Arts in Educational Leadership and permission of Advisor.

Course Description: The purpose of the course is to study the American school superintendency in relation to major issues facing schools and superintendents, forces affecting superintendents' behaviors, and the complexity of responsibilities associated with the superintendent's role as a chief educational officer (CEO). Some authors have noted that the school superintendency has become lightning rods for every social and economic problem facing our nation. This course is designed to examine and understand concepts and ideas related to human relationships that ultimately determine the effectiveness of the superintendent and the success of the school.

The course has as its major focus the superintendent's role and responsibilities in the areas of organization focus, school board and community relations, human resource capacity, instructional leadership, fiscal and facilities management, and student and parental issues. Special attention will be given to the concepts of centralization and decentralization in school system administration. Candidates in the course will gain an awareness and knowledge of current change forces impacting on the superintendent's

role. Through this course the participants will apply their knowledge to school system issues in which the participant is involved.

The Superintendency has recently emerged as a new focal point for the study of school reform and educational leadership that builds upon what we know about leadership at the Principal's level. The superintendent's role as change agent, capacity builder, and steward for the school's mission, purpose, values, and convener of stakeholder engagement, aligner of systems and resources, and custodian of outcomes imbue the job with new responsibility, new authority, and new accountability. Superintendents build the coalitions and leadership teams that serve as the front line of an evolving American educational system. The job is exciting, challenging, and potentially, one of the most impactful leadership positions in our communities today.

The purpose of this course is to provide a systematic study of the knowledge, dispositions, and performance functions of leaders who function as superintendents. Emphasis is given to building learning capacity within the school community, building a compelling vision for student success, effective planning and decision-making, strategic use of resources, and development of dynamic processes. Candidates of this course will be required to use course readings and activities to develop a personal framework for leadership as a district superintendent, apply that framework to course topics and assignments, and utilize self assessment, applied learning, and reflection as a primary means of engaging with the course content.

This course is not intended to fully prepare students for every challenge they will encounter as a school leader; rather, it is intended to expose students to the scope of responsibility associated with the superintendency while engaging with leadership practices that build capacity for effective organizational culture, systems, processes, and practices. This course is also about exploring the dispositions of leadership and personal commitment that characterize the practices of the most effective superintendents.

Course Objectives and Learning Expectations:

1. Develop an understanding of the history, current demands and future challenges facing the school superintendent and set a personal purpose and strategy to carry into the role of leader as a superintendent. (ELCC Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.3.)
2. Develop a set of core beliefs that will guide the work as a district leader and a theory of action that supports those core beliefs, i e., roles, responsibilities, processes, and systems. (ELCC Standards: 1.1, 1.2, 1.4.)
3. Gain an understanding of the role, responsibilities and challenges associated with superintendent positions in managing conflict, creating a framework for constructive board-superintendent relations, collaborative employee relations and constructive collective bargaining activities. (ELCC Standards: 1.4, 2.1, 3.2, 3.3, 5.1.)

4. Examine, understand, and apply selected concepts found in transformational leadership, change theory, systems thinking, data-informed decision-making as a precursor in developing an organizational culture that promotes effective teaching and learning. (ELCC Standards: 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.)
5. Examine methodologies which focus on effective planning and decision-making processes in various “culturally rich” school systems. (ELCC Standards: 1.5, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3.)
6. Enhance candidates’ awareness of the research and practices proven to successfully influence superintendents’ work areas including fiscal resources, human resources, curriculum and instruction, board/superintendent/community communications and school board relationships. (ELCC Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1.)
7. Establish a personal leadership framework that incorporates the elements of leadership, character, research-supported practice, and high impact strategies that will guide the work as a superintendent or person seeking the position of superintendent (ELCC Standards: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 5.1.)
8. Provide leadership and focus for achieving the mission of teaching and learning and fulfilling the vision of student success at a district level (ELCC Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4.)

Required Text:

Norton, M. S., Webb, L. D., Dlugosh, L. L., Sybouts, W. (1996). *The school superintendency: New responsibilities – New Leadership*. Upper Saddle River, NJ: Allyn and Bacon.

Stanford, John (1999). *Victory in our schools: We can give our children excellent public education*. New York, N.Y.: Bantam Books.

Role of the Textbooks: The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading, and thereby, deviate from strict adherence to the texts.

Electronic Resources: In addition to the textbook and paperback, participants should find the following websites as a valuable tool in understanding the role and responsibility of the superintendent and other matters related to school governance. They are:

www.aasa.org

www.gomasa.org

www.LeadandLearn.com
www.mcrel.org
www.msba.org
www.mileader.com
www.msbo.org
www.nabse.org
www.nsba.org

Recommended Journal Sources:

The journals listed below should serve as a valuable resource to candidates in exploring the many complex issues the superintendent must address. These journals represent issues from the perspective of principals, curriculum specialists, support staff, and board members. Each, from their own realm, help to create an environment that supports teaching and learning.

Principal. National Association of Elementary School Principals
The Bulletin. National Association of Secondary School Principals
Educational Leadership. Association of Supervision and Curriculum Development
Educational Administration Quarterly
Education and Urban Society
Phi Delta Kappan
Harvard Educational Review
Educational Evaluation and Policy Analysis
The Journal of Educational Administration
Educational Management and Administration
Journal of School Leadership
Planning and Changing
The School Administrator
The National School Board Journal

Class Schedule of Sessions, Readings and Activities

Session	Date	Reading
1	07/08	Introduction to course objectives, expectations, materials and assessments. The Superintendency: It's Not a Job, It's a Calling (ppt) MLK: I Have a Dream Exercise Historical Perspectives (Norton, pp. 1-23). A History of School Supervision (ppt) Leadership Challenges for the 21 st Century (ppt) (Also, read Norton, pp. 51-106.) (Read: Resnick, L. B., & Glennan (2002) and Guzman, B. (2001).

- 2 07/10 The class will not meet on this day. However, students are expected to use this time to arrange a time to attend a Board of Education meeting in a district that you are not an employee. After attending the Board Meeting, you will need to arrange a time to interview the superintendent about across several different dimensions (i e., educational background, preparation for the superintendency, leadership style, methods used to forge a vision, delegation of authority, systems thinking, etc.). Candidates should review Appendix A for examples of questions that should be considered in an interview with the superintendent.
- 3 07/15 The Superintendent and School Governance Issues (Norton, pp. 26-72. School Governance: A Legal Perspective (ppt) The Michigan Constitution (ppt) Board Leadership – The Carver Model (ppt) The Board Meeting. Roles and Responsibilities of the Governing Board of Education (ppt) (Read Norton, pp.108–129; 154-175.)
- 4 07/17 The Superintendent as Managerial Leader.
 Fiscal Responsibility of the Superintendent (Norton, pp. 197-245.). The Superintendency and Fiscal Responsibility (ppt). Strategic Planning (Norton, pp. 131-153.).
- The Role of the Superintendency in Human Resources (ppt) (Read Norton, pp. 274-312.). Ethics and Integrity of the Superintendent
- The Superintendent as Instructional Leader
 The Superintendent: Champion or Charlatan of Literacy (ppt).
- The Role of the Superintendent in Using Data Wisely (ppt) Curriculum & Instructional Issues (ppt) The Effect of the Superintendent’s Leadership on Student Achievement (ppt) The Role of the Superintendent in Low Performing Schools (LPS) (ppt) (Norton, pp. 249-273.) Read:Waters, T. J., & Marzano, R. J. (2006).
- 5 07/22 Standards for Administrators
 History of the Standards Movement (ppt) The Interstate School Leaders Licensure Consortium (ISLLC) Standards ppt). Michigan K-12 Administration Certification and

Endorsement Program (ppt) ISLLC Self-Inventory and Professional Development. Read: Bach D., & Roberts, G. (April 15, 2003); Rick, E., & Anderson, N. (August 23, 2006).

- 6 07/24 Getting the Superintendency
 Superintendent's forum. Candidates in EDLD 6800 will have the opportunity to query superintendents about the position and related areas of interest. Preparation for the Superintendency (ppt) In Search of the Superintendency: An Overview of the Selection Process (ppt). Superintendent's 100-day Plan. The Superintendent's contract. Read Vaughan, K. (July 5, 2005) and Archer, J. (March 5, 2003).
- Transition Planning for both Exiting and Entering a District (ppt). School Boards and their Superintendents (ppt).
- A Review of *Victory in our Schools* by Maj. General John Stanford.
- The Role of Professional Organizations in Supporting Educational Leaders, particularly the school superintendent and boards of education (i e., MASA and MASB).

- 7 07/29 Site Visit to MASA and MASB in Lansing, Michigan.
 (2:00 to 3:30 meeting with MASA officials; 3:30 to 5:00 p.m. meeting with MASB officials.)

Class wrap-up.

COE Diversity Statement:

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Expectations:

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session. Participation in class discussions and activities, reading assigned chapters in textbooks, interviewing superintendents and writing an analysis of their roles and responsibilities and maintaining a superintendent leadership portfolio. All assignments are to be completed on time and typed.

You are responsible for making yourself aware and understanding of the policies and procedures in the Undergraduate (pp.268-271) or Graduate (pp. 26-28) Catalogue that pertains to Student Academic Conduct. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Judicial Affairs. You will be given the opportunity to review the charges(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

As stated in the Student Code: “Behavior by any student, in class or out of class, which for any reason materially disrupts the class work of others involved substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University is prohibited.”. (Some examples of disruptive behavior may include, but not necessarily limited to, the following: repeated and unauthorized use of electronic devices, cell phones and pagers, disputing authority and arguing with faculty and other students, harassment, physical disruption or physical altercations, etc.)

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth Denhartigh at telephone number 269.387.2116 or email beth.denhartigh@wmich.edu at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

Course Activities:

Activity 1: Mini Paper Assignment

A mini-paper related to session topics will be written. Book chapters, educational journals, business issues and industry publications and other media resources of interest can be used to complete the assignments. (Bibliographic articles are another source you can use also.) You must have at least two (4) sources of information for the mini-paper. One source must be a journal article. Your textbook and knowledgeable people may be used as a second resource. The written assignment is not to exceed 8 to 10 double-spaced pages in length. Please follow the *Publication Manual of the American Psychological Association*, 5th Edition (APA) format when attaching references to your mini-paper. Also attach a photocopy of the journal articles.

The format for mini-paper summaries includes:

1. **Title.** The title of the article along with other appropriate reference material is to be highlighted in bold print.
2. **Issue Statement.** A few sentences may be used to identify the major issue(s) addressed in your reading.
3. **Content Summary.** A brief description of the content surrounding the major topic and sub-issues. The reader, by reading the content summary, should be able to determine (a) author's perspective, (b) important themes, (c) any significant quotes and (d) findings and/or conclusions.
4. **Take Away.** This is a brief statement about your learning. In other words, after having read this article, what did you learn from it, and more importantly, how will you use this information to either shape the culture of the school district or become a more effective educational leader. This is an important part of the mini-paper.

Mini-papers are assigned for you to reflect and react to a specific issue impacting on the school superintendent. These papers will be shared in class extemporaneously in an effort to allow interactions from classroom participants. Mini-papers will be submitted to the instructor, and each class member, electronically on or before the deadline date.

This paper is due on or before 15 July 2008.

Activity 2: **Board Meeting Review:**

Attend a board of education meeting in a district where you do not currently work. Obtain as many public documents pertaining to the meeting as allowed. Observe the role of the board president, board secretary, board members, superintendent, other administrators, and other individuals involved with the meeting. Write a brief review (2 to 3 pages) summarizing and analyzing the meeting. The most significant portion of the report must be your analysis. I also want to know your learning ("take away") from this activity. The report should be written in APA style.

The Board Meeting Review is due on or before 24 July 2008.

Activity 3: **Critique**

You are to conduct a 5 to 7 page critique of Major General John Stanford's book, *Victory in our Schools*. This book was written by a person who assumed the superintendency with out any knowledge or background of public schools. This book is a must read for a person who aspires to become a superintendent and is uncertain about where to begin in this journey. Your critique of this book should contain the following elements:

1. An overview of the book

2. Implications for the school superintendent
3. Strength and weaknesses of the book
4. Take away

The book critique is due on or before 29 July 2008.

Activity 4: **Superintendent Leadership Framework and Self-Assessment**

Candidates will develop a beginning Leadership Framework for the Superintendency. The framework will include, but not be limited to, the following:

1. A Mission Statement that will drive what you hope and believe for the district you will serve;
2. A set of core beliefs that will guide your work;
3. A set of guiding principles by which you will carry out your work;
4. A set of Action Strategies for the first 100 days on the job;
5. An assessment of your readiness to live up to your mission, beliefs, and guiding principles, your readiness to carry out your 100-day plan, and your level of preparation on each of the major roles and responsibilities of the superintendency;
6. A set of personal goals to address any gaps in your readiness as described above in the next 12 to 15 months; and
7. Follow APA writing conventions and formats including title page and reference page plus 3 to 5 pages of content.

The Superintendent Leadership Framework and Self-Assessment is due on or before 4 August 2008.

Activity 5: **Interview**

Candidates will interview a superintendent in a district other than your own, preferably the district where you conducted your Board Review. A sample of questions that the interviewee may consider is included in Appendix A. The format for the interview write-up is as follows:

- a. Information gathered through the interview should be written in a question/answer format using summary paraphrasing and key quotes as the writer sees fit to capture the essence of the interview;

- b. A question/answer format using summary paraphrasing and key quotes is to be used; and
- c. Follow APA writing conventions and formats including title pages and reference page plus 3 to 5 pages of content.

The Superintendent's Interview is to be submitted on or before 17 July 2008.

Activity 6: **Final Examination**

Candidates will complete a take home examination that summarizes the learning that occurred from the readings in and out of class activities. This cumulative examination consists of essays to questions that reflect the course's objectives. Examination emphasis is on your understanding and application of leadership and management concepts and best practices used by effective superintendents. (The reader is referred to Appendix B for a copy of the Final Exam.)

The Final Examination is due on or before 7 August 2008.

Assessments for Learning

The student's grade will be determined as follows:

Mini-paper	20%
Board Meeting Review	15%
: Superintendent Framework	15%
Superintendent's Interview	20%
Book critique	10%
Final Examination	20%

Grading Scale

95 – 100	A
90 - 94	BA
85 - 89	B
80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

Selected References

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APPENDICIES

**APPENDIX A: SAMPLE QUESTIONS FOR THE SUPERINTENT'S
INTERVIEW**

SAMPLE INTERVIEW QUESTIONS FOR THE SCHOOL SUPERINTENDENT

EDUCATIONAL PREPARATION

1. Educational background –e.g., the major and minors of the superintendent, as well as previous teaching and administrative experiences.
2. What type of committees (e.g., curriculum, finance, etc.)

LEADERSHIP MENTOR

1. Who are/were your mentor? How were they selected? For how long? Specific traits or qualities that person possessed to help them decided to select them as a mentor.
2. Where does the superintendent turn to for collegial support –e.g., the circle of friends?
3. When you don't have the expertise, how do you relinquish/delegate authority?
4. How do you stay grounded? What do you do to stay proactive rather than reactive?
5. What do you do to take time to reflect on your efficacy?

LEADERSHIP STYLE OF THE SUPERINTENDENT

1. How do you cultivate the leadership team around you? To what extent and in what ways are you involved in mentoring your leadership staff? What are you doing to ensure that your leadership staff are successful? What steps are you taking to ensure successful initiatives are sustained once you leave the District?
2. Describe the leadership style you are most comfortable with?

STRATEGIC PLANNING DEVELOPMENT

1. To what degree are they investing in the strategic planning process –e.g., do you involve existing staff, and to what extent to which you look for representation from the total population? How is the strategic plan monitored? Once you have gone through the process, what quality control processes are put in place? How do you know that strategic goals are attained? How do you communicate the success to staff, the community and to students?
2. What strategic model did you use? Who helped to facilitate the process? How were members of the team selected?

SUPERINTENDENT'S ON-GOING PROFESSIONAL DEVELOPMENT

1. How do you stay current with recent developments in the area?
2. Do you continue to take classes?
3. What professional organizations do you belong to?

SCHOOL/COMMUNITY RELATIONS

1. How do you stay connected to your community?
2. How do you manage your relationship with the media?
3. How do you connect with the diverse populations within your community?
4. What are the pitfalls and platitudes you need to be aware of as superintendent?

SCHOOL BOARD/SUPERINTENDENT RELATIONSHIP

1. What school board model does your district follow (e.g., John Carver)?
2. How do you and your board create a climate of support and uniformity?
3. How do you handle conflict?

4. Does the district have a policy that helps to monitor the behavior of school board members? Censure Board Members?
5. How is your board organized (e.g., the whole board or committee structure)?
6. What are the pitfalls and platitudes you need to be aware of with respect to your relationship with the Board?
7. Do you meet regularly with the Board? How does the superintendent stay in contact with the Board for fear of meeting as a quorum?
8. What steps do you and members of the Board are taking to comply with the Open Meetings Act?
9. How do you handle community disputes that may come to the Board?
10. How do you mentor new board members that may not have the “history”?

CHARACTERISTICS OF THE SCHOOL DISTRICT

SUPERINTENDENT’S INVOLVEMENT WITH THE POLITICAL COMMUNITY: LOCAL, STATE, REGIONAL AND NATIONAL LEVELS

SUPERINTENDENT COMMUNICATION STRATEGIES WITH STAKEHOLDERS AT LOCAL, STATE, REGIONAL AND NATIONAL LEVELS.

APPENDIX B: FINAL EXAMINATION

EDLD 6800: THE SUPERINTENDENCY

Final Examination

Name _____

1. Describe the importance of board policies in establishing a foundation for facilitating the development of a vision of learning for all students in a school district. Discuss a framework within which a superintendent can take to organize the thoughts, activities, structures, and relationships of governing boards.
2. Describe the competencies, skills and task areas needed by a superintendent to develop and articulate a vision for a school district, along with the leadership skills needed to implement and support that vision.
3. Identify the major elements of a strategic plan, its corresponding components, and then discuss the process a superintendent will use to develop a 3 to 5 year plan to improve student achievement. What steps does the superintendent need to take to motivate and ensure the involvement of all stakeholders?
4. The superintendent's position is often characterized as being a "lightning rod" for every social and economic problem facing the nation. Take an existing problem like declining financial resources, increase in diverse student population, NCLB requirements, etc., and develop a process that a superintendent might use to ensure all students will have a quality and comprehensive educational program.
5. Outline a process that an individual aspiring to become a superintendent would take to prepare, educationally and experientially, for the position. What steps would the aspiring superintendent take to ensure a successful job interview and eventual selection for the position?

Rubric for Scoring the Final Exam:

Element	Does Not Meet Standards – 1	Meets Standards - 2	Exceeds Standards – 3
<p>(ELCC 1.1)</p> <p>Describe the importance of board policies in establishing a foundation for facilitating the development of a vision of learning for all students in a school district. Discuss a framework within which a superintendent can take to organize the thoughts, activities, structures and relationships of governing boards.</p>	<p>Candidates did not have an understanding of the importance of board policies in developing a vision of learning, nor an understanding of the governance structure needed to cultivate the development and implementation of the vision. (ELCC 1.1a., 1.1b., 1.1c., 1.1d.)</p>	<p>Candidates demonstrated an understanding of the importance of board policies in developing a vision of learning for all students in a school district along with a governance structure needed to cultivate the development and implementation of the vision. (ELCC 1.1a., 1.1b., 1.1c., 1.1d.)</p>	<p>Candidates demonstrated a strong understanding of the importance of board policies in developing a vision of learning for all students in a school district along with a governance structure needed to cultivate the development and implementation of the vision. (ELCC 1.1a., 1.1b., 1.1c., 1.1d.)</p>
<p>(ELCC 1.2)</p> <p>Describe the competencies, skills and task areas needed by a superintendent to develop and articulate a vision for a district, along with the leadership skills needed to implement and support that vision.</p>	<p>Candidates did not have an understanding of the competencies, skills and tasks needed to develop, articulate and implement a school vision. (ELCC 1.2a., 1.2b., 1.2c.)</p>	<p>Candidates demonstrated a strong understanding of the competencies, skills and tasks, along with the leadership skills, needed to develop, articulate and implement a school vision. (ELCC 1.2a., 1.2b., 1.2c.)</p>	<p>Candidates demonstrated a strong understanding of the competencies, skills and tasks, along with the leadership skills, needed to develop, articulate and implement a school vision. (ELCC 1.2a., 1.2b., 1.2c.)</p>
<p>(ELCC 1.3, 1.5, 2.1, 3.1, 3.2, 4.1, 4.3)</p> <p>Identify the major elements of a strategic plan, its corresponding</p>	<p>Candidates did not have an understanding of how to develop a strategic plan and the process the</p>	<p>Candidates demonstrated an understanding of how to develop a strategic plan</p>	<p>Candidates demonstrated a strong understanding of how to develop a strategic plan and the process the</p>

<p>components, and then discuss the process a superintendent will use to develop a 3 to 5 year plan to improve student achievement. What steps does the superintendent need to take to motivate and ensure the involvement of all stakeholders?</p> <p>(ELCC 2.3)</p> <p>The superintendent’s position is often characterized as being a “lightening rod” for every social and economic problem facing the nation. Take an existing problem like declining financial resources, increase in diverse student population, NCLB requirements, etc., and develop a process that a superintendent might use to ensure all students will have a quality and comprehensive educational program.</p> <p>(ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1)</p> <p>Outline a process that an individual aspiring to become a superintendent</p>	<p>superintendent will take to develop a 3 to5 year strategic plan. Candidates did not have an understanding about how to motivate and ensure the involvement of all stakeholders. (ELCC 1.3a., 1.3b., 1.5a., 2.1a., 3.1a., 3.1d., 3.2b., 3.2c., 3.3a., 4.1a., 4.1b., 4.1c., 4.1d., 4.1e., 4.1f., 4.1g., 4.1h., 4.3b., 4.3c.)</p> <p>Candidates did not have an understanding about how to analyze difference among subgroups and utilize best practices and sound educational research to improve student learning. (ELCC 2.3a., 2.3b., 2.3c., 2.3d.)</p> <p>Candidates did not have an understanding about the preparation and expectations for the superintendency position,</p>	<p>and the process the superintendent will take to develop a 3 to5 year strategic plan. Included within the plan, candidates will demonstrate an understanding about how to motivate and ensure the involvement of all stakeholders. (ELCC 1.3a., 1.3b., 1.5a., 2.1a., 3.1a., 3.1d., 3.2b., 3.2c., 3.3a., 4.1a., 4.1b., 4.1c., 4.1d., 4.1e., 4.1f., 4.1g., 4.1h., 4.3b., 4.3c.)</p> <p>Candidates demonstrated an understanding about how to analyze difference among subgroups and utilize best practices and sound educational research to improve student learning. (ELCC 2.3a., 2.3b., 2.3c., 2.3d.)</p> <p>Candidates demonstrated an understanding about the preparation and expectations for the</p>	<p>superintendent will take to develop a 3 to5 year strategic plan. Included within the plan, candidates will demonstrate a strong understanding about how to motivate and ensure the involvement of all stakeholders. (ELCC 1.3a., 1.3b., 1.5a., 2.1a., 3.1a., 3.1d., 3.2b., 3.2c., 3.3a., 4.1a., 4.1b., 4.1c., 4.1d., 4.1e., 4.1f., 4.1g., 4.1h., 4.3b., 4.3c.)</p> <p>Candidates demonstrated a strong understanding about how to analyze difference among subgroups and utilize best practices and sound educational research to improve student learning. (ELCC 2.3a., 2.3b., 2.3c., 2.3d.)</p> <p>Candidates demonstrated a strong understanding about the preparation and expectations for the superintendency position,</p>
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<p>would take to prepare, educationally and experientially, for the position. What steps would the aspiring superintendent take to ensure a successful job interview and eventual selection for the position?</p>	<p>how to prepare for the interview, and are not able to develop a 100-day entry plan. (ELCC 1.1a., 1.1b., 1.1c., 1.1d., 1.2a., 1.2b., 1.2c., 1.3a., 1.3b., 1.5a., 2.1a.)</p>	<p>superintendency position, how to prepare for the interview, and are able to develop a 100-day entry plan. (ELCC 1.1a., 1.1b., 1.1c., 1.1d., 1.2a., 1.2b., 1.2c., 1.3a., 1.3b., 1.5a., 2.1a.)</p>	<p>how to prepare for the interview, and are able to develop a 100-day entry plan. (ELCC 1.1a., 1.1b., 1.1c., 1.1d., 1.2a., 1.2b., 1.2c., 1.3a., 1.3b., 1.5a., 2.1a.)</p>
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