

Loyola University Chicago
Leadership, Foundations, and Counseling Psychology
Workshop: Superintendency
ELPS 465

2011 Summer Session I
Monday and Wednesday, 5:00 pm-8:00 pm
McGuire Hall, Room 401

Instructor: Dr. Joseph Porto
Office: Avoca School District 37, 2921 Illinois Road, Wilmette
Phone (O): 847-251-3587, ext. 120
Phone (C) 847-533-3587
Fax: 847-251-7742
Office Hours: By Appointment

Course Description:

The role of the school superintendent in the Twenty-First Century continues to evolve in response to the changing expectations of the communities in which the superintendent plies his/her craft. Superintendents must be able to communicate skillfully both orally and in writing with school boards, teachers, parents, the media, and the public. In addition, they are expected to model collaborative decision-making skills as they negotiate the political landscape, working with diverse groups of constituents. Through readings, discussions, practitioners interviews, observations in the field, case studies, simulations, and artifact examination, this course provides students with the skills, understandings, and dispositions of a school superintendent's leadership role in working with boards of education, citizens of the community, and other stakeholders of the school community. Attention is also given to the role of the superintendent in goal setting, developing and implementing long-range plans in response to current issues within the school community, as well as the broader spectrum of state and national educational issues.

Conceptual Framework:

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in the Service of Social Justice**. During this course, we will utilize this conceptual framework as a lens through which to examine the leadership role of a school superintendent in administering school district policies, working with community members such as the Board of Education when developing a vision, establishing goals, and creating and implementing long-range plans. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community.

Course Objectives:

As a result of this course, students will be able to:

- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school community. **(NCATE 11.3, 11.4, 11.5, 11.7/ISBE Standard 5)**
- Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing policy development. **(NCATE 11.4/ISBE Standard 5)**
- Develop appropriate procedures and relationships for working with local governing boards. **(NCATE 10.1, 11.7/ISBE 6M)**
- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. **(NCATE 1.2, 2.1, 2.3, 10.2, 10.3, 10.5, 10.6/ISBE Standards 1 and 4)**
- Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions. **(NCATE 2.2, 2.3, 2.4/ISBE Standard 3)**
- Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs. **(NCATE 10.2, 10.3, 10.4, 10.6/ISBE Standard 4)**
- Recognize the role of technology in student learning and adult professional growth. **(NCATE 9.1, 9.2, 9.3/ISBE 2F, 2Q)**
- Facilitate the development and implementation of long-range plans for the application of technology and telecommunications to enrich student learning and adult professional growth. **(NCATE 9.1, 9.2, 9.3/ISBE 3G, 3 V, 3W)**

Required Readings:

Collins, Jim (2001). Good to Great. New York, NY: HarperCollins Publishers, Inc.

Hoyle, J.R., Bjork, L.G., et al. (2005). The Superintendent as CEO: Standards-Based Performance. Thousand Oaks, CA: Corwin Press.

Cambron-McCabe, Cunningham, Luvern L., et al. (2005). The Superintendent's Fieldbook. Thousand Oaks, CA: Corwin Press.

Townsend, R.S., Johnston, G.L., et al. (2007). Effective Superintendent-School Board Practices. Thousand Oaks, CA: Corwin Press.

Web sites of professional organizations:

www.aasa.org

www.iasb.com

www.nsba.org

www.iasbo.org

www.nsd.org

www.ascd.org

www.nassp.org

www.naesp.org

www.nmsa.org

Course Requirements:

1. Attendance & participation (10 points)

Regular attendance, class preparation, and participation in class discussions are imperative. Communication and interaction among class members provide invaluable knowledge and understanding of a complex topic as we learn from each other. In order to fully contribute to class discussions, simulations, and reflections, *students are expected to complete the assigned readings before class*. Your participation score will be based on your attendance pattern, as well as on your contributions to class discussions and activities.

2. Text Chapter Presentation/Discussion (20 points)

At least twice during the course, you will be responsible to lead the discussion of one of the text chapters assigned for that specific session. This responsibility will mirror a major responsibility of every superintendent; that is, creating simple “executive summaries” that will facilitate a focused and efficient school board discussion. The following are expectations for these lessons:

- The executive summary for the chapter will not exceed one page (reasonable font size).
- Major concepts will be summarized in bullet format (no outlines, no paragraphs) and consist of no more than 75% of the page.
- The remaining 25% of the page is comprised of key questions that will generate a class discussion that focuses on deep analysis and reflection of the concepts.
- Presentation of the chapter will not exceed 20 minutes in total. Five minutes should be spent on key concepts, while the remaining time is devoted to discussing and analyzing the questions.
- Each class member is to receive one copy of the executive summary.
- Assignment will be graded via attached rubric.

3. Board Meeting Comparison Paper (15 points)

Students will attend a regularly scheduled meeting of two different local boards of education and observe the structure, focus, and organization of each meeting. Obtain as many public documents pertaining to each meeting as are available to the general public. After attending both meetings, write a brief paper summarizing, comparing, contrasting, and analyzing the two meetings. Paper requirements are as follows:

- Total length not to exceed four pages (reasonable font size).
- Areas of focus will include:
 - √ Organization and structure of meeting
 - √ Roles of the superintendent, board president, board members, other administrators, and audience members
 - √ Decision-making process
 - √ Materials preparation, organization, and utilization

- For each of the four focus areas above, the paper will:
 - √ Summarize
 - √ Compare and contrast
 - √ Reflect and analyze
- Assignment will be graded via attached rubric

4. Committee Structure Comparison Paper (15 points)

Two major structures for board governance and decision-making are Subcommittees and Committee of the Whole. This assignment will mirror another frequent responsibility of every superintendent: Analyzing the pros and cons of an issue and making an informed administrative recommendation. You will research the topic of Committee of the Whole versus Subcommittees, and issue a concise administrative recommendation with the following features:

- Research may include any of the following (more than one source is required): Observations of each type of meeting; discussion with superintendent; discussion with board president and/or board members; discussions with central office administrators; books and readings from National School Board Association (NSBA) and/or Illinois Association of School Boards (IASB).
- Paper is not to exceed two pages (reasonable font size).
- Paper will include in bullet point fashion: List of sources; advantages of each method; disadvantages of each method; superintendent recommendation; and rationale.
- Assignment will be graded via attached rubric.

5. Superintendent Presentation and Recommendation (20 points)

Researching a topic, weighing all sides of the issue, presenting multiple options and eventually selecting an option to recommend is a critical skill for every superintendent. These kinds of report/recommendations come from many areas of responsibility for the superintendent. Here are some possible categories, and specific examples for each: Buildings and grounds (building an addition, outsourcing maintenance services), Personnel (adding a new administrative or teaching position, presenting a principal search process), Curriculum/Instruction (implementing a new intervention program, presenting a plan to create teacher teams), Community Outreach (creating a new communication vehicle, conducting a satisfaction survey). Select a topic of great interest to you from any of the categories above (you do not need to use the specific examples listed). Create a PowerPoint presentation and recommendation that includes the following:

- Presentation must include, at a minimum, these categories: brief history of the issue, current status which outlines the need for change or improvement, at least three options to solve the problem, pros and cons of each option, and the administrative recommendation and rationale.
- PowerPoint must be of sufficient length to thoroughly cover each of the categories above.
- Create a hard copy version of the PowerPoint, and also place an electronic version on a disk.
- Assignment will be graded via attached rubric.

6. Board Agenda and Meeting Packet (20 points)

The most important responsibility a superintendent has is preparing the agenda and packet for the monthly board meeting. These vary widely from district to district, and a new superintendent must develop a template and packet that will lead to the most successful meetings possible. In this assignment, you will review a sampling of agenda/packet models used in area districts. You will then create your own unique agenda template and put together a corresponding board packet to demonstrate the newly developed model. Assignment requirements include:

- Review a minimum of three models of board meeting agendas and corresponding packets.
- Create a unique template for a board meeting agenda.
- Prepare an actual board meeting packet using your newly created template as a guide.
- Topics may be fictional or based on genuine issues from your actual experience.
- There must be at least one informational presentation that includes an executive summary and supporting documents. Examples: student achievement report, report on year-one of a curricular innovation, results and analysis of a survey, technology plan update, strategic plan update, etc.
- There must be at least one decision to be made that includes a superintendent summary, recommendation and supporting documents. You may use your Superintendent Presentation and Recommendation project from assignment #5 above.
- There must be at least one action item that includes supporting documents and the resolution.
- Additional points will be given for extra items, such as a closed session agenda and documents or other unique features.
- Submit the general agenda template along with the specific agenda and corresponding packet in both hard copy and electronic format.
- Assignment will be graded via attached rubric.

Course Sequence:

DATE	“TOPICS”/ACTIVITIES	ASSIGNMENTS DUE
May 23	<ul style="list-style-type: none"> • Introduction • Pre-Test Activity • Two-tier Structure of Course • Course Syllabus Review • Mentor Tip of the Day 	<ul style="list-style-type: none"> • None
May 25	<p>“Just Hired-First Moves; Organizational Culture and Leadership”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion on GTG 1,2,3 • District Organization Activity 	<ul style="list-style-type: none"> • Read GTG 1, 2, 3 • Bring in Sample District Organizational Chart

May 30 (Class will select an alternate date)	<p>“Organizational Culture and Leadership”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion on GTG 4,5 and C-B 2 (p. 30-69) • Superintendent Entry Plan Activity 	<ul style="list-style-type: none"> • Read GTG 4,5 • Read C-M 2 (pgs. 30-69)
June 1	<p>“School Boards”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H3, T1 • Board/Supt. Roles Analysis • Strategic Planning Process 	<ul style="list-style-type: none"> • Read H3, T1
June 6	<p>“School Boards” (continued)</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion T2-5 • Continue Strategic Planning Process 	<ul style="list-style-type: none"> • Read T2-5
June 8	<p>“Instructional Leadership”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H6, H7 • Professional Learning Communities Presentation- Overview of the Model 	<ul style="list-style-type: none"> • Read H6, H7
June 13	<p>“Instructional Leadership”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H6, H7 • Professional Learning Communities- Data Analysis and Interventions 	<ul style="list-style-type: none"> • Read C-M 4 (pgs. 109-128) • Read C-M 4 (pgs. 129-142)
June 15	<p>“Finance”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H5 and GTG 6,7 • Passing a Referendum 	<ul style="list-style-type: none"> • Read H5 • Read GTG 6,7
June 20	<p>“Personnel/Human Relations”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H8, D1, D5 • Visiting School District Attorney • Dealing With Difficult Personnel Issues 	<ul style="list-style-type: none"> • Board meeting paper due • Board governance paper due • Read H8 • Read C-M 6 (pgs. 189-213)
June 22	<p>“Community, Communications”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H4, C-B 6A and C-B 6B • Sharing Proactive Communication and Community Outreach Vehicles • Dealing with high profile, high conflict crises and communications 	<ul style="list-style-type: none"> • Read H4 • Read C-M 6 (pgs. 259-282) • Read C-M 6 (pgs. 283-300)

June 27	<p>“Ethics, Values, Challenges” and “Diversity”</p> <ul style="list-style-type: none"> • Mentor Tip of the Day • Presentation/Discussion H 9, D4 • Change Process Activity • Visiting Superintendent 	<ul style="list-style-type: none"> • Read H9 • Read C-M 5 (pgs. 143-170)
June 29	<p>“Sharing, Celebration”</p> <ul style="list-style-type: none"> • Share experiences with Superintendent Recommendation and Board Meeting Packet Projects • Getting Your First Superintendent Job • Course Evaluation 	<ul style="list-style-type: none"> • Superintendent Recommendation Power Point due • Board Meeting Agenda and Packet Project due

Diversity:

In concert with the mission statement and conceptual framework for the School of Education, faculty, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. In this course, this is exemplified through a variety of activities in which students will have opportunities to become aware of the diversity of their various publics. This, in turn, will enable students to develop sensitivity for, respectfulness of, and strategies to address diversity issues they will encounter as school leaders

Technology:

This course acknowledges and addresses the belief that the concept of technology for school superintendents of the Twenty-First Century is multi-dimensional. In addition to demonstrating personal competencies in technology and telecommunications, superintendents must also possess knowledge and understandings that will prepare them to make decisions regarding the application of technology within the school community. Such decisions revolve around the enhancement of instruction and learning, support of professional development, as well as ensuring productive and efficient use of current technologies in the school district functions. **(NCATE 9.1, 9.2, 9.3/ISBE Superintendent Standards 2 and 3)**

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Evaluation:

Students will be evaluated on the following:

Attendance and Participation	10 points
Text chapters- Presentations	20 points
Board Meeting Comparison Paper	15 points
Committee Structure Paper	15 points
Superintendent Presentation/Rec.	20 points
Board Agenda and Packet	20 points
<hr/>	
Total points	100 points

The following grading scale will be used:

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 ↓ = F