Loyola University Chicago
The Superintendency: Creating District-Level Leadership
ELPS 465
2016 Fall Session
Mondays, 7:00 pm-9:30 pm
Corboy Room 203

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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.
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:

Articles, PowerPoints, and handouts provided by the professor.

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<tr>
<th>Web sites of professional organizations:</th>
<th><a href="http://www.iasb.com">www.iasb.com</a></th>
<th><a href="http://www.nsba.org">www.nsba.org</a></th>
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Course Requirements:

1. Attendance & participation (15 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, especially *On The Balcony, On The Practice Field, Ethical Educator and Stories From The Front* activities.
2. **Superintendent Entry Plan** (10 points)
   You will be responsible to prepare an Entry Plan using key concepts from the power points presented in class. The Entry Plan should be in outline format and should not exceed two pages.

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

4. **Committee Structure Comparison Paper** (10 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.

5. **Superintendent Presentation and Recommendation** (30 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, what, if any, costs will be involved and the administrative recommendation and rationale.

PowerPoint must be of sufficient length to thoroughly cover each of the categories above, typically 20 to 30 minutes.

Create a hard copy version of the PowerPoint, and also place an electronic version on a disk.

6. Board Agenda and Meeting Packet (20 points)

One of the most important responsibilities 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.
## Course Sequence (Tentative)

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<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Assignments Due</th>
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| August 29 | Introduction  
Two-tier Structure of Course  
Course Syllabus and Textbook Review  
Adaptive Leadership Ppts                                                                         | None                                                                                                                                |
| Sept. 12  | Assessing Your Fit for the Superintendency  
Entry Plans/360 Review Pts  
Continue Adaptive Leadership Ppt and Chapter Discussion  
Superintendent’s Monthly Calendar Ppt                                                                 | Read Kersten 1, Heifetz 1,2  
Bring in Sample District Organization Chart                                                                 |
| Sept. 19  | Superintendent Entry Plan Outline According to 360 Review and Sample Entry Plan  
On The Balcony/On The Playing Field Activities                                                                 | Read Kersten 2  
Read Heifetz 3,4,5                                                                 |
| Sept. 26  | Getting Off To A Successful Start  
Presentations on Entry Plans  
On The Balcony/On The Playing Field Activities                                                                 | Read Kersten 3  
Read Heifetz 6,7  
Superintendent Entry Plans                                                                 |
| Oct. 3    | Establishing Your Leadership  
Superintendent Research Ppt  
Leadership and Change Ppt  
Lencioni based Ppt and Video  
On The Balcony/On The Playing Field Activities                                                                 | Read Kersten 4  
Read Heifetz 8,9                                                                 |
| Oct. 17   | Working Effectively with the School Board  
School Board Management & Development Ppts  
On the Balcony/On The Playing Field Activities                                                                 | Read Kersten 5  
Read Heifetz 10,11                                                                 |
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Oct. 24</td>
<td>Establishing In-District Relationships</td>
<td>Read Kersten 6</td>
<td>Read Kersten 6</td>
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<td>Building The Collaborative Culture of A Professional Learning Community</td>
<td>Read Heifetz 12,13</td>
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<td>Changing Organizational Culture Ppt</td>
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<td>Oct. 31</td>
<td>Building Out of District Relationships</td>
<td>Read Kersten 7</td>
<td>Read Heifetz 14,15</td>
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<td>Leadership and Change Ppt</td>
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<td>Referendum Tip</td>
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<td>On The Balcony/On The Playing Field</td>
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<td>Nov. 7</td>
<td>Making Principal and Teacher Selection Your Top Priority</td>
<td>Read Kersten 8</td>
<td>Read Heifetz 16,17</td>
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<td>Working With Your Central Office Staff, Leadership Team and Staff Ppt.</td>
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<td>Board Meeting Comparison Paper Due</td>
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<td>Discussion of Board Meeting Papers</td>
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<td>Nov. 14</td>
<td>Avoiding Critical Leadership Mistakes</td>
<td>Read Kersten 9</td>
<td>Read Heifetz 18,19</td>
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<td>Interest Based vs Traditional Bargaining Ppt</td>
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<td>Board Governance Paper Due</td>
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<td>Begin Student PowerPoints</td>
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<td>Using Your School Attorney</td>
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<td>Nov. 21</td>
<td>Managing District Financial Resources</td>
<td>Read Kersten 10</td>
<td>Read Heifetz 20,21</td>
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<td>School Finance Ppts</td>
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<td>Politics Of Education and Advocacy Ppts</td>
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<td>Nov. 28</td>
<td>Working Smarter Not Harder</td>
<td>Read Kersten 11</td>
<td>Read Heifetz 22,23</td>
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<td>Dec. 5</td>
<td>Getting Your First Superintendency</td>
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<td>Student PowerPoints</td>
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<td>Interviewing Skills Ppt</td>
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<td>Board Meeting Agenda and Packet Project</td>
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IDEA Objectives for the Faculty Information Form

OBJECTIVES:

Objectives for Loyola’s IDEA course evaluation are divided into three categories: 1) Essential; 2) Important; and, 3) Minor. For ELPS 465 the objectives are identified as follows:

**Essential Objectives**
1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning how to find, evaluate and use resources to explore a topic in depth.
4. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
5. Learning to apply knowledge and skills to benefit others or serve the public good.

**Important Objectives**
6. Learning to analyze and critically evaluate ideas, arguments, and points of view
7. Developing skill in expressing oneself orally or in writing
8. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
9. Acquiring skills in working with others as a member of a team
10. Developing ethical reasoning and/or ethical decision making
11. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.

**Minor Objectives**
12. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
13. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

**IDEA Course Evaluation Link for Students**
Website: [http://luc.edu/idea/](http://luc.edu/idea/) and direct your students to the Student IDEA Log In. This will assist in bringing students’ attention to completing the course evaluation at the end of the course.

**LiveText**
Each syllabus should include LiveText in the required texts and materials section. All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can
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.

Addendum
You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/

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: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

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: www.luc.edu/sswd/

Conceptual Framework
Loyola University Chicago’s School of Education has adopted and embraced the conceptual framework: Social Action through Education through its components of service, skills, knowledge, and ethics. We will utilize this conceptual framework as a basis for the direction of this course. The nature and development of service, skills, and knowledge, within the context of an ethical environment in schools, are essential components to school decision-making, and particularly to the leadership of public schools. The SOE prepares our candidates to critique the knowledge base and to
question knowledge through a social action lens, and simultaneously to use and contribute to knowledge for just purposes. Issues related to social action will be discussed throughout the course. For more information, review the Conceptual Framework at www.luc.edu/education/mission/

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

**Course Evaluation:**
Students will be evaluated on the following:
Attendance and Participation 15 points
Superintendent Entry Plan 10 points
Board Meeting Comparison Paper 15 points
Committee Structure Paper 10 points
Superintendent Presentation/Rec. 30 points
Board Agenda and Packet 20 points
**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