

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 779 CREDIT HOURS: 3

I. TITLE: The Superintendency Capstone

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The roles and responsibilities of the school district superintendent are explored with emphasis on change and instructional improvement. This is the capstone course. Field experience required.

Prerequisite(s): None

III. COURSE OBJECTIVES:

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. apply the Kotter change model to plan and implement change for instructional improvement (ISLLC 1, 2, 3, 5, 6; TSSA 1, 2, 4, 5; SLP 1, 2, 3, 6);
- B. use data to make informed decisions that result in improved student performance (ISLLC 1, 2, 3; TSSA 1, 2, 3, 5; SLP 1, 2);
- C. Use benchmarks to track improved student performance. (ISLLC 1, 2; TSSA 1, 2, 3, 4; SLP 1, 2);
- D. Collaborate with other district staff and school leaders to design programs that deliver engaging and relevant instruction in every classroom.(ISLLC 1, 2; TSSA 2, 3, 5; SLP 1, 2, 6);
- E. Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning (ISLLC 2, 5; TSSA 1, 3, 5; SLP 1, 2);
- F. Ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice. (ISLLC 1, 2, 4, 5; TSSA 1, 5; SLP 1, 2, 6).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through the development of large scale, sustainable change to increase student achievement and decrease learning gaps.

IV. CONTENT OUTLINE:

1. Develop skills that facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system;
2. Collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom;
3. Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning;
4. Ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice;

V. INSTRUCTIONAL ACTIVITIES:

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used.

1. Students will review the Kotter model and prepare a presentation on assigned steps in the process. The presentation will address practical applications of each step and be based on the tenants of adult learning.

The eight steps of the model are:

- a. Establishing a Sense of Urgency
- b. Creating a Guiding Coalition
- c. Developing a Change Vision
- d. Communicating the Vision for Buy-in
- e. Empowering Broad-based Action
- f. Generating Short-term Wins
- g. Never Letting Up
- h. Incorporating Change into the Culture

The class will develop a four-column scoring rubric for the presentations.

2. Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected projects have as broad a grade level span as possible. Students must have the approval of the instructor and mentor to proceed. Preferably, projects will include all grade levels. Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met.

Students will use the capstone model adopted by Murray State University. Students will develop a four-column scoring rubric to judge to degree to which the project fulfills the steps of the Kotter model and the degree to which student performance improved.

3. Students will select one content area to track the articulation from kindergarten through grade 12. It is expected there will be a seamless progression through the content from grade level to grade level and

through transitions. If gaps are found, suggestions for correction are to be given.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Capstone students will be expected to commit adequate time needed to complete a demanding schedule of project. Over the course of the program, students should expect to spend approximately 175 hours developing the capstone project. Students will also spend 25 hours in classroom seminars. Finally, students will spend three days (25 hours) shadowing the superintendent and collecting data on the district school in preparation for the capstone project.

1. Capstone project. Using student performance data from their school district, students will design an improvement plan using the Kotter change model as the organizer. It is preferred that selected projects have as broad a grade level span as possible. Students must have the approval of the instructor and mentor to proceed. Preferably, projects will include all grade levels. Capstone projects must include the use of student assessment data, evidence of collaboration with district staff, a plan for professional development, evidence of alignment with adopted curriculum, measurable goals (benchmarks) and a system to determine the degree to which goals were met. Students will use the capstone model adopted by Murray State University. Students will develop a four-column scoring rubric to judge to degree to which the project fulfills the steps of the Kotter model and the degree to which student performance improved.
2. Curriculum Articulation. Students will select one content area to track the articulation from kindergarten through grade 12. It is expected there will be a seamless progression through the content from grade level to grade level and through transitions. If gaps are found, suggestions for correction are to be given.

VII. TEXT(S) AND RESOURCES:

On-line materials to use with seminar sessions.

VIII. EVALUATION AND GRADING PROCEDURES:

General Marking System:

Instructional activities using a scoring rubric (V.1 & V.2):

An average score of 3 or greater is required to pass the course.

Instructional activity V.3 will be determined by the instructor and mentor.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students'

academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).