

Murray State University
COMMON SYLLABUS

Revised October 8, 2008

DEPARTEMENT: ELC COURSE NUMBER: ADM 739 CREDIT HOURS: 3

- I. **TITLE:** **The School Superintendency**
- II. **CATALOG DESCRIPTION:** The role of the school district superintendent is analyzed with reference to job responsibilities of the position, and knowledge, skills, and dispositions necessary to serve successfully in the position are examined.
- III. **PURPOSE:** Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), the AASA Professional Standards for the Superintendency and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of educator as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Strands: EPSB Themes: Diversity, Assessment.
- IV. **COURSE OBJECTIVES:** The School Superintendency (ADM 739) examines the role of superintendents in emerging social, economic, and political contexts that are changing the nature of schooling, altering how schools are viewed, and are transforming how a school superintendent provides leadership. This seminar is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of new superintendents—issues that can effect relationships and impact districts in the future. The seminar examines major management and leadership responsibilities of superintendents to provide a framework identifying and analyzing problems, and discriminating among alternative courses of action.

The primary objectives of this course include:

1. Discussing historical perspectives on the superintendency.
2. Understanding the superintendency in context: rural, suburban, and urban district settings, as well as social contexts (changing communities and school cultures (inclusive schools, equity, and excellence) (ISLLC V, VI).
3. Examining the characteristics of the superintendency, districts, and boards of education (ISLLC VI).
4. Investigating the circumstances of women and minorities in the superintendency (ISLLC V, VI).
5. Investigating superintendents' role as **Educational Leaders** (standards, setting expectations for improving curriculum, exemplary classroom practices, instructional leadership, program and staff evaluation) (ISLLC I, II).
6. Examining the superintendent as **Managerial Leaders** (general overview of superintendents' managerial levers: budget, supervision of personnel, regulations and policy, facilities, planning, time management, problem identification, central office administrative teams, interpretation, and solution processes) (ISLLC III).
7. Analyzing superintendents' role as **Political Leaders** (community, organizational (micropolitics), effective school board relations, organizational leader, building leadership teams, school-based decision making, and interagency collaboration) (ISLLC I, IV, VI).
8. Exploring the role of superintendents in **Leading Change** (developing a vision, vision derived goals, communicating the vision, generating and using data, change strategies, institutional resistance, cultures, and restructuring) (ISLLC I, II, VI).

9. Developing an understanding of superintendents' career paths (beginning and veteran), socialization, selection, and performance evaluation) (ISSLC I).

V. CONTENT OUTLINE:

1. Historical background of the superintendency
2. The changing context of schooling
3. Characteristics of the superintendency
4. District characteristics
5. Women and minorities in the superintendency
6. Public expectations of the superintendency
7. Conceptions of the superintendency
8. Educational leadership
9. Political leadership
10. Governance and board relations
11. Managerial leadership
12. Leading Change
13. Professional and organizational socialization
14. Selection and performance evaluation

VI. INSTRUCTIONAL ACTIVITIES: Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major "frames" including superintendents as **Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change**. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work.

Students will analyze three (3) case studies applying knowledge to superintendent work. The student has the option of applying three of the four "frames." In addition, students will serve as Discussion Leaders in two seminars. This work will entail selecting two articles from the suggested reading list, preparing a brief (1-2 page) synopsis of the major points (outline format) to be handed out in class, provide an oral summary, and lead class discussion (approximately 30 minutes).

1. Four (4) case analysis papers-75%
2. Discussion Leaders (2) -25%

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VIII. RESOURCES:

Required Readings

- Kowalski, T.J.** (1999). *The School Superintendent: Theory, practice, and cases.*
Chapter 1: The Superintendent: Yesterday and Today.
Chapter 2: Current conditions of practice.
- Bjork, L.** (1996). The revisionist critique of the education reform reports.

DISTRICT CHARACTERISTICS

Required Readings

- Glass, T.** (1992). *The study of the American school superintendency: America's education leaders in a time of reform.*
Chapter 8: District Characteristics
- Schmuck, R. and P. Schmuck** (1992). The troubled house divided. In *Small districts, big problems: making school everybody's house.* Thousand Oaks, CA: Corwin.

SUPERINTENDENT CHARACTERISTICS

Required Readings

- Glass, T.** (1992). *The study of the American school superintendency: America's education leaders in a time of reform.*
Chapter 1: The superintendency
Chapter 2: Personal characteristics
- Tallerico, Poole, W., and M., Burstyn, J.** (1994). Exits from urban superintendencies: The intersection of politics, race, and gender.

EMERGING EXPECTATIONS FOR THE SUPERINTENDENCY

Required Readings

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases.*
Chapter 3: Expectations for dynamic leadership.

Johnson, S.M. (1996). *Leading to change: The challenge of the new superintendency.*

Chapter 1: The promise and prospect of leadership.

Chapter 2: Looking for leaders.

CONCEPTIONS OF THE SUPERINTENDENCY

Required Readings

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases.*

Chapter 7: Four conceptions of the superintendency.

Cuban, L. (1998). *The managerial imperative and the practice of school leadership in schools.*

Chapter 5: Superintending: Images and roles.

EDUCATIONAL LEADERSHIP

Required Readings

Johnson, S.M. (1996). *Leading to change: The challenge of the new superintendency.*

Chapter 3: Crafting a vision

Chapter 4: Leading reform

Chapter 4: Engaging school leaders in change

INSTRUCTIONAL LEADERSHIP

Required Readings

Bjork, L. (1963). Effective schools-effective superintendents. The emerging instructional leadership role.

Hord, S. (1993). *Smoke, mirrors or reality: Another instructional leader.*

Suggested Readings

Bredeson, P. (1996). *Superintendents' roles in curriculum and instructional leadership: Instructional visionaries, collaborators, supporters, and delegator.*

Wirt, F. (1991). *The missing link in instructional leadership: The superintendent, conflict, and maintenance.*

Griffen, G. and E. Chance (1994). *Superintendent behaviors and activities linked to school effectiveness: Perceptions of principals and superintendents.*

POLITICAL LEADERSHIP:

Required Readings

Blumberg, A. and P. Blumberg (1985). *The school superintendent: Living with conflict.* NY: Teacher College Press.

Chapter 4: The superintendency and politics.

Johnson, S.M. (1996). *Leading to change: The challenge of the new superintendency.*

Chapter 6: Political context and constituents

Chapter 7: The politics of equity and excellence

Chalker, D. (1999). *Politics and decision making: The rural scene.*

DUE: Case Analysis 1: Superintendent as an educational leader.

POLITICAL LEADERSHIP IN THE LARGER COMMUNITY

Required Readings

Kowalski, T.J. *The school superintendent: Theory, practice, and cases.*

Chapter 11: Leadership in the larger community.

Chance, E. (1999). The rural superintendent: Succeeding or failing as a superintendent in rural schools. In Chalker, D. (1999). *Leadership for rural schools: Lessons for all educators.* Lancaster, PA: Technomic.

Schmuck, R. and P. Schmuck (1992). Superintendents becoming community leaders. In *Small districts, big problems: making school everybody's house.* Thousand Oaks, CA: Corwin.

POLITICAL LEADERSHIP: INTERAGENCY COLLABORATION

Required Readings

Bjork, L. (1996). Educational reform in changing contexts of families and communities: Leading school-interagency collaboration. In Lane, K., Richardson, M., and Von Berkum. *The school safety handbook: Taking action for student and staff protection.* Lancaster, PA: Technomic.

Lindle, J. and C. Russo (1994). On the cutting edge: Family Resource/Youth Service Centers in Kentucky. In Adler, L. and S. Gardner (Eds.) (1994). *The politics of linking schools and social services.* Washington, DC: Falmer Press.

POLITICAL LEADERSHIP: MICROPOLITICS

Required Readings

Lindle, J. (1994). Micropolitics: An introduction. In Lindle, J. (1994). *Surviving school micropolitics: Strategies for administrators.* Lancaster, PA: Technomic.

Boyd, W. (1974). The school superintendent: Educational statesman or political strategist.

POLITICAL LEADERSHIP: EFFECTIVE SCHOOL BOARD RELATIONS

Required Readings

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases.*
Chapt. 1: The Superintendent: Yesterday and Today.
Chapt. 2: Current conditions of practice.

Glass, T. (1992). *The study of the American school superintendency: America's education leaders in a time of reform.*
Chapt. 5: School boards and superintendents

Finn, C. (1992). Reinventing local control. In First, P. and Walberg, H. (Eds.) (1992). *School boards: Changing local control.* Berkeley, CA: McCutchan Publishing Corporation.

Due: Case Analysis 2: Superintendent as a political leader.

MANAGERIAL LEADERSHIP

Required Readings

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency.*
Chapt. 8. Managing to lead
Chapt. 9. Managerial levers

LEADING CHANGE

Required Readings

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency*
Chapt. 10: Toward a new superintendency
Eastwood, K. and K. Seahore-Louis (1992).
Restructuring that lasts: managing the performance dip.

LEADING CHANGE: SCHOOL RESTRUCTURING

Required Readings

Murphy, J. (). Restructuring in Kentucky: The changing role of the superintendent and the district office.

Cuban, L. (1989). The district superintendent & the restructuring of schools: A realistic appraisal.

Mitchell, D. and S. Beach (1993). School restructuring: The superintendents view.

BEGINNING SUPERINTENDENTS: CAREER PATHS, PROFESSIONAL & ORGANIZATIONAL SOCIALIZATION

Required Readings

Glass, T. (1992). *The study of the American school superintendency: America's education leaders in a time of reform.*

Chapt. 4: Professional experiences

Chapman, C. (1997). Beginning superintendents and the challenges of leadership. In Chapman, C. H. *Becoming a superintendent: Challenges of school district leadership.* Upper Saddle River, NJ: Merrill.

Ogawa, R. (1995). Administrator succession in school organizations.

Hamilton, (et. al.) (1996). Differences in the socialization experiences of promoted and aspiring school administrators.

Hudson, M. (1994). Women and minorities in school administration: Reexamining the role of informal job contact systems.

SUPERINTENDENT SELECTION AND PERFORMANCE EVALUATION

Required Readings

Hord, S. and N. Estes (1993). Superintendent selection and success. In Carter, D., Hord, S.,

and T. Glass. *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

Eaton, W. and W. Sharp (1996). Involuntary turnover among small-town superintendents. *Peabody Journal of Education* 71(2), 78-85.

Candoli, C., Cullen, K., and D. Stufflebeam (1997). Boston: Kluwer Academic Publishers.
Chapt. 5: Literature review findings.
Chapt. 7: An emerging model for superintendent evaluation.

Cleveland, M. and J. Rinehart (1998). Superintendents and board chair ratings on 11 skill dimensions. (Kentucky).

CONCLUDING SEMINAR AND COURSE EVALUATION

DUE: Case Study 3: Superintendent as managerial leader or Leading Change.

GENERAL REFERENCES

Blout, J. (1998). *Destined to rule the schools: Women and the superintendency 1873-1995*. Albany: SUNY Press.

Blumberg, A. and P. Blumberg (1985). *The school superintendent: Living with conflict*. NY: Teacher College Press.

Carter, G. and Cunningham, W. (1997). *The American school superintendent: Leading in an age of pressure*. San Francisco: Jossey-Bass.

Carter, D., Hord, S., and T. Glass. *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

Carter, D., Glass, T., and Hord, S. (1993). *Selecting, preparing and developing the school district superintendent*. Washington, DC: Falmer.

Candoli, I. C., Cullen, K., and Stufflebeam (1997). *Superintendent performance evaluation: Current*

practice and directions for improvement. Boston: Kluwer Academic Publishers.

Chalker, D. (1999). *Leadership for rural schools: Lessons for all educators*. Lancaster, PA: Technomic.

Chapman, C. H. (1997). *Becoming a superintendent: Challenges of school district leadership*. Upper Saddle River, NJ: Merrill. ISBN No. 0-13-398173-8.

Cuban, L. (1988). *The managerial imperative and the practice of school leadership in schools*. Albany: SUNY Press.

First, P. and Walberg, H. (Eds.) (1992). *School boards: Changing local control*. Berkeley, CA: McCutchan Publishing Corporation.

Glifford, B. (Ed.) (1986, November). *Education and urban society*. Sage Publications.

Glass, T. (1992). *The study of the American school superintendency: America's education leaders in a time of reform*. Arlington, VA: American Association of School Administrators.

Grogan, M. (1996). *Voices of women aspiring to the superintendency*. Albany: SUNY Press.

Gross, T. (1988). *Partners in education*. San Francisco: Jossey-Bass.

Hoyle, J., English, F. & Steffy, B. (1998). *Skills for successful 21st century leaders: Standards for peak performers*. Arlington, VA: American Association of School Administrators.

Jackson, B. L. (1995). *Balancing Act: The political role of the urban school superintendent*. Washington, DC: Joint Center for political and economic studies.

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency*. San Francisco: Jossey-Bass (ISBN# 0 7879-0214-4).

Konnert, W. M. and Augentein, J. J. (1995). *The school superintendency: Leading education into the 21st*

century. Lancaster, PA: Technomic Publishing Co. ISBN No. 1-56676-286-3.

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases*. Upper Saddle River, NJ: Prentice-Hall Inc (ISBN#0-13-462953-10)

Kowalski, T. (1995). *Keepers of the flame: Contemporary urban superintendents*. Thousand Oaks, CA: Corwin Press.

Leithwood, K. (Ed.) (1995). *Effective school district leadership: Transforming politics into education*. Albany: SUNY Press.

Norton, M. S., Webb, L. D., Dlugosh, L. and Sybouts, W. (1996). *The school superintendency: New responsibilities, new leadership*. Boston: Allyn and Bacon.

Osguthorpe, R., Harris, C., Harris, M., and S. Black (1995). *Partner schools: Centers for educational renewal*. San Francisco: Jossey-Bass.

Sharpe, W. and Walter, J. (1997). *The school superintendent: The profession and the person*. Lancaster, PA: Technomic.

Sinclair, R. and Harrison, A. (1988). A partnership for increasing student learning: The Massachusetts coalition for School Improvement e In Sirotnik, K. and J. Goodlad. *School-University partnerships in action: Concept, cases, and concerns*. NY: Teachers College Press.

Sirotnik, K. and J. Goodlad (1988). *School-University partnerships in action: Concept, cases, and concerns*. NY: Teachers College Press.

Schmuck, R. and P. Schmuck (1992). *Small districts, big problems: Making school everybody's house*. Thousand Oakes, CA: Corwin Press.

Wissler, D. and Ortiz, F. (1988). *The superintendent's leadership in school reform*. NY: Falmer Press.

IX. GRADING PROCEDURES:

General Marking System: A grading curve will not be used to determine letter grades.

A=90-100 represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

B=80-89 represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

C=70-79 represents **average achievement**. It is valued at two grade points for each credit hour.

E=0-59 represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

X. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:

Cheating, plagiarism, (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copy of examinations, assignments, reports, or term papers, or the presentations of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XII. TEXT AND REFERENCES:

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases.* Upper Saddle River, NJ: Prentice-Hall Inc (ISBN # 0-13-462953-1).

Johnson, S.M. (1996). *Leading to change: The challenge of the new superintendency.* San Francisco: Jossey-Bass. (ISBN # 0 7879-0214-4).

Glass, T. (1992). *The study of the American school superintendency: America's education leaders in a time of reform.* Arlington, VA: American Association of School Administrators (ISBN # 0-87652-177-4).

XIII. PREREQUISITES:

None