

Murray State University
COMMON SYLLABUS

Revised October 8, 2008

DEPARTEMENT: ELC COURSE NUMBER: ADM 749 CREDIT HOURS: 3

- I. **TITLE: School District Administration**
- II. CATALOG DESCRIPTION: This performance-based course focuses on school system operations including financial management and policy, administration of auxiliary services, human resources planning and management, federal and state programs, facilities planning and management and curriculum and instructional support. The emphasis throughout the course will be on the skills needed to perform the functions of the superintendent and the underlying policy development and implications.
- 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: MUNIS; EPSB Themes: NA.

Interstate School Leaders Licensure Consortium Standards

Standard I: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of vision of learning that is shared and supported by the school community.

Standard II: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard III: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard IV: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs. And mobilizing community resources.

Standard V: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard VI: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard VII: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

IV. COURSE OBJECTIVES:

The student is expected to integrate the knowledge, dispositions and performances of the six ISLLC standards. More specifically some of the indicators which will be addressed are:

1. Demonstrating the ability to develop a district-wide budget, explain the Kentucky school finance plan and its local implications to a targeted audience, make finance decisions based on data and needs, and provide regional and state guidance in development of finance policy (ISLLC III).
2. Preparing an overview of the planning and implementation necessary to provide food service, transportation, and student personnel and health programs for all students (ISLLC III, VI).
3. Developing a human resources orientation that includes planning, recruitment, interviewing, selection, induction and continuous professional development for both certified and non-certified personnel (ISLLC II, III, VI).
4. Preparing a plan to determine future building needs with community involvement.
5. Explaining to a target audience how school building construction is financed (ISLLC III, VI).
6. Developing a plan and implementation for building maintenance and management (ISLLC III).
7. Combining the federal, state and local resources available through federal and state programs, grants, state funds, local funds and private funds to meet the needs of the school district (ISLLC II, III).
8. Developing a plan for collaboration with community agencies (ISLLC IV).
9. Collecting and using data to make decisions (ISLLC II).

V. CONTENT OUTLINE:

The following areas of School District Administration will be covered with a continued emphasis on how school district operations support student learning:

- Philosophical basis and policy
- For public schools and public school financing in the United States
- Kentucky school financial planning—budget on implementation
- Food Service Operation
- Transportation
- Student Personnel Services
- Student Health Services
- Full Service School Districts
- Facility Operations
- Human Resources Management
- Curriculum and Instruction
- Special Programs
- Special Education
- Safety and Student Behavior
- Outsourcing
- Community Relationships
- Professional development of certified and non-certified staff
- Funding for school programs form federal, state, local and private operations
- Making the district a seamless P-12 learning experience for children
- Collecting and using data to make decisions

VI. INSTRUCTIONAL ACTIVITIES:

1. The student will prepare a presentation of how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club.

2. The student will develop a simple, one sheet brochure explaining the local school district budget for distribution at school functions.

3. The student will prepare an outline of a ten-minute presentation to the local legislative delegation on Kentucky school finance. The presentation is designed to influence the policy-makers on the need to develop a better way to support children's learning.

4. The student will obtain a local school district budget, all staff salary information with current teacher placement on the salary schedule and supplemental schedules and propose a way to make a cut that will meet the requirements of a 10% reduction in student enrollment over the past year.

5. The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area:

Food Service
Transportation
Student Personnel Services
Student Health Services

The interview should include an exploration of the job responsibilities, strengths and improvements needed.

6. The student will design a plan for involving the community in determining the ten-year building and facility needs of the school district. Research of other initiatives is expected. The plan should begin with the development of the process and end with the completion of the bond issue. An explanation of the resources available should be given in a manner understandable to the Board of Education and the community.

7. The student will do a "walk through" of two school sites, evaluate the condition of the sites and make a long-range capital outlay plan as well

as a short-term maintenance plan to remedy all problems. Costing of repairs and additions must be included.

8. The student will prepare an integrated planning calendar for the year for all school district operations.

9. The student will prepare the invitation letter and agenda for a meeting to initiate a community collaborative effort to identify student/child needs in the community and begin a needs assessment/strategic plan to meet these needs.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCE:

Presentation to local service club.

Interview with school support personnel.

School site evaluation.

VIII. RESOURCES:

None

IX. GRADING PROCEDURES:

Each of the above performances will be assigned a score. These scores will be converted to a percentage that will follow the university grading standard.

Each of the above items will be placed in the superintendent portfolio and referenced by the student to the appropriate ISLLC standard and indicator.

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:

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

Boutwell, C. E., (1997). Shell game: Corporate America's agenda for schools. Bloomington, IN: Phi Delta Kappa.

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

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James, J., (1996). Thinking in the future tense: Leadership skills for a new age. New York: Simon & Shuster.

Johnson, S.M., (1996). Leading to change: The challenge of new superintendency. San Francisco: Jossey-Bass.

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Konnert, W. M., & Augentein, J. J., (1995). The school superintendency: Leading education into the 21st century. Lancaster, PA: Technomic.

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XIII. PREREQUISITES:
None

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