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

   Chapter 1: The Superintendent: Yesterday and Today.
   Chapter 2: Current conditions of practice.


DISTRICT CHARACTERISTICS

Required Readings

   Chapter 8: District Characteristics


SUPERINTENDENT CHARACTERISTICS

Required Readings

   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


   - Chapter 1: The promise and prospect of leadership.
   - Chapter 2: Looking for leaders.

CONCEPTIONS OF THE SUPERINTENDENCY

Required Readings

   - Chapter 7: Four conceptions of the superintendency.

   - Chapter 5: Superintending: Images and roles.

EDUCATIONAL LEADERSHIP

Required Readings

   - Chapter 3: Crafting a vision
   - Chapter 4: Leading reform
   - Chapter 4: Engaging school leaders in change

INSTRUCTIONAL LEADERSHIP

Required Readings


**Suggested Readings**


**POLITICAL LEADERSHIP:**

**Required Readings**


   Chapter 4: The superintendency and politics.


   Chapter 6: Political context and constituents

   Chapter 7: The politics of equity and excellence


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.


POLITICAL LEADERSHIP: INTERAGENCY COLLABORATION

Required Readings


POLITICAL LEADERSHIP: MICROPOLITICS

Required Readings


POLITICAL LEADERSHIP: EFFECTIVE SCHOOL BOARD RELATIONS
**Required Readings**

- Chapt. 1: The Superintendent: Yesterday and Today.
- Chapt. 2: Current conditions of practice.

- Chapt. 5: School boards and superintendents


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

**MANAGERIAL LEADERSHIP**

**Required Readings**

- 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


**LEADING CHANGE: SCHOOL RESTRUCTURING**

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


BEGINNING SUPERINTENDENTS: CAREER PATHS, PROFESSIONAL & ORGANIZATIONAL SOCIALIZATION

Required Readings


SUPERINTENDENT SELECTION AND PERFORMANCE EVALUATION

Required Readings


CONCLUDING SEMINAR AND COURSE EVALUATION

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

GENERAL REFERENCES


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 I 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:**


XIII. **PREREQUISITES:**

None