



EDAD 712: School District Administration
Division of Educational Administration
School of Education
The University of South Dakota
Fall 2009

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Welcome to **EDAD 712: School District Administration**. This course is often referred to as the superintendent's course as it is required of those who wish to pursue the challenges of a school superintendent.

I. Purpose/Rationale

The purpose of the course is to provide you with a knowledge and understanding as to what a superintendent does in the role as the educational leader of the school district. The course is directed toward providing an overall understanding and knowledge of school district administration for the preparation of school superintendents and other central office administrative personnel. The art and science of administration in terms of roles, functions, and processes in connection with the educational structure, policymaking and implementation, and school district operations provide the substance for this course. With emphasis on the superintendency, special attention is given to the school administrator's roles, responsibilities, and relationships with the school board. Other points of emphasis in the course include governance, legal aspects, and administrator ethics.

II. Catalog Description of the Course

This course provides an overview of central office administration in the local school district. Emphasis is on non-fiscal affairs, governmental relations, and roles of the board of education and the school district superintendent.

III. Instructor's Teaching Philosophy

The role of a public school superintendent offers many challenges that require effective leadership practices. In order to meet these challenges, superintendents need a knowledge base that entails quality leadership skills and the functions of a superintendent of schools position.

It is my intention to provide this knowledge base through the readings, assignments, and discussions in the course. It is important that the students enrolled in **EDAD 712** do the assigned work and participate in the discussions.

IV. Beliefs

Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experimental wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical and professional knowledge. The Division of Educational Administration is committed to preparing reflective leaders.

V. Specific Course Objectives

Upon completion of the course, student will be able to:

Objectives/Outcomes	Standards	Assessment
1. identify and appraise leadership attributes needed for the superintendency	ELCC 1.1: a, b; 5.1 a; 5.2 a; 5.3a SoE #s 1,3,8,9,10	Evaluation of written essays, end of chapter “Further Reflection” questions, case study resolve, final examination, and book report
2. formulate school district and school board purpose and policy design and procedures	ELCC 6.3a,b SoE #s 1, 3,8, 9, 10	Evaluation of written essays, end of chapter “Further Reflection” questions, case study resolve, and final examination
3. compare and contrast decision-making skills and on-going growth for the superintendency	ELCC 4.2 a, b; 4.3 b SoE #s 1,3,8,9,10	Evaluation of written essays, end of chapter “Further Reflection” questions, case study resolve, and final examination
4. develop an understanding of the visionary strategic planning process	ELCC 1.1 a, b 1.2 a, b, c 1.4 a 1.5 a	Evaluation of written essays, end of chapter “Further Reflection” questions, case study resolve, and final examination

5. identify the superintendent’s instructional leadership role	ELCC 2.2 a, b, d 2.3 a, b	Evaluation of written essays, end of chapter “Further Reflection” questions, case study resolve and final examination
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Required Textbook

The textbook is *The School Superintendent: Theory, Practices, and Cases* (2nd ed.) by Theodore Kowalski, Sage Publications, Inc., Thousand Oaks, CA. The book may be purchased at USD Barnes & Noble Bookstore (605-677-6291) or order online at barnesandnoble.com.

VI. Course Assignments

- A. Write a resolve on the case studies found at the end of Chapters 3, 4, 5, 6, 7, 8, 10, 11, 14. Your resolve need not exceed two pages and should include a review of the case study and what you learned that could be of assistance to you as a superintendent of schools.
- B. Read one of the following books and write a report. The report should not exceed three pages and should address the following:
 - 1.) Summary of the book (not more than a page)
 - 2.) What did you learn about leadership that will help you if you become a superintendent of schools?

Book list:

Lincoln on Leadership by Donald T. Phillips
The Spiritual Dimension of Leadership by Paul Houston and Steve Sokolow
George Washington’s Leadership Lessons by James Rees
The 21 Irrefutable Laws of Leadership by John Maxwell
The 8th Habit of Highly Effective People by Stephen Covey
Crucial Conversations: Tools for Talking When Stakes Are High by Keary Patterson, Joseph Grenny, Ron MacMillan, Al Switzler
On Becoming a Leader by Warren Bennis

You may read a different book from the list, seek permission first.

- C. Superintendent Interview
 Develop questions to be asked of a practicing superintendent. The questions should include the superintendent’s role in curriculum development; budget preparation and

management; communication with school board, staff, administrative team; community relations; facilities management; evaluation and selection of staff; co-curricular program; and collective bargaining.

Contact a practicing superintendent and set-up a time for the interview. Send the questions in advance to allow the superintendent time to prepare answers. Summarize the responses in a narrative not to exceed two pages.

- D. Write a short paper, not to exceed three pages, on ethical leadership. Define the term ethical leadership and discuss how it is maintained from the superintendent's position.
- E. Final exam to be given at the end of the course.

Discussion Questions:

The format used for the discussion portion of the course will be determined by the enrollment of the class. A large enrollment will necessitate the use of discussion groups. A small enrollment will require students to post their responses for the entire group to read. You will be notified on the first day of the term as to which format will be used and to how this discussion portion will be graded. One or two questions will be posted weekly.

Assignment Due Dates:

Due dates will be posted in the discussion section during the first week of the course.

Grading:

Chapter Case Study Resolves	50 points each	450 points
Book Report	100 pts each	100 points
Superintendent Interview	100 pts each	100 points
Ethical Leadership Paper	100 pts each	100 points
Final Exam	130 pts each	<u>130 points</u>
		880 points

Grading Scale:

792-880	A
704-791	B
616-703	C

VII. Disability Services

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
www.usd.edu/ds; dservices@usd.edu.

**EDAD School District Administration
Course Outline**

- I. Superintendent and School Board Relationships
 - Kowolski - Chapters 5, 6, 7
 - Instructor Notes - Superintendent/School Board Relationship

- II. Superintendent Leadership and Management Responsibilities
 - A. Leadership Qualities and Style
 - Kowolski – Chapter 8
 - Instructor’s Notes
 - B. Planning and Fiscal Management
 - Kowolski – Chapter 8 & 9
 - C. Instructional Leadership
 - Kowolski – Chapter 8
 - D. Human Resources Management
 - Kowolski – Chapter 10
 - Instructor’s Notes: Employee Selection and Accountability, Employee Contract Termination and Non-Renewal, The School Board and Employee Evaluation
 - E. The Superintendent and the Community
 - Kowolski – Chapter 11
 - Instructor’s Notes: The Superintendent and The Community

- III. Superintendent and School Law – Instructor’s Notes
 - The Superintendent of Today
 - Kowolski-Chapter 12, 13, 14
 - Instructor’s Notes