

# Course Syllabus

## COURSE NUMBER

SSSL 6019.11 **COURSE TITLE:** School Systems, Superintendency and Leadership:  
Educational Foundations **TERM:** Fall 2005 **SITE:** Missouri School for the Blind **INSTRUCTO**  
**CONTACT INFORMATION:**

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**CREDIT HOURS: 3**

## Course Description:

This course assists leaders of the school district in understanding the historical aspect of school c  
the beginning influences education today. Leadership at the district level will be examined. The  
student will study the role of the district administrator as an educational leader. The students will  
understanding of the theory and research that describe the effective school and will identify speci  
implement that knowledge in order to lead a high performing learning community. Students will  
inquiry, experimentation, and reflection to investigate issues of ethnicity, gender, disability, equit  
and ethics. Students will consider the impact of these issues in urban, rural, and suburban conte  
conduct will be professional at all times. Discussions may occur on issues and trends for which  
or wrong answers. All students are expected to participate and show respect and courtesy at all ti

## Learning Outcomes:

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards /  
Develop knowledge of the role of the administrator at the district level.

The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills  
1.1.2, 1.1.4

SOE Dispositions 1.1.1, 1.1.2, 1.1.3, 1.1.4

ISSLC 1.3.1.1.2, 1.3.1.1.4, 1.3.1.2.4, 1.3.4.3.12, 1.3.5, 1.3.3.1.1, 1.3.3.2.2, 1.3.4.3.2, 1.3.5.1.1, 1.3.5.3.4, 1.3.6.1.1, Deve  
understanding of the theory and research that describes the effective school district. The educational le  
will demonstrate effective teaching, learning, and leadership based on sound theory and practice and  
making to create an optimal learning environment. SOE Goals 1.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4

SOE Dispositions 1.1.1, 1.1.3, 2.1.2, 2.2.4, 3.3.2

ISSLC 1.3.1.1.4, 1.3.4.4.12, 1.3.5.3.1, 1.3.5.1.3.2.1.2, 1.3.3.1.2, 1.3.3.3.7, 1.3.4.3.12, 1.3.5.2.3, 1.3.5.3.5, 1.3.6.1.3 Identify  
lead to high performing learning communities The educational leader/graduate will reflect upon his/  
in order to become and agent of change in classrooms, schools and communities. SOE Goals 1.1.2, 3.3.  
SOE Dispositions 3.3.2, 3.3.3, 3.3.4, 3.3.5

ISSLC 1.3.1.2.4, 1.3.2.3.12, 1.3.6.1., 1.3.2.1.7, 1.3.2.1.9, 1.3.2.2.5, 1.3.2.3.5, 1.3.3.1.4, 1.3.4.1.2, 1.3.5.3.14, 1.3.6.2.4 Add  
reform in rural, suburban and urban school district settings. The educational leader/graduate will der  
for and participate in a diverse community of global learners including students, teachers, colleagues,  
Goals 3.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4

SOE Dispositions 1.1.2, 2.2.1, 2.2.2, 3.3.5

ISSLC 1.3.2.2.2, 1.3.4.3.12, 1.3.5.3.8, 1.3.6.1.5, 1.3.2.3.5, 1.3.2.3.7, 1.3.2.3.8, 1.3.2.3.12, 1.3.3.1.2, 1.3.3.3.10, 1.3.3.3.15, 1.  
1.3.5.3.1, 1.3.5.3.6, 1.3.6.3.5

**WEEKLY SCHEDULE OF READING, CLASS PREPARATIONS AND ASSIGNMEN  
LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIC  
AND EXAMS.**

**Week 1/2:** Introduction, course syllabus, assignments, activity, final project

Topics:

- Course Syllabus
- Organizational Structures in American Education
- Analysis of Schools and the Structural Models Used
- Historical overview of schooling in the United States
- New Directions for the Superintendency
- Successful School Leadership
- Organizational Culture of Schools

Activities:

- Group Activity – Linking the Past & the Present
- Small Group Project - a discussion on the *Purpose and Role of Public Education*
- Case study
- Group discussion

Assignments:

- Work on questions you will use for your interview. Responses will be due Week 3.

**Week 3/4** New Directions for CEO Superintendent Preparation

Organizational Culture Topics:

- Findings on Successful School Leadership
- Superintendent Preparation Programs Professional
- Standards and Licensure Board Certification
- Relicensure and Professional Development Integrating
- Theory and Practice
- Organizational Culture
- Theoretical Frameworks
- Applying the 8 indicators to the case study
- Readings as assigned in group
- Review of superintendent interview questions

Activities:

- Post your group summary
- Case Study: [www.mpea.org](http://www.mpea.org)
- Superintendents – The Times They are a Changing
- Post your responses

Assignments:

- Create a matrix (pre-k through 12) showing the different jobs of a superintendent.

Identify the tasks

- Respond to two other postings
- Evaluate your school using the climate tool. Link to

## **Week 5/6** The Politics of School Governance

### Topics:

- Theoretical Frameworks
- Applying the Five Indicators to the Case Study

### Activities:

- Superintendents Interview due. Share interviews. Submit for grading.
- Post your group summary

### Assignments:

- Readings: As assigned in group
- Attend a Board of Education Meetings in a school district other than your own. Analyze the BOE Meeting for effectiveness. What is the BOE's focus? Post your work. Omit the name of the districts but identify the district by high, medium, or low achieving.
- Read and respond to two of your classmates' postings.
- Evaluate your school district and board relations using the tool on <http://www.nsba.org/site/pdf.asp?TP=/site/docs/8700/8692.pdf>
- Provide status update of District Improvement Plan

## **Week 7/8** Communications and Community Relations

### Topics:

- Applying the 18 indicators to the Case Study
- Applying the Five Indicators to the Case Study

### Activities:

- Post your group summary
- Case Study: [www.mpea.org](http://www.mpea.org)
- Superintendents case study - The Principal is Accused Post your answers

### Assignments

- Readings: As assigned in group
- Read and respond to two other classmate's postings

## **Week 9/10** Management of the Organization, Operations and Resources

### Topics:

- School Finance
- Theoretical Frameworks
- Applying the Five indicators in the Case Study
- The Case of the Optimistic Budget Projections
- Applying the Five Indicators of the Case Study

### Activities:

- Readings: As Assigned in group
- Case Study [www.mpea.org](http://www.mpea.org)
- The Need for Improved Facilities –
- Post your responses to the questions.

Assingments:

- Write a one-page essay on “What is good management?” Post your essay.
- As a group, brainstorm how you as a superintendent would begin the process of improving operations in a school district. Post your response.
- Read and respond to two other classmate’s postings
- Due – Board of Education observations and analysis

**Week 11/12** The Technical Core of Educational Administration: Curriculum Planning and De Topics:

- Theoretical Frameworks
- Applying the Seven Indicators in the Case Study

Activities:

- Case Study [www.mpea.org](http://www.mpea.org)  
Aligning Student Performance with School Goals
- Post your responses

Assignments:

- Review your district/schools curriculum. How does it align to the Missouri Standards? Post your response.
- Read and respond to two other classmate’s postings
- Post your group summary
- Readings: As assigned

**Week 13/14** Instructional Management

Human Resource Management

Topics:

- Staff Evaluation and Personnel Management
- Theoretical Frameworks
- Applying the Four Indicators in the Case Study

Activities:

- Choose one of the topics and post your thoughts.  
Group Simulation: How to have difficult conversations with teachers who are deficient.  
Research Based Instruction & Best Practices  
How do you Align Instruction & Assessment?
- Final Project -- email your instructor with a report on the status of your work.
- Post your group summary

Assignments:

- Read and respond to two other classmates’ postings

- Readings: As assigned by group.

**Week 15/16 Values and Ethics**

**Leadership Performance Evaluation**

Topics:

- Leadership Performance Evaluation
- Theoretical Frameworks
- Caveats in Performance Evaluation
- Research on Performance
- Standards for Superintendents
- Measuring the Effectiveness of Preparation Programs
- School Board Evaluation of Superintendents
- The Superintendent Executive Assessment Model
- Performance Evaluations Pros & Cons
- BOE Evaluation of Superintendent
- The ethical superintendent

Activities:

- What evaluation does DESE recommend for superintendents, principals?
- What evaluation instrument is used in your district for superintendent? What are its pros and cons? Post

**Due – Comprehensive School Improvement Plan – present**

**RESOURCES:**

The Superintendent as CEO Standards-Based Performance, Hoyle, J., Bjork, L, Collier, V, Glas Press, 2005.

Publication Manual of the American Psychological Association (5th ed.), 2001, American Psych Association.

**ISBN #: 11557988102**

**EVALUATION:**

A multifaceted approach will be used to assess the learner’s mastery of the knowledge, dispositional performances identified in the MOSTep Standards. Large and small group activities, individual and written reports and classroom presentations using technology will be utilized to allow students to mastery in a variety of contexts.

**TOTAL CLASS POINTS = 100**

Students will be evaluated on the following:

District Improvement Plan - 40 points

Each component of the District Improvement Plan will be assessed on the following point scale.

Analysis of existing district improvement plan	5
Planning Process	10
Use of data	10
Goals, objectives, strategies	10
Implementation	5

Participation in Class Activities, Attendance & Professional Behavior 20 Points

**Assessments** **Links to Course Outcomes** **Points** Board of Education Meeting  
Analysis 20 Participation 20 Superintendent Interview 20 District Improvement 20  
**GRADING SCALE**

<u>Grade</u>	<u>Points</u>
A	90 - 100
B	80 - 89
C	70 - 79

### **LATE SUBMISSION OF ASSIGNMENTS**

Assignments, which are not handed in by the deadlines listed on the syllabus, will be penalized one grade. No original assignments will be accepted after the final class time. Mutually agreed to re-evaluated previously evaluated assignments will be accepted after the last scheduled day of the term.

Students who do not complete the requirements of the course by the final class period published will receive no credit unless they have developed a contract with the instructor in advance of the course.

### **ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

#### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/web page address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Student will receive a 0 for the assignment and may be dropped from the course.

For further information about the consequences of academic dishonesty please consult the Webster Student Handbook.

## ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, McLeese, at (314) 968-7495.

### WEBSTER UNIVERSITY SCHOOL OF EDUCATION

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledges, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for the “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for education candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

#### Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

##### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

##### The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and

needs;

2.2 understands and uses a range of instructional strategies;

2.3 uses a variety of communication modes, media, and technology to support student learning; and

2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

3.1 values and integrates reflection to grow as a professional;

3.2 promotes communication and collaboration with colleagues, families, and community leaders;

3.3 seeks relationships with families and students to support student learning; and

3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

4.1 understands and responds appropriately to issues of diversity

4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;

4.3 adapts instruction to the learner's knowledge, ability, and background experience; and

4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

1.1 Understands and respects that s/he may be different from others

1.2 Embraces an openness to change (adaptability, flexibility)

1.3 Exhibits curiosity

1.4 Engages in reflection

2. Understands and Respects Others

2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

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