

**NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the semester. Check the “last modified date” at the bottom of the web page for currency of information.**

**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,  
LEADERSHIP, AND RESEARCH**

**EDAD 649: School System Administration**

**(Three Semester Hours Credit)**

**Spring Term 2016**

**On-line course with supplemental class meetings throughout semester  
(February 6<sup>th</sup> Face-to-face meetings from 9:30 am. EST until 4:30 p.m. EST will be held on  
the WKU ELIZABETHTOWN Campus, Regional Post-Secondary Building in room 232)**

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**Prerequisites**

None

**COURSE INFORMATION**

**Catalog Description**

School system operations including finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction.

**Purpose**

This course is designed primarily for educators with a minimum of two years administrative experience who are preparing for the superintendency or assistant superintendency. The course may also be appropriate for those preparing for other district- level administrative positions, including Director of Pupil Personnel. The primary focus of the course will be to prepare superintendents to be effective school system administrators by developing knowledge, skills, and competencies in the areas that are most critical to school systems operations. The course is one of the four courses required for superintendent certification.

Updated Jan. 11<sup>th</sup> 2016

## **Course Description**

The course examines the role of the superintendent as the Chief Executive Officer (CEO) of the school system. The leadership and management of school district finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction will be studied from a systems perspective of developing and coordinating all system services in the support of high performance schools. The nature of the superintendency and other district-level administrative positions requires that the district administrator interacts continually with many different people and agencies in complex and dynamic relationships. The human relations skills and the processes with which the administrator must be competent to work effectively with people will also be examined. The other personal and professional competencies required for effective school system leadership will also be discussed in the context of a shared decision making environment and a comprehensive school improvement planning process.

## **Course Objectives**

The course is designed for students to acquire knowledge, dispositions, and performance skills in areas identified by the Interstate School Leaders Licensure Consortium (ISLLC) standards and the American Association of School Administrators Professional Standards for the Superintendency. Emphasis is placed on the student understanding, valuing, and knowing how to: (Number in parenthesis references ISLLC standard and indicator.)

1. Apply systems theory. (1K.03)
2. Create continuous school improvement. (1D.03)
3. Insure the vision shapes the educational programs, plans, and actions. (1P.08)
4. Needed resources are sought and obtained to support the implementation of the school mission and goals. (1P.13)
5. Existing resources are used in support of the school vision and goals. (1P.14)
6. Barriers to student learning are identified, clarified, and addressed. (2P.05)
7. Schools and district are organized and aligned for success. (2P.12)
8. Knowledge of learning, teaching, and student development is used to inform management decisions. (3P.01)
9. Operational procedures are designed and managed to maximize opportunities for successful learning. (3P.02)
10. School plant, equipment, and support systems operate safely, efficiently, and effectively. (3P.06)
11. Financial, human, and material resources are aligned to the goals of the schools. (3P.10)
12. Organizational systems are monitored and modified as needed. (3P.12)
13. Human resource functions support the attainment of school goals. (3P.20)
14. School and community serve one another as resources. (4P.06)
15. Effective media relations are developed and maintained. (4P.12)
16. Comprehensive program of community relations is established. (4P.13)
17. Uses the influence of the office to enhance the educational program rather than for personal gain. (5P.07)

18. Demonstrates appreciation for and sensitivity to the diversity in the school community. (5P.10)
19. The environment in which schools operate is influenced on behalf of students and their families. (6P.01)
20. There is on-going dialogue with representatives of diverse community groups. (6P.03)
21. Lines of communication are developed with decision makers outside the school community. (6P.06)

## **Course Topics**

School systems administration will be studied from a systems perspective and in the context of the various environments in which school systems operate. Specific topics will include:

1. District culture
2. Politics and Governance
3. Kentucky school finance and school district financial planning.
4. Facility planning and management.
5. Instructional Leadership from the top
6. Human resources.
7. Community relations and collaboration with community agencies.
8. Other auxiliary services including transportation, food services, and technology.
9. Management, and coordination of school district operations to support high performance schools.
10. Developing an effective district leadership team.
11. Ethics of Leadership
12. Components of the Kentucky Superintendent Professional Growth and Effectiveness System (SPGES)

## **Text:**

The materials adopted and required for this course are:

Hoyle, J., Bjork, L., Collier, V., & Glass, T. (2005). *The superintendent as CEO*. Thousand Oaks, CA: Corwin Press.

## **Special Instructional Materials**

Handouts provided by the instructor.

## **Suggested Reading List**

Collins, J. (2001). *Good to great*. N.Y.: HarperCollins Publishers, Inc.

Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kowalski, T. J. (2013). *The School Superintendent. Theory, Practice, and Cases*. Thousand-Oaks, CA: SAGE.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Denver, CO: Mid-continent Research for Education and Learning.

Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.

Waters, J. & Marzano, R. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement*. Denver, CO: Mid-continent Research for Education and Learning.

\*District Level Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement, Kentucky Department of Education.

\*Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement, Kentucky Department of Education.

\*Superintendent Professional Growth and Effectiveness System (SPGES) evaluation document/material, Kentucky Department of Education.

\*Check KDE website for most current version of these documents.

## **Course Organization and Expectations**

This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of this class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

## **Major Teaching Methods**

As a web course, this course includes extensive use of online discussion in both large and small groups, use of internet to search and identify relevant information and examples of strategic plans, analysis of actual institutional planning processes and documents, and assigned written work. Focus will be upon active engagement as adult learners.

## **Grading/Evaluation**

Assessment will be based on the evaluation of students' attainment of course objectives through their active participation on Blackboard online class discussion, assigned activities on the internet site, and completion of written assignments.

### **A. Methods**

1. Participation in Blackboard online class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted. A scoring rubric will be provided and posted on Blackboard.
2. Projects and papers will be evaluated based on satisfying the requirement as assigned and the quality of the work. A scoring rubric will be provided and posted on Blackboard as needed for particular assignments when additional clarity is needed.

## Points Assignment

The final grade will be based on the total number of points accumulated.

A	=	90-100 points
B	=	80- 89 points
C	=	70- 79 points
D	=	60- 69 points
F	=	0- 59 points

The total number of points will be distributed as follows and more detail for each assignment is given on page 6:

30	points	(e)	On-time and appropriate participation on the website as required and assigned text chapters or reading assignments throughout semester
15	points	(a)	Civic Club PowerPoint Presentation on Finances
10	points	(b)	Integrated planning calendar
15	points	(f)	Professional Book Study (Sup't Instructional Leadership)/Topic PowerPoint for on-line class presentation
10	points	(c)	Analysis of major auxiliary services
<u>20</u>	<u>points</u>	(d)	Plan for district leadership and support services
100	points		

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN "B" UPON COMPLETION OF ALL REQUIREMENTS.

## Course Assignments

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.25" left/right margins, 1.0" top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated.

All documents are to be submitted as a **Microsoft Word** document. Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Students' scores for each assignment may be posted to BLACKBOARD – additional feedback is available per requests. E-mail feedback made directly to the student will generally be the method used to give direct feedback. The instructor is not allowed by law to reply in any detail using E-

mail, unless permission is given via the student's written signature (this is to protect the student's privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: "I give my consent to the instructor to discuss my course grades with me via E-mail. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents)." The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late ***will be penalized.***

***Any materials submitted in a non-digital format must be retrieved by no later than the 30<sup>th</sup> calendar day of the subsequent academic semester or they will be destroyed.***

**Course assignments include:**

- a. Prepare a Power Point presentation on the status of the school district's finances for a local civic club. A scenario will be provided. (Minimum 15 slides including cover, maximum of 20.) Presentation should explain the financial status in a way that can be understood by the lay citizen, address how financial priorities are established, and identify the implications for the school district and the community. (15 points)
- b. Prepare an integrated, comprehensive, month-by-month, planning calendar for the entire year for all school systems operations. Calendar should specifically address activities that are the responsibility of the superintendent and include those major tasks and events required for district operation as well as things that need school board action. Discussion with a superintendent and other key central office administrator is required to be documented in the write-up. (10 points)
- c. Develop description of all district auxiliary services and programs. Include an organizational chart that clearly shows all major areas, who is responsible, and lines of authority and decision-making. Identify and explain a method or strategy of how you would assess effectiveness, needs, and areas for improvement of all auxiliary services and programs. Also, address superintendent's responsibility with each area. (10 points)
- d. Develop a written plan for establishing and maintaining district support services and leadership needed to develop and support high performing schools. Specific guidelines will be provided. (20 points)
- e. Online: Course will utilize Blackboard. Forums may be placed on the Discussion Board that will require students to respond within specified times. Some of the forums will require students to do additional research in order to respond appropriately. Students may be given specific text reading assignments and be required to e-mail to instructor or post on BlackBoard as directed. (30 points)
- f. Professional Book Study or Topic Presentation (Sup't Instructional Leadership)/PowerPoint. The student will read a professional text or resource that is applicable/timely to school district management or instructional improvement (ASCD

books are a great example). The book must be approved by the instructor and student will create a PowerPoint presentation of at least 15 slides (including cover) will be created that is suitable for presentation to a school board, administrator/faculty meeting, professional development presentation, or PLC. You will present this to our class as well during a class meeting. (15 points)

- g. (ONLY Applies if you are in EDAD 598) Portfolio for EDAD 598: A copy of all written assignments for this class must be included in your EDAD 598 Portfolio in a section labeled EDAD 649 School System Administration.

### **Attendance/Participation/Fieldwork**

Research clearly indicates that class attendance and participation are integral factors in student learning. Students are expected to attend the one required class meeting and participate actively in class activities and discussion. Absence from the required class meeting, lack of participation in class activities, or failure to complete any assigned fieldwork and non-graded assignments will adversely affect the student's final grade for the course. The professor will decide consequences of class absence or non-participation on an individual basis.

There may be personal and professional conflicts with the scheduled class meeting. The student must prioritize and make decisions related to these conflicts. Absence or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence or lapse. If circumstances so not permit prior notice, the instructor should be contacted immediately after the absence or lapse. If a student misses the class meeting, it is the student's responsibility to secure materials, notes, and assignments. The student is also responsible for all announcements and materials posted on Blackboard.

If the university officially cancels class for any reason, students are expected to continue with assignments as originally planned. If the cancellation results in the required class not meeting, a make-up class meeting may be scheduled and will be required.

### **Plagiarism Policy**

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course, students will be expected to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules.

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

or the Indiana University tutorial on plagiarism

## **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

## **Participation**

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily and their WKU e-mail. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in loss of points for class participation credit. As this course is more of an independent learning structure, keeping up with assigned readings, due dates, and e-mail correspondence is critical.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

## **Technology Requirements:**

As mentioned under participation and attendance students will be expected to have access to the Internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

## **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.



## **Students with Disabilities**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services for this course must contact the Office for Student Disability Services DUC A-200 of the Student Success Center in Downing University Center. The telephone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

## **Safety and Evacuation**

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

## **Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to the students.

## **Bibliography**

Castaldi, B. (1994). *Educational facilities: Planning, modernization, and management*. Boston: Allyn & Bacon.

Collins, J. (2001). *Good to great*. N.Y.: HarperCollins Publishers, Inc.

Dembowski, F. & Ekstrom, C.D. (1999). *Effective school district management: a self-review instrument and guide*. Arlington, VA: American Association of School Administrators.

Hack, W., Candoli, R., & Ray, J. (2001). *School business administration: A planning approach*. (8<sup>th</sup> ed.) Boston: Allyn and Bacon.

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

Kaufman, R., Herman, J., & Waters, K., (1996). *Educational planning: Strategic, tactical, operational*. Lancaster, PA: Technomic.

Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kowalski, T. (1991). *Case studies on educational administration*. White Plains, N.Y.: Longman Publishing Group.

Kowalski, T., (2006). *The school superintendent: Theory, practice and cases*. (2<sup>nd</sup> ed.) Upper

- Saddle River, N.J.: Prentice-Hall.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: ASCD.
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Denver, CO: Mid-continent Research for Education and Learning.
- McCabe, N. Cunningham, L., Harvey, J., & Koff, R. (2005). *The superintendent's fieldbook*. Thousand Oaks, CA: Corwin Press.
- Norton, M. (2005). *Executive leadership for effective administration*. Boston, MA: Pearson.
- Owens, R. G., (2004). *Organizational behavior in education*. (8<sup>th</sup> ed.) Boston: Allyn and Bacon.
- Rebore, R. (2004). *Human resources administration in education*. (7<sup>th</sup> ed.) Boston: Allyn and Bacon.
- Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.
- Waters, J. & Marzano, R. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement*. Denver, CO: Mid-continent Research for Education and Learning.

### **Journals**

Educational Leadership  
 Education Week  
 Phi Delta Kappan  
 The American School Board Journal  
 The Executive Educator  
 The School Administrator

### **Other Materials**

- Kentucky Department of Education. *Regulations and guidelines for facilities management*. Frankfort, KY: Kentucky Department of Education.
- Kentucky Department of Education. *Financial management manual*. Frankfort, KY: Kentucky Department of Education.
- Kentucky Department of Education. *Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement*. Kentucky Department of Education.
- Kentucky Department of Education. *District Level Performance Descriptors and Glossary for Kentucky's Standards and Indicators for School Improvement*. Kentucky Department of Education.
- Kentucky Department of Education. *Superintendent Professional Growth and Effectiveness System*. Kentucky Department of Education.

**WESTERN KENTUCKY UNIVERSITY  
EDAD 649: SCHOOL SYSTEM ADMINISTRATION  
SPRING 2016**

**Tentative Course Schedule (DATES ONLY Tentative...will be adjusted)**

- 2/6/16**      **\*Class Meeting, 9:30 a.m. – 4:30 p.m. EST, E-town Campus (WKU Regional Post-Secondary Building, Rm. 232)**  
Review Syllabus and Requirements, Review use of website  
Introduce school system administration  
Review Kentucky school finance and discuss district-wide budgeting/finances  
Problem Based Learning Activities/Case Study Discussions
- Jan. 26-  
May**      **Web Topics, Case Studies and Text/Chapter Readings (assigned weekly)**
- 2/22**      **Civic Club Presentation on District Finances Due (on-line discussion will be added via BlackBoard by students)**
- 3/5**      **Professional Book Study PowerPoint For Sup't Instructional Leadership Also Due for class presentation**
- 3/22**      **Planning Calendar Assignment Due**
- 4/19**      **Auxiliary Services Assignment Due**
- 5/3**      **Plan for District Leadership/Support Assignment Due**
- 5/13**      **Class Officially Concludes**

**NOTE: All assignments are due on dates specified above. Assignments submitted after the due date without prior approval by the instructor will receive a grade no higher than a "B".**