Loyola University Chicago
The Superintendency: Creating District-Level Leadership
ELPS 465
2015 Fall Session
Monday, 7:00 pm-9:30 pm
Corboy Hall Room 323

Instructors: Dr. Gary Zabilka
Phone: (C) 847-715-8531
E-mails: gzabilka@iasaedu.org

Course Description:
The role of the school superintendent in the Twenty-First Century continues to evolve in response to the changing expectations of the communities in which the superintendent plies his/her craft. Superintendents must be able to communicate skillfully both orally and in writing with school boards, teachers, parents, the media, and the public. In addition, they are expected to model collaborative decision-making skills as they negotiate the political landscape, working with diverse groups of constituents. Through readings, discussions, practitioners interviews, observations in the field, case studies, simulations, and artifact examination, this course provides students with the skills, understandings, and dispositions of a school superintendent’s leadership role in working with boards of education, citizens of the community, and other stakeholders of the school community. Attention is also given to the role of the superintendent in goal setting, developing and implementing long-range plans in response to current issues within the school community, as well as the broader spectrum of state and national educational issues.

Conceptual Framework:
Loyola University Chicago’s School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this course, we will utilize this conceptual framework as a lens through which to examine the leadership role of a school superintendent in administering school district policies, working with community members such as the Board of Education when developing a vision, establishing goals, and creating and implementing long-range plans. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community.
**Course Objectives:**
As a result of this course, students will be able to:

Understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school community. *(NCATE 11.3, 11.4, 11.5, 11.7/ISBE Standard 5)*

Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing policy development. *(NCATE 11.4/ISBE Standard 5)*

Develop appropriate procedures and relationships for working with local governing boards. *(NCATE 10.1, 11.7/ISBE 6M)*

Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. *(NCATE 1.2, 2.1, 2.3, 10.2, 10.3, 10.5, 10.6/ISBE Standards 1 and 4)*

Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions. *(NCATE 2.2, 2.3, 2.4/ISBE Standard 3)*

Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs. *(NCATE 10.2, 10.3, 10.4, 10.6/ISBE Standard 4)*

Recognize the role of technology in student learning and adult professional growth. *(NCATE 9.1, 9.2, 9.3/ISBE 2F, 2Q)*

Facilitate the development and implementation of long-range plans for the application of technology and telecommunications to enrich student learning and adult professional growth. *(NCATE 9.1, 9.2, 9.3/ISBE 3G, 3 V, 3W)*

**Required Readings:**


Articles, PowerPoints, and handouts provided by the professor.

**Web sites of professional organizations:**

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<tr>
<th>Organization</th>
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<tr>
<td><a href="http://www.iasbo.org">www.iasbo.org</a></td>
<td><a href="http://www.nsd.org">www.nsd.org</a></td>
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<td><a href="http://www.nassp.org">www.nassp.org</a></td>
<td><a href="http://www.naesp.org">www.naesp.org</a></td>
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**Course Requirements:**

1. **Attendance & participation** (15 points)

Regular attendance, class preparation, and participation in class discussions are imperative. Communication and interaction among class members provide invaluable knowledge and understanding of a complex topic as we learn from each other. In order to fully contribute to class discussions, simulations, and reflections, *students are expected to complete the assigned readings before class*. Your participation score will be based on your attendance pattern, as well as on your contributions to class discussions and activities, especially *On The Balcony, On The Practice Field, Ethical Educator and Stories From The Front* activities.
2. Superintendent Entry Plan (10 points)
   You will be responsible to prepare an Entry Plan using key concepts from the power points presented in class. The Entry Plan should be in outline format and should not exceed two pages.

3. Board Meeting Comparison Paper (15 points)
   Students will attend a regularly scheduled meeting of two different local boards of education and observe the structure, focus, and organization of each meeting. Obtain as many public documents pertaining to each meeting as are available to the general public. After attending both meetings, write a brief paper summarizing, comparing, contrasting, and analyzing the two meetings. Paper requirements are as follows:
   - Total length not to exceed four pages (reasonable font size).
   - Areas of focus will include:
     - Organization and structure of meeting
     - Roles of the superintendent, board president, board members, other administrators, and audience members
     - Decision-making process
     - Materials preparation, organization, and utilization
   - For each of the four focus areas above, the paper will:
     - Summarize
     - Compare and contrast
     - Reflect and analyze

4. Committee Structure Comparison Paper (10 points)
   Two major structures for board governance and decision-making are Subcommittees and Committee of the Whole. This assignment will mirror another frequent responsibility of every superintendent: Analyzing the pros and cons of an issue and making an informed administrative recommendation. You will research the topic of Committee of the Whole versus Subcommittees, and issue a concise administrative recommendation with the following features:
   - Research may include any of the following (more than one source is required):
     - Observations of each type of meeting; discussion with superintendent; discussion with board president and/or board members; discussions with central office administrators; books and readings from National School Board Association (NSBA) and/or Illinois Association of School Boards (IASB).
   - Paper is not to exceed two pages (reasonable font size).
   - Paper will include in bullet point fashion: List of sources; advantages of each method; disadvantages of each method; superintendent recommendation; and rationale.

5. Superintendent Presentation and Recommendation (30 points)
   Researching a topic, weighing all sides of the issue, presenting multiple options and eventually selecting an option to recommend is a critical skill for every superintendent. These kinds of report/recommendations come from many areas of responsibility for the
superintendent. Here are some possible categories, and specific examples for each: Buildings and grounds (building an addition, outsourcing maintenance services), Personnel (adding a new administrative or teaching position, presenting a principal search process), Curriculum/Instruction (implementing a new intervention program, presenting a plan to create teacher teams), Community Outreach (creating a new communication vehicle, conducting a satisfaction survey).

Select a topic of great interest to you from any of the categories above (you do not need to use the specific examples listed). Create a PowerPoint presentation and recommendation that includes the following:

Presentation must include, at a minimum, these categories: brief history of the issue, current status which outlines the need for change or improvement, at least three options to solve the problem, pros and cons of each option, what, if any, costs will be involved and the administrative recommendation and rationale.

PowerPoint must be of sufficient length to thoroughly cover each of the categories above, typically 20 to 30 minutes.

Create a hard copy version of the PowerPoint, and also place an electronic version on a disk.

6. Board Agenda and Meeting Packet (20 points)

One of the most important responsibilities a superintendent has is preparing the agenda and packet for the monthly board meeting. These vary widely from district to district, and a new superintendent must develop a template and packet that will lead to the most successful meetings possible. In this assignment, you will review a sampling of agenda/packet models used in area districts. You will then create your own unique agenda template and put together a corresponding board packet to demonstrate the newly developed model. Assignment requirements include:

Review a minimum of three models of board meeting agendas and corresponding packets.

Create a unique template for a board meeting agenda.

Prepare an actual board meeting packet using your newly created template as a guide.

Topics may be fictional or based on genuine issues from your actual experience. There must be at least one informational presentation that includes an executive summary and supporting documents. Examples: student achievement report, report on year-one of a curricular innovation, results and analysis of a survey, technology plan update, strategic plan update, etc.

There must be at least one decision to be made that includes a superintendent summary, recommendation and supporting documents. You may use your Superintendent Presentation and Recommendation project from assignment #5 above.

There must be at least one action item that includes supporting documents and the resolution.

Additional points will be given for extra items, such as a closed session agenda and documents or other unique features.

Submit the general agenda template along with the specific agenda and corresponding packet in both hard copy and electronic format.
## Course Sequence (Tentative)

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<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction&lt;br&gt;Pre-Test Activity in Groups&lt;br&gt;Two-tier Structure of Course&lt;br&gt;Course Syllabus and Textbook Review&lt;br&gt;Adaptive Leadership Ppts</td>
<td>None</td>
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<td>August 31</td>
<td>Assessing Your Fit for the Superintendency&lt;br&gt;Entry Plans/360 Review Ppts&lt;br&gt;Continue Adaptive Leadership Ppt and Chapter Discussion&lt;br&gt;Superintendent’s Monthly Calendar Ppt</td>
<td>Read Kersten 1, Heifetz 1,2&lt;br&gt;Bring in Sample District Organization Chart</td>
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<td>Sept. 14</td>
<td>Superintendent Entry Plan Outline According to 360 Review and Sample Entry Plan&lt;br&gt;On The Balcony/On The Playing Field Activities</td>
<td>Read Kersten 2&lt;br&gt;Read Heifetz 3,4,5</td>
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<td>Sept. 21</td>
<td>Getting Off To A Successful Start&lt;br&gt;Presentations on Entry Plans&lt;br&gt;On The Balcony/On The Playing Field Activities</td>
<td>Read Kersten 3&lt;br&gt;Read Heifetz 6,7&lt;br&gt;Superintendent Entry Plans</td>
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<td>Sept. 28</td>
<td>Establishing Your Leadership&lt;br&gt;Superintendent Research Ppt&lt;br&gt;Leadership and Change Ppt&lt;br&gt;Lencioni based Ppt and Video&lt;br&gt;On The Balcony/On The Playing Field Activities</td>
<td>Read Kersten 4&lt;br&gt;Read Heifetz 8,9</td>
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<td>Oct. 5</td>
<td>Working Effectively with the School Board&lt;br&gt;School Board Management &amp; Development Ppts&lt;br&gt;On the Balcony/On The Playing Field Activities</td>
<td>Read Kersten 5&lt;br&gt;Read Heifetz 10,11</td>
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<td>Oct. 19</td>
<td>Establishing In-District Relationships Building The Collaborative Culture of A Professional Learning Community</td>
<td>Read Kersten 6, Read Heifetz 12,13</td>
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<td>Establishing In-District Relationships Changing Organizational Culture Ppt</td>
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<td>On The Balcony/On The Playing Field Activities</td>
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<td>Referendum Tip On The Balcony/On The Playing Field Activities</td>
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<td>Nov. 2</td>
<td>Making Principal and Teacher Selection Your Top Priority Working With Your Central Office Staff, Leadership Team and Staff Ppt. Discussion of Board Meeting Papers On The Balcony/On The Playing Field Activities</td>
<td>Read Kersten 8, Read Heifetz 16,17</td>
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<td>Nov. 9</td>
<td>Avoiding Critical Leadership Mistakes Interest Based vs Traditional Bargaining Ppt Begin Student PowerPoints Using Your School Attorney</td>
<td>Read Kersten 9, Read Heifetz 18,19</td>
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<td>On The Balcony/On The Playing Field Activities</td>
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<td>Nov. 16</td>
<td>Managing District Financial Resources School Finance Ppts Politics Of Education and Advocacy Ppts Student PowerPoints</td>
<td>Read Kersten 10, Read Heifetz 20,21</td>
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<td>On The Balcony/On The Playing Field Activities</td>
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<td>Nov. 23</td>
<td>Working Smarter Not Harder Getting Your First Superintendency Interviewing Skills Ppt Student PowerPoints On The Balcony/On The Playing Field Activities</td>
<td>Read Kersten 11, Read Heifetz 22,23</td>
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<td>On The Balcony/On The Playing Field Activities</td>
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Diversity:
In concert with the mission statement and conceptual framework for the School of Education, faculty, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. In this course, this is exemplified through a variety of activities in which students will have opportunities to become aware of the diversity of their various publics. This, in turn, will enable students to develop sensitivity for, respectfulness of, and strategies to address diversity issues they will encounter as school leaders.

Technology:
This course acknowledges and addresses the belief that the concept of technology for school superintendents of the Twenty-First Century is multi-dimensional. In addition to demonstrating personal competencies in technology and telecommunications, superintendents must also possess knowledge and understandings that will prepare them to make decisions regarding the application of technology within the school community. Such decisions revolve around the enhancement of instruction and learning, support of professional development, as well as ensuring productive and efficient use of current technologies in the school district functions. (NCATE 9.1, 9.2, 9.3/ISBE Superintendent Standards 2 and 3)

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Addendum
You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: www.luc.edu/education/syllabus-addendum/
Course Evaluation:
Students will be evaluated on the following:
Attendance and Participation 15 points
Superintendent Entry Plan 10 points
Board Meeting Comparison Paper 15 points
Committee Structure Paper 10 points
Superintendent Presentation/Rec. 30 points
Board Agenda and Packet 20 points
Total points 100 points

The following grading scale will be used:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 ↓ = F