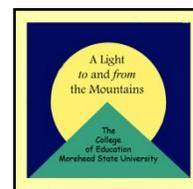




Professional Education Unit
Department of Foundational and Graduate Studies in Education



EDIL 641: School Superintendent
Hybrid
Spring, 2010

Instructor: Dr. Sam Wright, Ph.D.
Office: 503B, Ginger Hall
Telephone: (606) 783-9447
Email: sj.wright@moreheadstate.edu

Course Description: Explores the role of the superintendent, conflicts, and challenges. The course is designed for administrators dealing with the basic functions, duties, responsibilities and the problems or current issues confronting today's fiscal affairs, legislation, support services, communication, evaluation and accountability, and instructional leadership.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

1. To develop an understanding of group dynamics and explore how to best utilize one's own personality type to facilitate group success
2. To develop a working knowledge of sound fiscal practices and how classroom, school and district fiscal decisions are interrelated
3. To develop an understanding of local and state administrative regulations, school and district policies, and local, state, and federal laws; their implications and impact on administrative decisions and practices
4. To explore various communication tools including electronic, print and mass media and how to best utilize these tools in guiding the district to meet its stated mission
5. To develop skills that may be used to evaluate teachers and administrators and utilize these skills in helping develop professional growth plans
6. To analyze various instructional leadership strategies and determine which strategies are most effective based on the needs of the schools and district
7. To develop an awareness of the various support programs (e.g. food service, transportation, etc.) and their impact on student success

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. To develop an understanding of the school superintendent's role in public schools.

2. To become knowledgeable about the leadership state and local areas needed by effective school superintendents.
3. To reflect on leadership literature and issues faced by public school superintendents.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Superintendent Certification		Course: EDIL 641 The School Superintendent			
Aligned with▶	Standards			Kentucky Education Reform Act (KERA) Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	Education Professional Standards Board (EPSB) Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
	Assessment (point values)▼	ISLLC ¹	NCATE ²		
Supt. Interviews (100 points) CFO: 1,3,4,6,7 SLO: 1-3	1-6	1g	1-6	1,2,3,4,7,8	2,3,4,6
Best Tips for New Superintendents (50 points) CFO: 1,3,4,6,7 SLO: 1-3	1-6	1g	1-6	1,2,3,4,7,8	2,3,4,6
The Bracey Report on the Condition of Public Education, 2009 (100 points) CFO: 1-7 SLO: 1-3	1-6	1g	2,6	1,2,3,4	1-6
Applied Leadership Projects (100 points) CFO: 1-7 SLO: 1-3	1-6		1-6	1-8	1-6

¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment Descriptions:

Program: Superintendent Program		The School Superintendent
Assessment (point value)	Description	
EDIL 641-A1	Candidates will interview a superintendent with at least four years of	

Supt. Interviews 100 points	experience as a superintendent. The questions found in Attachment A must be included along with at least three other questions developed by the leadership candidate. Candidates should conclude with a summary of their reflections on the superintendent's responses and their own reflections concerning the role of the superintendent.
EDIL 641-A2 Best Tips for New Superintendents 50 points	An experienced Kentucky superintendent will provide his ten best tips for new superintendents. This semester's guest expert educator was a Kentucky superintendent for many years and now serves as the head of the Center for Ed. Research in Appalachia at Eastern Kentucky University. He is also responsible for bringing a Toyota plant to Kentucky that transformed his school district. Leadership candidates will write a paper reflecting on the expert educator's best tips presentation.
EDIL 641-A3 The Bracey Report on the Condition of Public Education, 2009 100 points	Students will read and reflect on the last Bracey Report on public schools. Leadership candidates will write a 3-4 page paper that presents your opinion on this report. The following questions will be addressed in the papers: (1) What is the worth of this information to educational professionals? (2) Describe how you think this information would or should impact a school district's strategic plan?
EDIL 641-A4 Applied Leadership Projects 100 points	Candidates are to complete a project that focuses on a major issue facing superintendent's today. It might involve curriculum, support services (e.g. transportation, food service, maintenance, etc.), fiscal issues, personnel, school safety, or other current school issues. The project should identify the major issues that require the superintendent's time and energy, strategies to deal with those issues, and an overview of best practices related to those issues. A minimum of five recent (not more than 5 years old) should be reviewed and summarized. The APA format should be followed. Candidates will present their projects in class, preparing an abstract for the other candidates in class.

Grading Scale:

- A 100 – 90%
- B 89 – 80%
- C 79 – 70%
- D 69 – 60%
- F 59% and below

Course Evaluation:

Each leadership candidate will be graded using the following percentages:

- 25% Superintendent Interview
- 25% Reflection on Best Tips for New Superintendents
- 25% The Bracey Report Paper
- 25% Applied Leadership Project

Required Textbooks:

No textbook is required for this course.

Attendance Policy:

Please notify the professor if you know in advance that you will be absent. Excessive absences may result in a student being dropped from the class.

Academic Honesty

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

http://turnitin.com/research_site/e_what_is_plagiarism.html

<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>