

**SYLLABUS FOR  
EDA 6650  
THE SUPERINTENDENT OF SCHOOL  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
EASTERN ILLINOIS UNIVERSITY**

**I. Course Description**

- A. **Course Number:** EDA 6650
- B. **Title:** The Superintendent of Schools
- C. **Credit:** 4
- D. **Short Title:** Superintendency
- E. **Course Description:** The course focuses on the leadership roles of the superintendent of schools in working with the board of education, central school district administrative staff, building principals, school staff members, citizens of the community, and political and educational leaders. Attention is given to the role of the superintendent of schools in instruction and curriculum, personnel administration (including collective bargaining), finance and business management, and buildings and grounds. The course also includes treatment of the unique role of the superintendent of schools in various types of school districts and the role of the superintendent of the intermediate school district. Attention is also given to staff development programs for superintendents of schools and possible future trends in the position of the superintendency.
- F. **Prerequisites:** EDA 5600, 5410, 5420, 5900, 5960, 5870, 5700, 5630/5640, 5910, 6860, and 6810 or their equivalents are recommended.

**II. Outline of the Course**

A. Knowledge Bases

This course utilizes a number of knowledge bases including leadership and management processes and functions, politics of education, and school improvement. The professor utilizes lectures, class discussions, and presentations by guest speakers (practicing superintendents of schools), clinical experiences/reflective practices, and audio-visual simulations in delivering the course content. Outcomes sought include effective leadership; collaborative decision making and problem solving; conflict management; and staff recruitment, selection, induction, development, and retention.

## B. Objectives

1. Students will understand the leadership role of the superintendent of schools in his/her work with the board of education.
2. Students will understand the leadership role of the superintendent of schools in his/her work with the central administrative staff of the school district.
3. Students will understand the leadership role of the superintendent of schools in his/her work with the building principals of the school district.
4. Students will understand the leadership role of the superintendent of schools in her/his work with the teaching staff of the school district.
5. Students will understand the leadership role of the superintendent of schools in her/his work with citizens of the community, including people of distinct cultural and ethnic groups.
6. Students will understand the leadership role of the superintendent of schools in her/his work with political and educational leaders.
7. Students will understand the leadership role of the superintendent of schools in instruction and curriculum.
8. Students will understand the leadership role of the superintendent of schools in personnel administration (including collective bargaining).
9. Students will understand the leadership role of the superintendent of schools in finance and business management.
10. Students will understand the leadership role of the superintendent of schools in buildings and grounds.
11. Students will understand the differences in the role of the superintendent of schools in small, large, rural, and urban school districts.
12. Students will understand the role of the superintendent of the intermediate school district.
13. Students will understand the nature and extent of preparation programs and staff development (in-service education) programs for the superintendent of schools.
14. Students will understand a variety of techniques, which may be effective in learning to live with the pressures of the superintendency.
15. Students will understand future trends in the position of the superintendent of schools.

## D. Major Topics and Time Schedule

### Weeks 1-3

1. Introduction to the Superintendent of Schools
2. The Leadership Role of the Superintendent of Schools in Working with the Board of Education.
  - a. Responsibilities and roles of the Board and Individual Board Members
  - b. The Superintendent as Executive Officer of the Board
  - c. The Superintendent as Professional Advisor to the Board
  - d. The Superintendent as Educator of the Board
  - e. Communication with the Board- As a whole/as individuals
  - f. The Superintendent as Leader of the Board
    1. Policy Formulation
    2. School District Philosophy
    3. School District Goals
  - g. Working With a Split Board of Education

- h. Working with the school attorney
- i. Danger of a "Rubber Stamp" Board of Education
- j. Board Meetings
  - (1) Agenda Preparation
  - (2) Board Discussions
  - (3) Meeting Length
  - (4) Handling Pressure Situations
  - (5) Board Committees
  - (6) Guidance of Board President by Superintendent
  - (7) Evaluation of Board Operation
    - 1.
- n. Building Effective Board-Superintendent Relationships

#### Week 4

- 1. The Leadership Role of the Superintendent of Schools with the Central Administration Staff
  - a. Composition and Organization of Central Office Staff
  - b. Administrative Team- Cabinet
  - c. Job Descriptions of Central Office Staff
  - d. Evaluation of the Work of Central Office Staff
  - e. Conflict Resolution - Administrative Staff at Central office and/or Building Levels
  - f. Salaries and Fringe Benefits for Members of Central Office Staff

#### Week 5

- 1. The Leadership Role of the Superintendent: of Schools with Building Principals **NCATE/ELCC 6.3**
  - a. Assisting Principals in Developing Their Roles as Educational and Management Leaders
  - b. Assisting Principals to Work Toward School Improvement
  - c. Assisting Principals with Organizational Development
- 2. Roles of Principals in District Decision Making
  - a. Assisting Principals in their work with Culturally and Ethnically Diverse Populations of Staff Members, Students, and Citizens
- 3. Centralized vs. Decentralized Administration of the School District
  - a. Delegation
  - b. Restructuring of Schools
  - c. Site Based Management
- 4. Job Descriptions for Principals
  - a. Evaluation of the Work of Principals
  - b. Salaries and Fringe Benefits for Principals
  - c. Employment of Principals and other administrators

#### Week 6

- 1. The Leadership Role of the Superintendent of Schools with the Teaching Staff **NCATE/ELCC 7.1; 10.5**
  - a. Maintaining Communications with Members of the Teaching Staff
  - b. Obtaining Input into Decision Making and Planning

- Processes from Members of the Teaching Staff
- c. Implementing Creative Ideas of Members of the Teaching Staff
- d. Seeking Unity Between Administrators and Teachers Concerning Significant Issues in Education
- e. Helping Teachers to Deal With a Culturally and Ethnically Diverse Student and Parent Population
- f. Conflict Resolution
- g. Team Building and Team Management Techniques

#### Week 7

**NCATE/ELCC 5.5; 10.1; 10.3; 10.6**

1. The Leadership Role of the Superintendent of Schools with the Community
  - a. Identification of and working with formal and informal leaders and leadership groups.
  - b. Working with Diverse Cultural and Ethnic Groups
  - c. When to Lead and When to Follow a Community
  - d. Assessing Educational Needs of a Community
  - e. Assessing Attitudes of Citizens Toward Educational Issues and Questions
  - f. Keeping the Community Informed Concerning Educational Programs, Problems, and Issues
  - g. Building Community Support for School Programs and Services
  - h. Involvement of Superintendent in Community Organizations and Activities
  - i. Dealing with Antagonistic Individual Citizens and Groups- Conflict Management
  - j. Working with Representatives of the Press and Media
  - k. Informal Social Relationships Between Superintendent and Citizens

#### Week 8

1. The Leadership Role of the Superintendent of Schools with Political and Educational Leaders
  - a. Working with Members of the State Department of Education
  - b. Working with State Legislators
  - c. Working with Local Political Leaders
  - d. Working with Leaders of Community Organizations
  - e. Identification of formal and informal leaders

#### Week 9

1. The Leadership Role of the Superintendent of Schools in Curriculum and Instruction
  - a. Curriculum Development, Implementation, and Evaluation
  - b. Leadership in Helping Staff to Identify Needs of Students
  - c. Leadership in Improvement of Educational Programs and Services

- d. Supporting Efforts of the Staff to Improve Instruction
- e. Leadership in Establishing Procedures for Evaluation of Educational Programs and Services
- f. Superintendent as a Change Agent

Week 10

**NCATE/ELCC 1.3; 4.3; 4.5**

- 1. The Leadership Role of the Superintendent of Schools in Personnel Administration(Including Collective Bargaining)
  - a. Organizing the Personnel Administration Program for the District
    - (1) Recruitment, Selection, Employment, and Orientation Programs and Procedures
    - (2) Staff Development
    - (3) Employee Morale
    - (4) Employee Records Systems
    - (5) Evaluation Programs for all District Employees
    - (6) Staff Suspensions and Dismissals
  - b. Collective Bargaining
    - (1) Role of Superintendent and Board Members
    - (2) Roles of Other Members of Administrative Staff
    - (3) Selection of Board Bargaining Team
    - (4) Preparation of Background Material for Bargaining
    - (5) Board Proposals and Counter-proposals
    - (6) Bargaining Master Contracts with Employee Groups
    - (7) Implementation of Master Contracts
    - (8) Grievance Procedures

Week 11-12

- 1. The Leadership Role of the Superintendent of Schools in Finance and Business Management, Buildings and Grounds, and Other Areas
  - a. Finance and Business Management
    - (1) Assessment of Financial Needs of the School District
    - (2) Determining Available Financial Resources
    - (3) Acquainting Board Members and Citizens with District Financial Needs and Available Resources and Making Appropriated Recommendations
    - (4) Working to Improve Methods of Financing Education
    - (5) Development of Proposed Annual Budget
    - (6) Presentation of Proposed Budget to Board of Education
    - (7) Implementation of Board Adopted Budget
    - (8) Establishment of Accounting System for District Monies
    - (9) Establishment of Purchasing Procedures
    - (10) Competitive Bidding Procedures
    - (11) Passing a Referendum (Operating Fund or Building Project)
    - (12) Procedures for Developing Specifications for items to be bid
  - b. Buildings and Grounds

1. Establishing Regular Programs for Cleanliness and Effective Operation of Buildings and Grounds
  2. Establishing Periodic Programs of Buildings and Maintenance and Repair
  3. Periodic Evaluation of Effectiveness of Buildings and Grounds
  4. Life Safety Regulations
  5. Periodic Review of Need for Additional Building Space
  6. Recommended Closing of Old Buildings
  7. Informing Board Members and Citizens of Need for New Buildings
  8. Employment of Staff for New Buildings
- c. Other Areas
1. Establishment of School Attendance Areas
  2. Transportation Program
  3. Food Services Program
  4. Sale of Bonds for Building Construction

### Week 13

1. The Role of the Regional Superintendent of Schools
  - a. Current Status of the Regional Office
  - b. Services Provided by the Regional Office
  - c. The Future of the Regional Office
2. Professional Organizations
  - a. Conferences, workshops, journals, information, lobbying
  - b. American Association of School Administrators
  - c. Illinois Association of School Administrators
  - d. National Association of School Boards
  - e. Illinois Association of School Boards
  - d. Illinois Association of School Business Officials
  - e. Illinois Association for Supervision and Curriculum Development
3. Illinois Administrators' Academy

### Week 14 & 15

**NCATE/ELCC 1.3; 1.5; 6.3; 7.1; 10.2**

#### The Superintendent as an Educational Leader

1. Decision Making/Problem Solving Processes and Procedures
2. Mission & Vision- Planning, Development, and Implementation
3. Current leadership theories, public and private settings
4. Strategic Planning- School Improvement Processes and Procedures
5. Delegation of Authority
6. Interpersonal Skills-
7. Employment Issues
  - a. Superintendent's Job Description
  - b. The Superintendent's Contract
  - c. Salary
  - d. Fringe Benefits
  - e. One Year or Multi-year Contract
  - f. Performance Based Standards

8. Personal Aspects of the Superintendency (**NCATE 7.5**)
  - a. Living in the Glass House
  - b. The importance of having a Mentor
  - c. Continuously Expanding Your Professional Knowledge and Skills
  - d. Maintaining Your "Cool" When Handling Complaints by Staff Members and Citizens
  - e. Leave Job at the Office
  - f. Need for Hobbies and Outside Interests
  - g. Different Pressures in Large and Small District Superintendencies
  - h. Know Your Values--When You Can Compromise and When You Cannot
  - i. Know When and How to "Blow Off Steam"
  - j. Know When to Leave a Superintendency

#### E. Course Requirements- Clinical Experiences

1. Board Meeting Reviews. Attend a meeting of two different local boards of education. Obtain as many public documents pertaining to each meeting as allowed. Observe the structure, focus and organization of the meeting. Observe the role of the board president, board secretary, board members, superintendent, other administrators, and other individuals involved with the meeting. Write a brief review summarizing, comparing, contrasting, and analyzing the meetings. The most significant portion of the report must be your analysis. Class discussions will be held to report on and compare reactions. 50 Points **NCATE/ELCC 11.7, 12.1**
2. Interviews. Interview the following individuals focusing upon the items described. Write a reaction paper for describing each interview focusing upon the individual's responses in relation to the overall operation of the school district and its efforts to accomplish stated and unstated goals. Summarize all interviews focusing upon similar and conflicting opinions of the role, responsibilities, and performance of the superintendent. Conduct a self-evaluation of your strengths, style, and needs with these individuals. 50 Points **NCATE/ELCC 3.7; 4.3; 6.3; 7.1; 7.5; 10.1; 10.2; 10.3; 12.1; 11.7**
  - a. Superintendent of Schools
    1. Role and relationship with the Board as a whole and as individuals
    2. Role and relationship with Principals
    3. Role and relationship with certified and non-certified staff
    4. Role and responsibilities with the community
    5. Role and responsibilities concerning board meetings
    6. Role and responsibilities concerning collective bargaining
    7. Role and responsibilities concerning the establishment and implementation of mission, vision, and school improvement plans
    8. What is their leadership style
    9. Relationship with area superintendents
    10. Personal aspects of being a superintendent
    11. Other topics
  - b. Member of the Board of Education
    1. Role and responsibilities of a board member
    2. Relationship with superintendent
    3. Operation of board meetings
    4. General opinions on the superintendent
    5. Knowledge of mission, vision and school improvement plans
  - c. Spokesperson for teacher association in collective bargaining

1. Purpose of collective bargaining
  2. Responsibilities of association representative in collective bargaining
  3. Responsibilities of board in collective bargaining
  4. Responsibilities of superintendent in collective bargaining
  5. Impact of collective bargaining on educational process
- d. Two faculty members
1. General opinions on the superintendent
  2. Primary responsibilities of the superintendent
  3. Level of performance of the superintendent
  4. What they wish the superintendent would do better or more of
  5. Knowledge of mission, vision, and school improvement plans
- e. Two community Members
1. General opinions on the superintendent
  2. Primary responsibilities of the superintendent
  3. Level of performance of the superintendent
  4. What they wish the superintendent would do better or more of
3. Problem solving project- Student will identify an educational problem and follow an appropriate systematic problem solving method to identify the specifics associated with the best possible identified solution. From personal knowledge or the above listed interviews identify a significant problem that is currently facing the school district. The specific problem should be cleared with the instructor before further work is accomplished. Research this topic in terms of nature of the issue, recent studies or publications, relevant policies and procedures, statistics that may indicate the level of significance of the problem, point of view of various individuals, information available on actions taken by other school districts concerning this problem, and other sources. Develop several possible actions that could be taken to address this problem and discuss the likely impact of each option. Identify and defend what you believe to be the best possible option. Discuss all actions, approvals, and individuals who would need to be involved with the implementation of this action. Group discussions will be held concerning this activity. 50 Points **NCATE/ELCC 1.3; 12.1**
4. Book reading and written/oral report. Select a book pertaining to leadership or mentoring from the attached list or your own selection. Submit the title to the instructor for approval (only one student will be approved per title). Prepare a written report of your findings on this reading for the instructor and each class member. Small group discussions will be held concerning the implications of current private business leadership theories to educational settings. 50 points. **NCATE/ELCC 1.5; 6.3**  
 Read the book paying particular attention to:
- 1) leadership style being described/used by the author
  - 2) goals and objectives of the leader/author
  - 3) methods/activities used to accomplish goals
  - 4) Application in an educational setting

F. Evaluation: Students will be evaluated on the following:

Book reading and report	50 points
Board Meeting Reviews	50 points
Problem Solving Exercise	50 points
Interviews and report	<u>50 points</u>
Total	200 points

The following grading scale will be used

90-100 = A = 180-200

80-90 = B = 160-179

70-80 = C = 140-159

60-70 = D = 120-139

- 60 = F = -119

G. Textbook - Konnert, M.W., & Augenstein, J.J. (1996). The school superintendency: Leading education into the 21st century. Lancaster, PA: Technomic Publishing Co.

H.

IV. Academic Support

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the office of Disability Services (581-6583) as soon as possible.

**Supplemental Reading List for Assignment**  
**Suggestions; Others may be read with permission of instructor.**

- Blanchard, K. and Johnson (1983). The one minute manager. New York: Berkley
- Covey, S. (1989). The 7 habits of highly effective people. New York: Simon and Schuster
- Cracker, H. (1999). Robert E. Lee on leadership. Rocklin, CA: Forum
- DePree, M. (1989). Leadership is an art. New York: Dell Publishing
- DePree, M. (1997). Leading without power. San Francisco: Jossey-Bass
- Drucker, P. (1999). Management challenges for the 21<sup>st</sup> century. New York: Harper
- Farson, R. (1996). Management of the absurd, paradoxes in leadership. New York: Simon and Schuster
- Fisher, R. and Ury, W. (1991). Getting to yes. New York: Penguin
- Gates, B. (1999) Business @ the speed of thought. New York: Warner
- Hirsch, E. (1996). The schools we need & why we don't have them. New York: Doubleday
- Jackson, P. (1995). Sacred hoops. New York: Hyperion
- Kammeraad-Campbell, S. (1989), Doc, the story of Dennis Littky and his fight for a Better school. Chicago: Contemporary Books
- Kozol, J. (1991). Savage inequities. New York: Crown
- Peale, N. (1956). The power of positive thinking. New York: Fawcett
- Peddy, S. (1998). The art of mentoring. Houston, TX: Bullion Books
- Riley, P. (1993), The winner within. New York: Berkley Publishing
- Ryan, K. and Bohlin, K. (1999). Building character in our schools. San Francisco: Jossey-Bass
- Sergiovanni, T. (1996). Leadership for the schoolhouse. San Francisco: Jossey-Bass