

Department of Educational Leadership & Policy  
College of Education & Human Services  
University of Wisconsin Oshkosh

## **Introduction to the Superintendency**

**3 credits**

**EDL 805**

### **Course Description**

This course will introduce students to the essential practices that are necessary to perform as an effective Superintendent, focused on school and district improvement. This will be accomplished through the exploration of such areas as positive administrative behaviors, collaborative planning, building and maintaining school/community relationships, leading and managing a Board of Education, and administrative team development. These and other areas presented in the course will be related to the Wisconsin Administrative Standards for Superintendents. At the completion of this course students will have a firm understanding of the support structure needed to be an effective superintendent.

### **Course Structure**

This course is designed for delivery through face-to-face meetings enhanced by learning activities/discussions online. Students are expected to prepare for class meetings, take part in class activities, contribute to discussions, and support other class members. In short, the class will function as a learning community in which every member shares responsibility for the learning experience of the group.

### **Learning Outcomes**

- Students will become familiar with various methods to gain school, family and community collaboration.
- Students will understand the essential roles of the Superintendency.
- Students will learn the importance of administrative behaviors such as time management and setting of priorities.
- Students will recognize the key elements to developing and leading an administrative team.
- Students will understand the value of strategic planning.
- Students will develop their own vision for the Superintendency.
- Students will understand the role of the Board of Education in regard to legal, political and procedural issues.

### **Course Requirements**

#### **1. Participation – 20%**

Take part in all class activities. Contribute to discussions and activities, both face-to-face and online, in a way that enhances learning for all class members. You will be required to make

postings to our D2L Discussion Board. Postings will focus on assigned readings/readings done on your own and how they relate to your past experiences and future endeavors as a leader. Some discussions will be open to the whole group while others will be structured as small group discussions in order to build smaller learning communities. Discussion topics will be provided with specific posting requirements noted for each discussion topic.

**2. Group Role report – 20%**

Individual reports will be given by students groups that focus on one of the roles of the Superintendency. The student groups will be formed from the student discussion groups.

**3. Improvement Plan – 20%**

Students will develop a district improvement plan focused on strategies for working with and through others to achieve desired district-wide goals and improvements. Incorporating concepts from readings, discussions, case studies, interviews and personal experience will be critical to creating a visionary plan of improvement.

**4. Personal Vision of the Superintendency Paper 40% -**

This paper will reflect what students feel they need to model to become an effective superintendent. Students should consider change theory models and motivational theory models, to name some, in the development of this vision of leadership. This paper should include reflection based on the knowledge gained from the course as well as the philosophical and theoretical underpinnings required to serve as an effective district administrator.

**General Criteria for Assessment**

1. **Construction of Knowledge:** Students successfully interpret, analyze, evaluate, or synthesize information.
2. **Depth of Understanding:** Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. **Connection to Practice and Policy:** Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.
4. **Clarity of Expression:** Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

**Course Grading Scale**

Letter Grade	Percentage Points
A	94-100
A-	90-93
B+	87-89
B	84-86

B-	80-83
C+	77-79
C	74-76
F	73 or below

### **Guidelines for Written Assignments**

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

### **Format Requirements for Papers**

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.
- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

### **Guidelines for Online Discussions**

There are three very important rules for using online discussion boards:

1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.
2. Participation is required.
3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required.

See “Guidelines and Rubrics for Online Discussions” (D2L Course Content) for further details.

### **Guidelines for Communication in a Respectful Learning Environment**

- Listen receptively. Seek first to understand, then to be understood.

- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.
- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

### **Academic Integrity**

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The System guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2007-2008 and can be found on the Dean of Students website at [www.uwosh.edu/dean/conduct.htm](http://www.uwosh.edu/dean/conduct.htm). Specific questions regarding the provisions of Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

### **Accessibility Statement**

We would like to fully include persons with disabilities in this course. Please let us know if you need any special accommodations. Information will be kept confidential whenever possible. For questions regarding UW Oshkosh policy and available services for students with disabilities, please contact John Palmer, Coordinator of Services for Students with Disabilities in the Dean of Students Office in Dempsey Hall. [palmerj@uwosh.edu](mailto:palmerj@uwosh.edu) or 424-3100.

### **The Writing Center**

All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They help writers with issues like grammar and mechanics by helping them identify their own patterns of error and learning how to avoid those errors. Check their website for more information about services. (<http://www.uwosh.edu/wcenter>). The Writing Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Ave.

### **Communication**

*Email.* Your UW Oshkosh email account is used by the University and by your instructors to communicate University and course information. Please check your UW Oshkosh email frequently.

*Weather Concerns.* If you are unable to attend class due to hazardous conditions, please notify me via email prior to the scheduled class meeting. In the event that I cannot meet with the class,

or most members of the class cannot attend, we will schedule an alternative discussion/learning activity using D2L. Please check your UW Oshkosh email prior to class if you have any questions about the class meeting. I will send an email notice to you no later than 3:30 p.m. if there is an alternative plan for that evening's session.

**UW Oshkosh**  
**College of Education and Human Services**

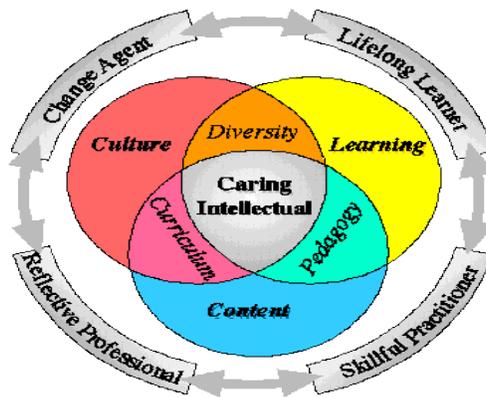
**EdD in Superintendency**

The **mission** of the EdD in Educational Leadership program leading to licensure as a District Administration is to develop educators to assume formal leadership roles in their organization.

The **goals** of the program are to develop the capacity to:

1. envision and guide organizational change;
2. communicate effectively, engage constituents, develop people and build community;
3. advocate equity for diverse populations, and respect individuals;
4. integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

**The Educator as a Caring Intellectual**



**Program Dispositions**

Throughout this program students will be expected to demonstrate the following dispositions:

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to the ideas of others
- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide one's practice

- Understand oneself as a learner and value learning as a core capacity.

**Wisconsin Administrator Standards for Superintendent (03) Licensure**

Teacher Standards, Vision, Instructional Program, Management, Family/Community Relations, Ethics, and Context Affecting Schools

(Full documentation available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>)

**Tentative Schedule of Topics**

	Topics	Activities and Assignments
Week 1	The role and expectations of the superintendent	
Weeks 2	School district consensus building, conflict mediation and team building	
Week 3	Identifying, tracking and dealing with various issues and monitoring district projects	
Week 4	Managing school district curriculum, candidates, and programs	
Week 5	Visioning and planning for the school district	
Week 6	Effective use of technology in the school district	
Week 7	Promoting education of special needs candidates	
Week 8	Ethical and moral leadership expectations	
Week 9	School and community relations; School and community political forces and entities; School business partnerships	
Week 10	Promoting a positive school district culture and climate	
Week 11	Monitoring academic programs that stress rigor and excellence	
Week 12	Positive relationships with the school board	