

January 5, 2008

Dear Colleague:

I hope that you are looking forward to The Superintendent Issues part of your program as much as I am. The weekend academy format is very fast-paced. One of my expectations is that you will have all of your materials with you and be ready to discuss them.

The syllabus for the course is attached and will be available in early January **on WesternOnLine under ACI: Superintendent Issues (?)** (WesternOnLine is currently undergoing extensive updating and will be unavailable to all of US until after January 1, 2008). **Please review it carefully** and COMPLETE the assignment due the first day of class.

The materials which you need to have when you come to class are listed in the attached syllabus. The evaluation methods will emphasize planning, and hands-on exercises.

Please note that you will be required to make a “State of the Schools” presentation at a board retreat OR “Opening Workshop” presentation during this class.

This program is fast-paced with several assignments to be completed outside of class. As will be the case in the real world, do not hesitate to seek help with any of the assignments. Your current / local superintendent, classmates and I will be eager to help. **Just ask.** If you have any **questions concerning this part of the program,** please contact me using the WesternOnLine site. This way all of your classmates will be available to help AND learn from your questions. I hope your year is going well both personally and professionally. I look forward to working with you.

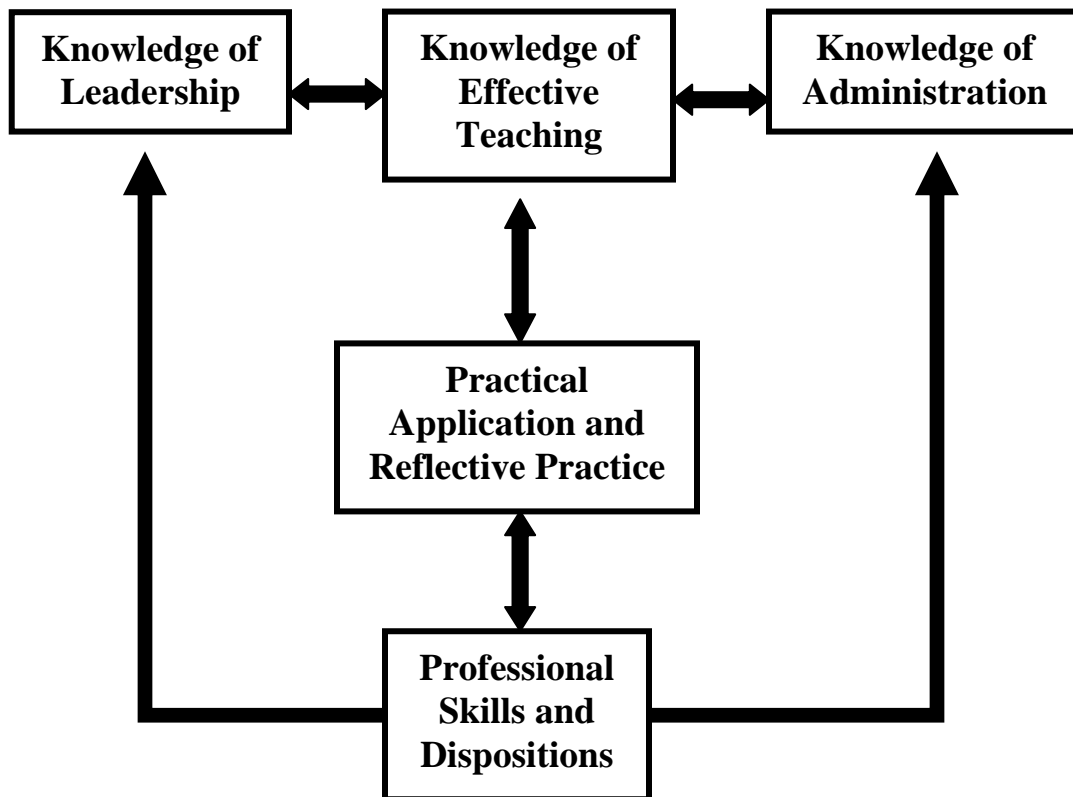
Yours for Better Schools,

A handwritten signature in black ink that reads "Kent F. Johansen". The signature is written in a cursive, flowing style.

Kent F. Johansen, EdD
Asst. Professor

Superintendent Issues
(ACI—2008)

Western Illinois University
Department of Educational Leadership



SYLLABUS

Meeting Dates (tentative):

February 23, 24, and March 7, 8, and 9, 2008

Class location TBA

Dr. Kent F. Johansen

Instructor Address

(Office)

QC Campus, office: 266
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(Home)

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Stillman Valley, IL 61084
Phone: 815-645-2263
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****Students may call me at any of the above numbers****

Support Text (NOT required):

The School Superintendency: New Responsibilities, New Leadership (1996)

Authors: Norton, Webb, Dlugosh, Sybouts
Publisher: Allyn and Bacon, 1996

Recommended:

The Servant as Leader (Essay only)

Author: Greenfield, Robert K.
Publisher: The Robert K. Greenleaf Center, 1991

Leadership and the One Minute Manager (1985)

Author: Ken Blanchard, Patricia Zigarmi, Drea Zigarmi
Publisher: William Morrow and Company, Inc. New York, 1985

Some of the material for the class will be taken from the above textbooks and support texts and other, more current, materials will be taken from other sources. The lectures and discussion questions will be delivered utilizing a PowerPoint presentation format. All materials used in class will be available for a limited time on WesterOnLine.

Expectations and Assignments for Students (5):

1.) The Superintendent and Educational Governance Superintendent Internet “Resources”

Please be prepared to discuss and TURN IN at least 15 of the following sites. DON’T do them in order, pick sites of interest.

Please search the appropriate site(s) and insert **in this document** the complete URL and a 1-2 sentence (1 paragraph maximum) summary / reflection about the site. **Most** of the info can be found on one of the four following sites: IASA, ISBE, and IASB. Don’t spend more than 10-15 minutes searching for a specific site. Sites are reorganized constantly and, even though I proof this list prior to class starting, there are always last minute changes.

- * Current open superintendent searches: (HINT: check IASA, ISBE and also check School Exec Connect; Ray and Associates; Hazard, Young, Attea & Assoc., Ltd., and??)
Which has the most open superintendent searches?
Which has the most open superintendent searches in Illinois / Iowa?
- * School Board Election; Electing Officers (1 paragraph summary / reflection)
- * Superintendents’ Performance-Based Contracts: Nearly Five Years Later (1 paragraph summary / reflection)
- * School Board Policy Services (IASB);
PRESS, What is it, how much does it cost?
- * ERS e-Library; (Educational Research Services) (1 paragraph summary / reflection)
- * School District Reorganization; Brochures; General Reorganization (1 paragraph summary / reflection)
- * Calculate the yearly annual salary increase since 2000 for **A** district superintendent (position NOT person) OTHER THAN YOURS (see “thechampion.org” for Illinois ONLY)
- * School Board Self Evaluation (IASB); print overview document on process (1 paragraph summary / reflection)
- * Schoolboardnet: a virtual community; “Welcome to Schoolboardnet” (IASB: extra “brownie points” if you visit the virtual tour); potential problems? (1 paragraph summary / reflection)
- * Labor Relations: “Notice of Intent to Strike / Summary” (ISBE); what is “just a reminder about a little known requirement”? (1 paragraph summary / reflection)
- * State School News Service (SSNS); who writes it and what is it?
- * Affidavit of Enrollment and Residency (form 85-51); English version; (1 paragraph summary / reflection)

- * Educator Supply and Demand Report (ISBE); by year: 2006. (1 paragraph summary / reflection)
- * IASB Home page; USEFUL LINKS (Left side column) link on one site you have never been to before. (1 paragraph summary / reflection)
- * IASA Code of Ethics. Please print and bring to class. (1 paragraph summary / reflection)
- * The American Association of School Administrators (AASA), new “Code of Ethics”. Please print and bring to class. Compare to IASA Code of Ethics.
<http://www.aasa.org/about/content.cfm?ItemNumber=2157>
- * “Talent Development High School / Middle School” CSOS, Johns Hopkins University; (1 paragraph summary / reflection) <http://www.csos.jhu.edu/tdhs/>
- * [Performance Pay for Teachers; read at least the Executive Summary and include 1 paragraph summary / reflection: http://www.teacherleaders.org/teachersolutions/](http://www.teacherleaders.org/teachersolutions/)
- * Best evidence encyclopedia; www.bestevidence.org Comprehensive School reform – K-12 (Borman), Review 1 (one) program in either of the TOP 2 categories (1 paragraph summary / reflection)
- * MCREL; www.mcrel.org “McRel Study Affirms Link between Supt. Leadership and Student Achievement,” sign-up, download / print 27 pages, “School District Leadership that Works: The Effect of Supt. Leadership on student Achievement.” (1 paragraph summary / reflection)
- * The Center for Comprehensive School Reform and Improvement,” www.centerforsri.org Publications, Newsletter, November 2006: “7 Actions That Improve School District Performance;” (1 paragraph summary / reflection)
- * IBM Changetoolkit; www.reinventingeducation.org just view “Flash Introduction to the Change Toolkit.”
Compare IBM Changetoolkit to just released: EDUCATION LEADERSHIP POLICY TOOLKIT NOW AVAILABLE at: <http://www.ecs.org/metlifetoolkit>
(1 paragraph summary / reflection)

2.) Individual Class Presentation—(ONLY 1 of the following 2; to be decided at the first class meeting)

Presentation One—“Opening Workshop”

(Be ready to make this presentation during the second group of days)
After a long and stressful process, on July 15 you were appointed Superintendent of Schools. Because you are new to the community and to the school, it is important that you get started in your new position on the right foot. Because there was a strong internal candidate, you are aware that the stressful

superintendent search process resulted in a degree of resentment among the staff and on the Board. In fact, the vote to select you as the next superintendent was a 4-3 vote with the three dissenting votes squarely on the side of the internal candidate. You have a major challenge ahead of you!

It is now the first day of teacher attendance. The teachers and the Board are present at the opening workshop and have a deep curiosity as to the kind of person you are. What you say and how you say it may make the difference between being accepted and being resented. This will be the most important speech that you have ever given. You are to prepare and be ready to present a 15 to 20-minute opening day speech. You have probably heard lots of opening day speeches but none will be more important than the one you are about to deliver. You may use technology or any other aids that you feel will strengthen your presentation.

Good luck!

PS: Please briefly “set the stage” for the class prior to your speech and review any relevant meetings / activities you had between July 15 and the opening Institute Day

OR Presentation Two—“State of the Schools”

Be prepared to make these presentations starting the first day of the second group of days—BE PREPARED!!!!

You are required to prepare a presentation (15-20 minutes) for the Board and administrative staff. In addition, you need to develop a legal notice for the newspaper, prepare a board packet and meeting agenda. Use the following scenario:

It is now December and you have had five months to “get a handle” on things in the district. Three members of the Board suggested, and the Board approved their request, that you schedule a one-day board/administrative planning retreat. The three members indicated that the Board hired you because of some of the new ideas that you shared during your interview. Because you indicated in your interview that you are a “change agent” who has the background and experience to lead their school district out of some of its current problems and into a progressive era of growth, the Board wants to see what your plan to accomplish that task is. The Board President has asked that you plan and organize a retreat that clearly outlines the challenges facing the district. It is the President’s desire that you provide a short (15 minute) “State of the Schools” update at the beginning of the retreat outlining the problems facing the district along with any major changes that you would like to initiate during your superintendency. It is understood that the consensus building activities that you develop for the retreat will provide the overall direction. However, you are being asked to “set the

stage” for the discussions that will follow and result in some kind of short-range district plan.

Because you only had a few months prior to this retreat to meet with your administrative staff, you are being placed in a very difficult position. How you handle your remarks may have consequences with the Board and with your administrators. These ideas and thoughts will mostly be yours and you understand that it may be difficult for “administrative buy-in” if the administrators have not had sufficient opportunity to share ideas and thoughts with you. What will you do? What will you say? Because your board has instructed you to do these tasks, you do not have the option of waiting until a later date.

Remember--the most important visual for the audience is YOU. Your non-verbal behavior and stance will speak volumes! Don’t forget this is your Board and you will need to make an interesting and informative presentation. Please, do not include lengthy statistics. Keep your presentation simple and interesting both from a visual and content perspective and be specific to your current school district (you may wish to interview central office personnel to learn more about the strengths and challenges of your specific district)

**You may use any audio-visual aides that you feel are necessary to clarify the ideas in your presentation. Also please briefly “set the stage” for the class prior to your speech and review any relevant meetings / activities you had with the school board and/or administrative team between July 15 and this December retreat.

In addition to preparing for your presentation, as superintendent, you have the responsibility of providing legal notice of the meeting, preparing an agenda for the meeting, and developing a board packet for the board members.

Prior to your presentation, you will provide the instructor with the above three items along with an outline of your presentation.

3.) **Required interviews with at least two (2) current Superintendents**

***Prior to the first day of the second group of days** each student is required to interview at least two (2) superintendents regarding their organizational techniques with respect to: board meeting agenda preparation; “Saturday informational packet” preparation for board members prior to board meetings; preparation for the actual board meetings; and follow-up of action items passed at board meetings. You may just take notes critiquing the strengths and weaknesses of each and be prepared to discuss YOUR proposed outline for dealing with these organizational tasks. We will use these during class to compile a comprehensive matrix for all to use.

4.) **Required attendance at two Board meetings**

Each student is required to have attended two official school board meetings and completed reflection sheets on each meeting.

Again, prior to the first day of the second group of days —BE PREPARED!!!!

Each student will be required to attend two school board meetings (preferably NOT in the same district) and again take notes comparing the two meetings if in different districts, and comparing the minutes of the specific school board meeting with your personal observations of the actual board meeting (this may not be possible because of the delay in making board minutes public). Among other issues, your notes should address the following:

- Were the minutes accurate and comprehensive (if possible)?
- Were the meetings run according to Roberts Rules of Order or?
- Were the meetings “warm and inviting” or “formal and stiff”?
- Were visitors recognized and made to feel welcome?
- What was your general impression of the meetings?
- If you were the superintendent, what would you recommend that the Board do differently?
- Who “ran” the meeting?
- How were the board members seated? Where were the administrators seated? Where was the supt. seated?

We will use these notes during class to compile a comprehensive matrix for all to use.

5.) **A 3-5 page maximum paper on 1 (one) of the 3 (three) following topics that will be discussed in detail during the first two days of class (this paper to be completed AND TURNED IN during the break between day 2 and day 3:**

- a. A detailed summary of your own personal professional philosophy at least 4 levels “deep” with concepts supported by recognized leadership theory with **reference sources cited**
- b. A summary of the two recent research studies reviewed in class, including a comparison between the two specific findings, and the one strongest finding from either source **supported by at least 3 additional reference sources.**
- c. An “original” “doing more with less” proposal for cutting cost with minimal impact on students. Include a detailed description of the basic concept, the process for gaining acceptance within the teaching staff, administrative staff, school board, students, parents and community, and the projected “savings.”

Bring to class the first day:

A copy of two separate district superintendent job descriptions

A (blank) copy of two separate district superintendent evaluation instruments (preferably the same districts from which you obtained the job descriptions)

A copy of 2-3 policies recently adopted by the Board of Education

Sample of possible CLASS TOPICS:

Working with the press

Handling conflicts

Board-Superintendent relations

Politics and the superintendent

School Board policies

School Board elections

Conducting campaigns

Personal Leadership Philosophy

Making oral presentations

Posting, Screening, Interviewing, Hiring, contract Negotiations, and

Evaluating the Administrative Team

Organizational Efficiency

Case Studies

Special interest groups and the superintendent

Listening or speaking—that is the question

Superintendent's contract

OTHER TOPICS OF INTEREST TO THE CLASS