Workshop
Syllabus

Course Number: EDAS 6280

Workshop Name: Issues in Educational Administration and Supervision: Implementing Effective Board/ Superintendent Governance

Text: Ohio Leadership Advisory Council (OLAC) Module: The Change Process (http://www.ohioleadership.org)

   Ohio Leadership Advisory Council (OLAC) Module: Board Development and Governance (http://www.ohioleadership.org)

Instructor of Record

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Credit Hours: 2 Semester

   On-Line Time: 30 hours

Workshop Description

This workshop will focus on implementing a board of education/ superintendent governance structure based upon board of education leadership practices identified by recent research as having a positive impact on student achievement.

Workshop Objectives:

Learners will:
   1. Become familiar with each of the 12 board of education research-based leadership practices that impact student achievement.
   2. Explore the issues involved with implementing a board of education/superintendent governance model based on 12 essential practices of effective board of education.

Assessments
   1. On-line responses
   2. Final paper

Grading Procedures

   Satisfactory/Unsatisfactory

Attendance/ Participation

   On-line (Asynchronous)

OLAC Module:	**The Change Process**				
Topic	**Readings/ Video**	**On-Line Post**	**Activities** (post on-line)	**Kotter Change Principles**	**Hours**
Common Mistakes in the Change Process	Module Text	How do you think Kotter's eight mistakes leaders make during the change process (principles of change) might apply to leading your board toward a model of shared board/superintendent governance?			3
OLAC Module:	**Board Development and Governance**				
Topic	**Readings/ Video**	**On-Line Post**			

Introduction:	Video: Reeves	What is the main idea of Reeves' remarks? What assumptions does he make about board/ superintendent relations? Do you agree? Why?			3
Creating a Vision	Module Text	Does your school district have a vision? If it does, what does it say? How was the vision developed? What role did the board play? The superintendent? The community? What process was used to develop it?	Describe how you will lead your board toward creating a vision statement for your district.. What barriers might get in the way? How might board leadership in this area affect your own leadership?	Which of Kotter's principles of change apply to Creating a Vision? Why? How will you avoid these mistakes?	2
		Read the text regarding the findings of the Lighthouse Inquiry authored by Delagardelle (2008). Which type of district does your does your board resemble?	If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		

Using Data	Module Text	Describe how your board currently uses data.	Describe how you will lead your board toward using data more effectively.	Which of Kotter's principles of change apply to Using Data? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?		
		How does the way your board uses data compare to the way the "effective" boards use data?	What barriers might get in the way? If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Setting Goals	Module Text	Describe how your board currently sets goals.	Describe how you will lead your board toward setting goals more effectively.	Which of Kotter's principles of change apply to setting goals? Why? How will you avoid these mistakes?	2

			How might board leadership in this area affect your own leadership?	
			What barriers might get in the way?	
		How does the way your board approaches setting goals compare to the way the "effective" boards approach goal setting?	If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?	
Monitoring Progress and Taking Corrective Action	Module Text	Describe how your board currently monitors progress and takes corrective action.	Describe how you will lead your board toward monitoring progress and taking corrective action more effectively.	Which of Kotter's principles of change apply to monitoring progress and taking corrective action? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?	
		How does the way your board monitors progress and takes corrective action compare to the way the "effective" boards monitor progress and take corrective action?	What barriers might get in the way?	

			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Creating Awareness and Urgency	Module Text	Describe how your board currently creates awareness and urgency.	Describe how you will lead your board toward creating awareness and urgency more effectively.	Which of Kotter's principles of change apply to creating awareness and urgency? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?		
		How does the way your board monitors progress and takes corrective action compare to the way the "effective" boards monitor progress and take corrective action?	What barriers might get in the way?		
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		

Engaging the Community	Module Text	Describe how your board currently engages the community.	Describe how you will lead your board toward engaging the community more effectively.	Which of Kotter's principles of change apply to engaging the community? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?		
		How does the way your board monitors progress and takes corrective action compare to the way the "effective" boards engage the community?	What barriers might get in the way?		
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		

Connecting with District Leadership	Module Text	Describe how your board currently connects with district leadership.	Describe how you will lead your board toward connecting with district leadership more effectively.	Which of Kotter's principles of change apply to connecting with district leadership? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?		
		How does the way your board monitors progress and takes corrective action compare to the way the "effective" boards engage the community?	What barriers might get in the way?		
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Creating Climate		Describe how your board currently creates climate.	Describe how you will lead your board toward creating climate more effectively.	Which of Kotter's principles of change apply to creating climate? Why? How will you avoid these mistakes?	2

			How might board leadership in this area affect your own leadership?		
		How does the way your board creates climate compare to the way the "effective" boards create climate?	What barriers might get in the way?		
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Providing Staff Development	Module Text	Describe how your board currently provides for staff development.	Describe how you will lead your board toward providing staff development more effectively.	Which of Kotter's principles of change apply to providing staff development? Why? How will you avoid these mistakes?	2
			How might board leadership in this area affect your own leadership?		

		How does the way your board provides for staff development compare to the way the "effective" boards provide for staff development?	What barriers might get in the way?		
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Developing Policy with a Focus on Student Achievement	Module text	Describe how your board currently develops policies with a focus on student achievement.	Describe how you will lead your board toward developing policies with a focus on student achievement more effectively.	Which of Kotter's principles of change apply to developing policies with a focus on student achievement? Why? How will you avoid these mistakes?	2
		How does the way your board develops policy compare to the way the "effective" boards develop policy?	How might board leadership in this area affect your own leadership?		
			What barriers might get in the way?		

			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?		
Demonstrating Commitment	Module text	Describe how your board currently demonstrates commitment.	Describe how you will lead your board toward demonstrating commitment more effectively.	Which of Kotter's principles of change apply to demonstrating commitment? Why? How will you avoid these mistakes?	2
			If there was just one sentence from this section that you could quote to your board which sentence would it be? Why? How might board leadership in this area affect your own leadership?		
		How does the way your board demonstrates commitment compare to the way the "effective" boards demonstrate commitment?	What barriers might get in the way?		
Practicing Unified Governance	Module text	Describe to what degree your board currently practices unified governance.	Describe how you will lead your board toward practicing unified governance more	Which of Kotter's principles of change apply to practicing Unified governance? Why?	2

effectively.

How will you avoid these mistakes?

How does the way your board currently practice unified governance compare to the way the "effective" boards practice unified governance?

How might board leadership in this area affect your own leadership?

What barriers might get in the way?

If there was just one sentence from this section that you could quote to your board which sentence would it be? Why?

Final Paper

<div align="center">Scoring Rubric</div>

Content
(25 points)

Completeness
(25 points)

Question
Using Kotter's 8 principles of change and the 12 leadership practices of effective boards as a guide, describe a plan to move your board to embrace the 12 practices of effective boards.

Inadequate (10 points): The student addresses 8 of the Kotter principles of change and at least 12 of the leadership practices of effective boards.

Marginal (15 points): The student addresses 6-7 of the Kotter principles of change and 10-11 of the leadership practices of effective

Inadequate (10 points): Minimally addressed the question and provided few details.

Marginal (15 points): Addressed the question, but provided few details.

Adequate (20 points): Address the question, but left out some details.

boards.

Adequate (20 points): The student addresses 4-5 of the Kotter principles of change and 8-9 of the leadership practices of effective boards.

Excellent (25 points): The student addresses less than 3 of the Kotter principles of change and less than 7 of the leadership practices of effective boards.

Excellent (25 points): Addressed the question completely.

Scoring Rubric

Completeness of Responses

Discussion Boards

Inadequate (10 points): Does not address elements of the discussion activity.

Marginal (15 points): Addresses some elements of the discussion activity.

Adequate (20 points): Addresses most elements of the discussion activity.

Excellent (25 points): Addresses all elements of the discussion activity.

Quality of Responses

Inadequate (10 points): Demonstrates elementary understanding of the questions; responses are incomplete, off-topic, incorrect, or irrelevant to the discussion activity.

Marginal (15 points): Demonstrates limited understanding of questions; responses include basic examples but lacks substantive

information and connection to the readings

Adequate (20 points): Demonstrates a good understanding of the questions; through well-reasoned and thoughtful reflections; responses are factually correct but lack full development and a clear connection to the readings.

Excellent (25 points): Demonstrates an excellent understanding of the questions; through well-reasoned and thoughtful reflections; responses are factually correct and substantive, with relevant references and examples and a clear connection to the readings.