

Workshop Syllabus

Course Number: EDAS 6280

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

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

Instructor of Record

Name: Paul Andrew Johnson

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Credit Hours: 2 Semester

On-Line Time: 30 hours

Workshop Description

This workshop will focus on the 12 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. Become aware of the relationship between board of education leadership practices and superintendent leadership.
3. Describe and analyze to what extent these practices are evident in their district.
4. Develop plans to encourage these practices in their district.

Assessments

- 1. On-line responses
- 2. Final paper

Grading Procedures

Satisfactory/Unsatisfactory

Attendance/ Participation

On-line (Asynchronous)

Board Development and Governance

Topic

Readings/ Video

Posts

Activities (post on-line)

Hours

Introduction:

Video: Reeves video

1. Do you agree with Rod Paige's proclamation? Why? Why not?

1. Using Danzberger's statement as guide, evaluate your board's efforts at developing consensus about their role.

2

Video Text

2. Do you agree with Mountford's statement regarding board / superintendent relations? Why? Why not?

3. What do you consider to be the most important point of the Reeves' video? Why?

Setting the Stage

Module Text

1. Do you agree with Rod Paige's statement? Why? Why not?

2

2. What is the most important sentence in the module text? Why?

Video: Supt./ Board member discussion
Video Text

3. Do you believe the board/superintendent relationship described by Nichols and Johnson is realistic? Why? Why not?

1. Describe how you would go about having this conversation with your board. How would you begin?

Creating a Vision

Module Text

1. What is the most important sentence in this text? Why?

2

2. Do you agree or disagree with Delagardelle's statement about boards' beliefs? Why or why not?

1. Compare your board's beliefs with those described by Delagardelle. What are the differences? What are the similarities? Give examples.
2. How would you go about closing the gap between what Delagardelle's effective boards believe and your boards beliefs?

Using Data

Module Text

1. What is the most important point in this text? Why?

2

1. Describe how your board uses data in relation to the 5 ways described in the text.

Setting Goals

Module Text

2. The first paragraph describes 5 ways effective boards use data. Which do you believe is most important? Why?

3. What areas could become a potential source of conflict between a board and superintendent? How could those conflicts be resolved?

1. What is the most important paragraph in this text? Why?

2. What do "non-negotiable" goals mean to you?

3. Do you agree that the focus on goals and not methods? Why? Why not?

2. What goals has your board established for itself? How do they hold themselves accountable for those goals?

3. What goals would you like to see your board establish for themselves? How could they measure their progress?

4. If you board has no goals they hold themselves accountable for, how would you go about encouraging them to do so?

1. What non-negotiable goals does you district have?

2. Describe the process you would utilize in involving the board, district staff and the community in establishing non-negotiable goals.

3. Describe how your districts staff development program supports district goals. If it does not how would you go about making sure it does?

2

**Monitoring Progress
and Taking
Corrective Action**

Video: The Board and
Goal Setting
Video Text

4. What statement in this video clip
resonates with you? Why?

1. What assumptions does the author
make in this text?

2. What do you agree with in this
text?

3. What would you challenge?

4. What parts of this text would you
like your district to aspire to?

1. Describe how your board seeks
feedback
on the progress the district is making on
its
goals.

2. How does your board monitor progress
and take corrective action?

3. If your board does not, how could you
encourage them to do so?

4. Evaluate your board in regard to the
section that cites LaRocque and Coleman
and what effective boards do in regard
to monitoring progress and taking
corrective action.

5. How would you go about encouraging
your board in engaging in these activities?

2

5. What does "take corrective action" mean in the context of this text?

6. What does "apply pressure" mean in the context of this text?

7. What is the potential for conflict between the superintendent and board in this area? How could it be avoided?

Creating Awareness and Urgency

Module Text

1. What is the most important word in this text ? Why?

2. Pick a quote from the text that you like. Why do you like it?

3. Examine the quote by Goodman and Zimmerman. Do you agree? Why? Why not?

1. Describe how your board creates a sense of urgency about the gap between student performance and the district's vision?

2. If they don't do this how would you encourage them to do so?

3. Describe how your board encourages and reinforces staff to reach for certain goals and signal to them those things they should pay attention to?

2

**Engaging the
Community**

1. What is the most important sentence in this text? Why?

1. Describe your district's attempts at community engagement. How would you rate the effectiveness of such efforts?

2

2. What does community engagement mean to you?

2. Describe an issue in your district that might benefit from a community engagement approach?

3. What assumptions does this text make?

3. How would you set it up to ensure its success?

4. What do you agree with in this text?

5. What would you challenge?

6. What parts of the text would you like your district to aspire to? Why?

7. What, in your opinion, is the difference between public relations and community engagement?

Video: The Board's
Role in Engaging the
Community
Video Text

1. What one quote did you most agree with? Why?
2. Why might some boards and superintendents be reluctant to engage the community on certain policy issues or problems facing the district?

1. What process does your board have in place for engaging the community?
2. If they do not have a process, how would you go about encouraging them to create one?
3. What barriers exist in your district that prevent meaningful community efforts from occurring? How might such barriers be overcome?

**Connecting with District
Leadership**

Module Text

1. What's the most important paragraph in this text? Why?
2. What is the most important sentence in that paragraph? Why?
3. What is the most important word in that paragraph? Why?
4. What assumptions does this text make?
5. What do you agree with in this text?

1. Describe to what extent your district leadership and board connect in ways described in this text.
2. How would you go about encouraging this kind of connection?
3. What would be the greatest challenge?

6. What do you challenge? What parts of this text would you like to see your district aspire to?

7. Why would some boards be reluctant to connect with district leadership in the ways described in this text?

8. Why would some superintendents be reluctant?

Creating Climate

Module Text

1. What is the most important point in this text? Why?

1. Describe the climate in your district with regard to the factors mentioned in this text.

2

2. Pick a quote that you like. Why do you like it?

2. What would be the most challenging part of changing the climate in your district to one reflected in the text?

3. What do you agree with in this text? Why?

4. What do you disagree with? Why?

5. What parts of this text would you like your district to aspire to? Why?

Providing Staff Development

Module Text

1. What is the most important point in this text? Why?

1. Describe the staff development program for teachers in your district.

2

2. How would you describe effective staff development?

2. Describe the staff development program for principals in your district.

3. What, in your opinion, should be the board's role in providing staff development?

3. How could they be improved?

4. What are the barriers to doing so?
5. What part should the board play in making this happen?

2

Developing Policy with a Focus on Student Achievement

Module Text

1. What is the most important paragraph in this section? Why?

1. To what extent does your board monitor policy implementation efforts?

2. Examine the quotes from LaRocque and Coleman. What do you agree with? Why?

2. To what extent does your board make their values clear when it comes to policy issues?

3. What do you disagree with? Why?

4. Why do you think some superintendents might be uncomfortable with this section?

5. Why do you think some boards might also be uncomfortable with it?

6. What quote from this section would you like to share with your board? Why?

video and video text

7. What part of the video would you like your board to see? Why?

**Demonstrating
Commitment**

Module Text

1. What is the most important paragraph?
Why?

1. After reading the text and responding to the questions, describe how your board and superintendent function with regard to demonstrating commitment.

2

2. What is the most important sentence? Why?

2. What would you change?

3. What assumptions does the text make?

3. If you presented this text to your board, after reading it what might they want to change about their commitment ?

4. Which do you agree with? Why?

5. Which do disagree with? Why?

6. What parts of the text would you like to see your board aspire to? Why?

7. Why would some superintendents be reluctant to embrace some of these concepts?

8. Why would some boards?

**Practicing Unified
Governance**

Module Text

1. What is the most important paragraph?

Why?

2. What is the most important sentence?
Why?

3. What assumptions does the text make?

4. Which do you agree with? Why?

5. Which do disagree with? Why?

6. What parts of the text would you like to see your board aspire to? Why?

1. After reading the text and responding to the questions, describe how your board and superintendent function with regard to unified governance.

2. What would you change about the relationship? Why?

3. If you presented this text to your board, after reading it what might they want to change about the board/ superintendent relationship? Why?

2

7. Why would some superintendents be reluctant to embrace some of these concepts?

8. Why would some boards?

**Final Paper
Question**

Of the 12 Essential Board Leadership Practices identify the one, that if implemented, would make the most difference in the effectiveness of you board of education.

Please address the following:

- a. Why you chose this Board of Education Leadership Practice
- b. How implementing this Practice will enhance student achievement
- c. How your board is currently functioning with regard to this practice
- d. Identify the barriers to implementing this practice with your board.

Content

Inadequate (10 points): The student addresses less than 2 of the required elements: a) Why the board leadership practice was chosen b) An explanation of how this practice will enhance student achievement c) A description of how the board is currently functioning with regard to this leadership practice d) Identifies the barriers to implementing this practice with the board.

Marginal (15 points): The student addresses 2 of the required elements: a) Why the board leadership practice was chosen b) An explanation of how this practice will enhance student achievement c) A description of how the board is currently functioning with regard to this leadership practice d) Identifies

Completeness

Inadequate (10 points): Did not address some of the questions and provided few details.

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

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

Excellent (25 points): Addressed all questions completely.

the barriers to implementing this practice with the board.

Adequate (20 points): The student addresses 3 of the required elements: a) Why the board leadership practice was chosen b) An explanation of how this practice will enhance student achievement c) A description of how the board is currently functioning with regard to this leadership practice d) Identifies the barriers to implementing this practice with the board.

Excellent (25 points): The student addresses all of the required elements: a) Why the board leadership practice was chosen b) A explanation of how this practice will enhance student achievement c) A description of how the board is currently functioning with regard to this leadership practice d) Identifies the barriers to implementing this practice with the board.

Discussion Boards

Completeness of Responses

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 activities.

Marginal (15 points): Demonstrates limited understanding of questions; response includes basic examples but lack 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.