Descriptions for Courses Covering Central Office Endorsement Standards

EDLD 6630: Maximizing Human Capacity with Adaptive Personnel Practices

This course prepares school district, non-profit, and public institution leaders to address personnel policies, practices, and processes included in the strategic planning for personnel; recruitment, screening, selection, hiring, and placement; professional and career development; performance evaluation, feedback, and improvement; compensation and benefits; collective bargaining; employee conduct; and employee rights and needs. These areas are studied under the theories and principles of inclusion, diversity, equity, fairness, protection of human rights, and creation of a learning and growth focused organizational culture.

Successful completion of the Maximizing Human Capacity with Adaptive Personnel Practices Assessment demonstrates the ability of current and future leaders to develop a comprehensive Personnel Practices Strategic Plan for the district. As part of this plan students will need to utilize course theories and concepts to interpret and critique personnel practices in a school district or other approved organization and develop recommendations for the four areas of personnel administration: Human Resources Planning, Recruitment, Selection, and Placement; New Employee Induction, Orientation, Mentoring, Staff Development; Performance Evaluation and Development; and Collective Bargaining and Compensation Systems.

EDLD 6810: Law, Policy and Ethics for District Leaders

This course includes examination of educational law, policy, and ethics issues, especially as they relate to ensuring educational policies and practices that promote equity and social justice for all students. Includes a focus on equity-related responsibilities, constraints, and opportunities of importance for district leaders.

Successful completion of EDLD 6810 assignments (i.e., aspects of CAEP assessment) demonstrates candidate application of school law, policy and ethics knowledge focused on ensuring educational policies and practices promote advocacy through transparent, moral, and ethical behaviors advocating for students at local, district, state, and national levels. Candidates are required to complete a comprehensive case analysis focused on law, policy and ethics issues, and must select an organization (preferably one he or she works at, or is associated with) to complete a pilot equity audit and prepare a comprehensive audit and advocacy plan.

EDLD 6720: Strategic District Finance and Operations

This course is an intensive instruction and discussion of political and economic value premises involved in the funding and financing of schools. It also covers issues related to the analysis of district management and operational systems in alignment with long range operational district goals.

Successful completion of EDLD 6720 assignments (i.e., aspects of CAEP assessment) demonstrates candidate application of monitoring and evaluating district operations by
conducting a fiscal and policy audit, which focuses on student safety and welfare. Each candidate will analyze a district’s three-year budget cycle in comparison with long-operational goals including crisis response planning and student discipline.

EDLD 6800: District Governance and Community Relations

The purpose of the course is to study the American school superintendency in relation to major issues facing schools and superintendents, forces affecting superintendents’ behaviors, and the complexity of responsibilities associated with the superintendent’s role as a chief educational officer (CEO). This course is designed to examine central office district leadership roles and processes as they relate to organizational culture, systems, leadership styles, collective bargaining and strategic planning. Issues related to accountability include superintendent evaluation, administrator evaluation, Revised School Code requirements, decision-making tools and budgeting. Board governance topics include the Open Meetings Act, board policies, major education policy actors at the local, state and federal levels. Community relations topics include bond/millage campaigns, social media, websites and formal/informal communication networks.

This course is not intended to fully prepare students for every challenge they will encounter as a school leader; rather, it is intended to expose students to the scope of responsibility associated with the superintendency. Through this course the participants will apply their knowledge to case studies and/or to school system issues. Students of this course will be required to use course readings and activities to develop a personal framework for leadership as a district superintendent, apply that framework to course topics and assignments, and utilize self-assessment, applied learning, and reflection as a primary means of engaging with the course content.

Successful completion of EDLD 6800 assignments (i.e., aspects of CAEP assessment) demonstrates candidates composing a 90-day plan of entry into a high level (assistant superintendent/superintendent) central office position. The goal of the entry plan is to coordinate with various constituents within the district to learn about the multiple perceptions of the district.

EDLD 6850: Dynamic Systems for District-level Instructional Leadership & Assessment

This course concentrates on the design, implementation, and evaluation of systems and frameworks for curriculum, instruction, and assessment. There will a strong focus on systems thinking and alignment. The course also emphasizes components for a district leadership role that are necessary to lead curricular initiatives. Key curricular components will be addressed including college and career readiness, designing for equity, and models to scale systems for personalized learning.

Research is clear that quality classroom instruction has a profound impact on student outcomes. Knowing this, district leaders work in large part to develop processes to scale and support frameworks for curriculum, instruction and assessment. Within a framework for instruction, district leaders must also support lead second order change in the shift from an “assessment of learning” pedagogical paradigm design to one is centered on an “assessment for learning.” District leaders must also possess skills and tools to evaluate, develop, and deploy a quality,
aligned, and content-rich curricular program. For district leaders, scaling frameworks for curriculum, instruction, and assessment, across multiple school buildings, is an inherently challenging endeavor. As such, key leadership competencies are needed to execute this work as well as structures for deploying feedback loops to grow organizational capacity for continuous improvement. When designing systems and frameworks for curriculum, instruction and assessment, district leaders must be cognizant of various curricular components woven throughout the design processes including (1) the necessary district conditions for scaling second order change, (2) leveraging state and federal grants, (3) the use of data warehouses to support program evaluation, and (4) required state and federal improvement processes that are compliance-driven.

Successful completion of the Dynamic Systems for Teaching, Learning, and Assessment assessments demonstrates the ability of current and future leaders to understand and utilize the necessary knowledge and skills to support district level curricular and instructional leadership work with faculty on issues of instruction, curriculum, assessment, program evaluation, culture, and professional development within a school district. The final project assessment is composed of four interrelated assignments organized around assessing a district’s current culture and practices regarding curriculum, instruction, and assessment, identifying strengths and weaknesses inherent in the culture and practices (as linked to theory and best practices), and creating a comprehensive set of recommendations via a strategic improvement plan.

**EDLD 7120: Professional Field Experience**

Students must complete a significant and sustained standards-based internship within a district level environment. The internship may not exceed a 12-month period, fall short of a three month period or fall short of the total required 150 hours. The internship is jointly supervised by the WMU EDLD faculty member and a central office mentor from the district hosting the intern. The purpose of the internship is to provide EDLD 7120 students opportunities to apply, in a district setting, the theories, concepts, and practices studied through the course of program.

The WMU instructor will work with district level interns to assign or confirm a field placement with a district mentor that agrees to accept and provide the supervision for the internship. The WMU instructor coordinates with the intern and district mentor regarding the internship requirements including those for documenting evidence of internship activities and verifying internship hours. Both the instructor and the district mentor provide the intern with regular formative and summative feedback over the course of the 150-hour internship.