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EDLD 658.01: School Public Relations - Superintendents

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UNIVERSITY OF MONTANA
Department of Educational Leadership and Counseling
EdLd 658
School Community Relations

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1.   Course Description
      This course will investigate the appropriate leadership and management roles of the modern school superintendent as they relate to community relations. The theory of dissatisfaction will be highlighted and course work will also focus on the application of theory on case studies. This course will also include some of the more traditional approaches to relations typically attributed to the business. However, the primary objective is to have the student understand political theory and how an awareness of this can be helpful in developing and maintaining a good relationship with internal and external publics.

2.   Culminating Outcome.
      Often, practitioners reject the application of leadership theory to their day-to-day work in favor of the "real world" approach to problem solving. This attitude is at best uninformed and at worst, anti-intellectual. Powerful theories help us explain what goes on around us. Therefore, using the text, other teaching materials and class discussions, students will develop and develop a comprehensive school community relations plan from the superintendent's perspective that demonstrates the application of theory to real life or case study situations.

3.   Enabling Outcomes with OPI Standards.
      Your study of leadership theory, both in this class and outside, should include but not be limited to the following issues:

- Develop an understanding of your beliefs, vision, operating principles as they relate to pubic relations.[OPI 10.58.704; 1a,i, b,i, ii, iii, v, e, ii]
- Conflict and change in modern school governance
- Superintendent/Board relationships.
- The nature of community participation in schools
- Site politics and dissatisfaction theory
- Utilizing dissatisfaction theory
- Superintendent as communicator (internal and externals)
- Community relations and dissatisfaction
- Schools as social systems
- The politics of education

ISLLC Standards

The following ISLLC standards are embedded in this course:
Standards 1-6. Knowledge, dispositions and performance too numerous to be listed here are available in a department document in the form of a matrix.

Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2
A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

Standard 6
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Students are required to reference the ISLLC standards contained in this syllabus and any others they have developed in their work in the course, and present those standards in their presentation to their comprehensive exam committee.

4.   Activities
Class activities require the active participation of all class members. The instructor subscribes to a philosophy of learning that holds that everyone engaged in learning, teaches every other engaged person. That is, an open mind, participating in meaningful discussion is a powerful learning environment. When someone is not in class and thereby not engaged in the discussion, the learning environment for everyone else is diminished.

Please turn off cell phones during class.

Student contributions will be judged on a demonstrated understanding of the knowledge base, the ability to translate and apply that knowledge to real situations and the student's ability to communicate effectively during times of disagreement among colleagues. Informed contributions to class discussions are critical to collective learning and professional development. It is expected that all students will foster their own learning and the learning of others through their positive and thoughtful engagement in class activities.

Should individual written assignments be given, it is expected that these assignments be the original work of the individual and that APA style will be applied with requisite attribution and citation.

Activities may include:

- Individual written assignments and oral presentations
- Large and small group discussions of readings, professional experiences and emerging ideas and concepts
- Students will also be asked to find material to be presented to the class on a variety of topics germane to the study of school community relations.
- Individual and small group presentations on other activities in which collaboration and team work is expected

Leading Class Discussions (Daily)

As a part of the reading assignments, each student is expected to bring to class, the following class session, three higher order, thought provoking issues or insights for class discussion. These issues should be in writing and may be submitted to the instructor or class members. The questions should be used as tools to generate class discussion and students will be expected to teach the class the concept or idea behind the issue.

Individual or Group Class Presentation (30 minutes)

Students will present a case study and describe how the theories or concepts learned in class relate to that case. An analysis of the case and possible relations issues should be identified and articulated to the class. Find a creative way to teach the class about your case study.

5. Grading

- Class attendance and quality of participation in class discussions   30%
- Quality of leadership in topics from readings (class discussions)   30%
- Comprehensive school community relations plan   40%

6. Required Readings

Please turn off cell phones during class.

- [Lutz, F.W. & Merz, Carol. (1992) The politics of school/community relations. New York: Teachers College Press.](#)
- Other readings as may be assigned.

School of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

➢ Demonstrate professional vision in the practice of educational administration
➢ Accept responsibility and accountability for class assignments in their role as members of the class
➢ Demonstrate growth during the period of their graduate career
➢ Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
➢ Demonstrate imagination and originality in the discussion of educational leadership issues
➢ Understand the relationship between theory and practice and the value of reflective leadership
➢ Demonstrate a moral, humanistic, ethical and caring attitude toward others
➢ Demonstrate an ability to build trust and positive relationships with others
➢ Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
➢ Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
➢ Demonstrate an ability to express himself/herself well in speech and writing, and
➢ Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.