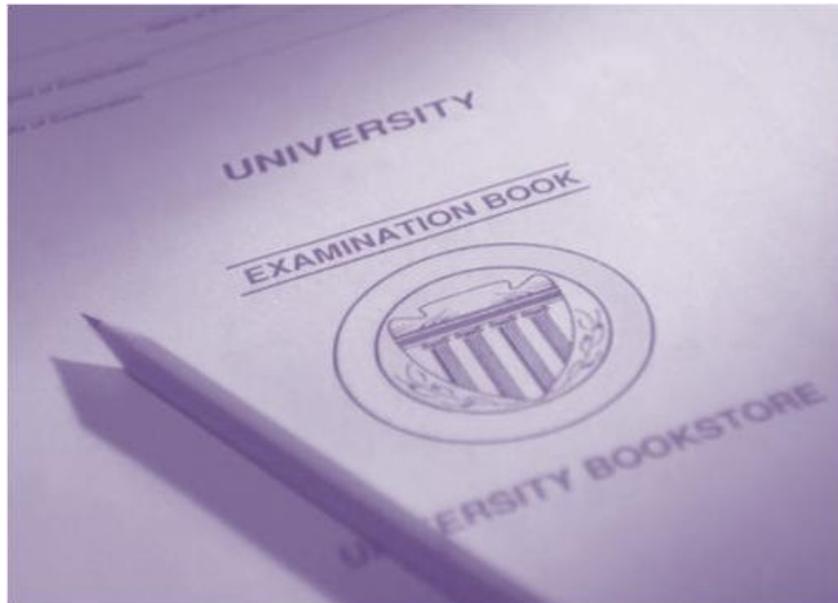


High Point University Stout School of Education



Ed.D. in Educational Leadership
Comprehensive Exam Booklet
2018-2019

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THE COMPREHENSIVE EXAMINATION FOR CANDIDATES IN THE ED.D. IN EDUCATIONAL LEADERSHIP PROGRAM

Purpose

The Comprehensive Exam is designed to ensure that candidates receiving their Ed.D. degree in Educational Leadership have firmly grasped the foundational knowledge expected of candidates pursuing mastery in the field of educational leadership.

The Comprehensive Examination is required of all candidates completing the Ed.D. in Educational Leadership and is designed to allow candidates to demonstrate leadership knowledge, skills, practice, and scholarship as part of the requirements for the Ed.D. degree. Each student is asked to tap into his or her breadth of knowledge related to leadership and also into his or her skill to synthesize this knowledge to make meaning for application in the real work of leading educational organizations.

The exam should be taken at the end of the third year of study and assesses knowledge in the four major strands of *Strategic Leadership, Data and Learning, Building Strong Relationships*, and *Theory into Practice*. A passing score is required for obtaining the Ed.D. degree.

Application for the Exam

The comprehensive exam will be offered once in the summer. There is an additional retesting in the fall or spring if necessary. Graduate candidates should consult the School of Education website for application deadlines and administration dates for the comprehensive examination. Candidates should complete the application (see page 8) and submit to the School of Education Office by the deadline. After you have been approved to take the exam, an email notification will be sent to inform you of the testing location.

The Exam

It is recommended that the Comprehensive Exam be taken at the end of the third year of study. Students will complete the exam at home over a three-week timeframe. Passing this exam is a mandatory requirement for obtaining the Ed.D. degree. The exam can only be taken twice. If a student is unsuccessful after second administration, he or she will be removed from the Ed.D. Program and not be allowed to continue seeking the degree. All candidates have the right to appeal and this process is outlined in the Graduate Bulletin.

The Ed.D. comprehensive exam requires written responses to questions from four vignettes posed in context of leading an educational organization. The Ed.D. faculty will be checking for

understanding of strategic leadership, use of data as a leader, relationship-building, and theory to practice, which are the four strands upon which the Ed.D. Program is designed. The exam is in two parts. First, the doctoral student will be sent readings two weeks before the exam questions. Students will read and study each of the documents provided and then use these to frame responses. In the second part of the exam, doctoral students are presented with critical components of the comprehensive examination, to include the integrity statement, the four vignettes with questions, and a description of how the examination will be administered and scored.

Integrity

This examination is solely the responsibility of the candidate to read, to prepare responses, and to submit. It is not a group project, and no student shall consult with any other person in writing his or her responses to the examination. The responses shall be uniquely the student's work. A student may consult any resource available from prior coursework and within his or her educational organization, or even additional readings located from a review of literature. The Ed.D. Faculty is confident that each student, as he or she reflects on his or her practice, can act and think as a reflective practitioner and educational scholar with integrity. Students will guard against plagiarism in all responses; the use of some quotes with proper citations are acceptable within responses.

Vignettes and Exam Questions

Two weeks after receiving the readings, each student will receive via email, a series of four vignettes. Each student is expected to design written answers that are coherently organized, demonstrative of knowledge and understanding of leadership, and logically presented with relevant empirical evidence related to the question (cite readings and other empirical evidence in responses to the questions). The student is not only responding to the question(s), but also providing justification for his or her stated behavior, decision, and/or argument in the written response. After reading each vignette, students will prepare a four-five-page response to the question(s) posed within each vignette below. The responses shall be submitted as a word document, using 12-point Times New Roman font, double-spaced, with writing commiserate with APA Style (6th Ed.) and conventions of scholarly writing. After compiling all responses within one-word document, each vignette shall be labeled, ensuring name is included on every page of the document. The completed work will be emailed to Jodi Moser jmoser@highpoint.edu in one word document. The subject line of the email will state name and cohort number Ed.D. Comprehensive Exam. Date of submission will be established. Students will receive a response from Ms. Moser that the exam is received. If a response is not received within 48 hours, contact Ms. Moser.

Student responses will be evaluated by members of the Ed.D. faculty, using the rubric listed at the end of this examination. The exam assessment will take place in mid to late August. Students will be informed of status in early September. The student will have a one-time opportunity to retake an unsatisfactory comprehensive exam.

- Special accommodations will be made for candidates with documented disabilities
- Reliable and credible examples from professional literature and/or citations from experts we have had in classes (Superintendents, strategic planners, budget managers, or human resources leaders from school districts, etc.) and readings must be used in candidate responses. Cite these sources using APA format, such as (Smith, 2015) or (DuFour, 2014), for example. A candidate needs to avoid assertions, such as his or her opinion about a practice or theory, in responses that require candidate knowledge of theory, research, and practice, as studied in classes in the Ed.D. Program and described by experts we invited to classes, who represent best practice in the field. In responses to scenario type questions, candidates should be specific and relate decisions to literature-based evidence of best practice and cite it, as described above. Reviewers who score candidate responses will be looking for one or more citations in each response to comprehensive questions. Responses should indicate impact of candidate's experiences while enrolled in the Ed.D. Program, not generic responses that anyone with knowledge of leadership might write.

All candidates are held responsible for any information or notifications related to the exam, thus it is important to check your HPU email account regularly.

Preparing for the Exam

The areas of concentration that will be covered on the exam reflect the major pedagogical beliefs, theories, research and practices that have been discussed in your courses. In order to adequately prepare for the exam, we urge you not to study and commit to memory every major article and publication covered in your courses; rather, we suggest that you reflect on practice and review articles, models, theorists, researchers, and related literature that you feel are important and reflect your interests in education. Then, analyze how the publications, research, models, and examples from practice are connected to the four major strands (as applicable) discussed on the following pages. You should be knowledgeable of the author's name and the year of publication and/or title of literary works or policy documents that best support your beliefs, knowledge, and dispositions towards leadership. Carefully review the strands that constitute the Ed.D. Program conceptual framework below.

Four Major Strands

Strategic Leadership

This strand combines courses focusing on the leader's ability to understand the district's identity and provide structures for the identification of district vision, mission and goals. Discussions will occur within the broader context of the N.C. Guiding Mission for all N.C. public schools to *Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century*. In addition, the leader also demonstrates the ability to re-image the school district by activating a comprehensive and ongoing plan for continuous improvement.

Data and Learning

This strand emphasizes learning as the primary business of schooling and how 21st Century leaders recognize the importance of data in leading the teaching and learning process. The leader will examine the teaching and learning process and explore a variety of data sources that are key indicators for student success. In addition to reviewing student, school, and district data sources, the students will examine how various research methodologies contribute to understanding the learning setting. In addition, the leader will be able to conduct a comprehensive analysis and summary of relevant research studies that focus on learning-related issues.

Building Collaborative Relationships

This strand deals with the basic and critical components of building solid and effective relationships with district stakeholders. This includes an understanding of the complexities of organizational cultures and how to communicate effectively across a broad set of constituencies. In addition, this strand provides a comprehensive exposure to leading district efforts to attract and develop a staff that is matched closely with district ideals and acts with the highest of ethical standards.

Theory into Practice

This strand focuses on how the theories espoused in research can be manifested in district action. This includes a comprehensive understanding of leadership theory and how superintendents thrive as reflective leaders. The leader will also understand how to conceptualize and lead a district improvement effort which will be grounded in relevant research. The leader will interact with a variety of district leaders to monitor and analyze the success of a plan that solves a district priority.

Evaluation Criteria

Each of your essays will be evaluated by two faculty members in the Ed.D. program. The faculty will use the criteria listed on the *Evaluation for Comprehensive Exam Rubric* (see page 9) to evaluate your responses. The exam will be graded as “Pass” or “Fail” and each question is worth **100 points**. Notification of the comprehensive exam results will be made available via email approximately 1 month after the exam.

Scoring Procedures

Candidate responses are coded by their identification number. Questions will be scored blindly by two (2) faculty members. Faculty evaluations will be averaged together to provide a score for each question. In the event that the average causes the candidate to fail the question, then a third reviewer will score the exam. If a candidate does not pass TWO (2) or more questions, the entire exam will need to be retaken at the next scheduled date. If a candidate does not pass ONE (1) question, a similar question will need to be retaken at the next scheduled date. Only one (1) reexamination is allowed. If a candidate fails the exam twice, that candidate will be unable to continue enrollment in the Ed.D. Program.

Appealing Decisions

Candidates have the right to appeal decisions. See the Norcross Graduate School Bulletin for the appeal procedure.

Tips for Writing a Successful Comprehensive Examination

The emphasis of the exam is on the application of skills and knowledge learned in the Ed.D. Program Graduate comprehensive exams are closed-book, and prepared notes are not allowed.

It is recommended that the candidate develop a plan describing what you need to respond to each question and then follow the plan. A four to eight (4-8) week study plan is recommended. The length of study is dependent on your current level of knowledge and your current level of comfort to take the exam. To reduce your stress level, prepare thoroughly for the exam.

Suggested General Study Tips:

- Set up a schedule for your studying – early morning, lunch time, after dinner.... Try to stick to your schedule.
- Carefully review the topic information.
- Write down key words, terms, theories, and theorists that could be used to build a strong response.

- Study at a broad overview level rather than tiny details. The questions are broad with more than one reasonable mode of answering. A broad overview helps in synthesizing the materials. This does not mean you should neglect detail in your exam answers. Details can add much to your answers by showing a real grasp of the material when integrated with more general explanations and examples.
- Review your course materials from your graduate courses; be aware of key issues, experts and authors in the field. Be prepared to cite relevant professional references in your response. ***For example: According to Smith (2006), phonics is a consequence of learning to read not a pre-requisite.***
- Prepare outlines, charts, visual summaries, pneumatic devices, etc.
- If you feel you need to strengthen your writing skills, have someone with good writing skills go over a couple of your essays or you can contact the University's Writing Center which is located in the Smith Library. Their email is: writingcenter@highpoint.edu.
- Consider studying with peers in your program.
- Study guides/points are provided on page 13 to assist you with items that may be covered on the exam. If you do not see a course or professor listed, please contact the chair or coordinator of the academic department related to your degree.

Tips for Composition

When you are asked to respond to a multi-part essay question and are required to cite sources, the following strategy can be used to ensure that you meet the minimum criteria for an acceptable response.

- Break the essay down into its constituent parts. Consider webs, concept maps during prewriting.
- Make sure that you establish a "working thesis" statement (*The exact topic + your approach toward that topic.*)
- Create an introductory paragraph that introduces the question and your main points.
- Include in the answer authoritative sources and/or real life examples.
- Write a minimum of five paragraphs that address the question.
- Summarize the question and your main points in a concluding paragraph.
- Use APA style to cite the source of your information. Use third person unless the question asks for your opinion or reaction.

University Honor Code

As a Graduate Student, you will be responsible for upholding High Point University's Honor Code.

University students have the right and responsibility to live and learn in an environment free from fraudulence and dishonesty. The High Point University Honor Code which has been officially adopted and endorsed by the faculty and by the Board of Trustees affirms that:

- Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University.
- Every student is honor-bound to refrain from cheating
- Every student is honor-bound to refrain from collusion
- Every student is honor-bound to refrain from plagiarism
- Every student is honor-bound to confront a violation of the University Honor Code
- Every student is encouraged to report a violation of the University Honor Code

**HIGH POINT UNIVERSITY
STOUT SCHOOL OF EDUCATION
GRADUATE COMPREHENSIVE EXAMINATION APPLICATION**

| <p>To be eligible to take the comprehensive examination, a graduate student must be fully matriculated in a graduate program at High Point University and have a cumulative grade point average of at least 3.0 at the graduate level.</p> <p>Complete Section I of this form and forward this application to Ms. Jodi Moser in the Stout School of Education. The application may submitted via email to jmoser@highpoint.edu.</p> | |
|---|---|
| Comprehensive Readings Begin Date | Comprehensive Exam Application Deadline |
| July 1, 2019 | May 31, 2019 |
| Section I: Candidate Information | |
| Name: | HPU ID Number: |
| Address: | Telephone Number: |
| City/State/Zip: | Email Address: |
| Anticipated Graduation Date: | |
| Program of Study: | |

Signature of Candidate:

Date of Request:

| Section II: Permission (this section will completed by the SOE office) | |
|--|-------|
| <p>The above named candidate has completed appropriate course work and is recommended to take the comprehensive examination on the date requested.</p> | |
| Signature of SOE Representative: | Date: |
| <input type="checkbox"/> Approved <input type="checkbox"/> Denied | |
| Reason for Denial: | |
| Signature: | Date: |

| | | | |
|----------|---|---|----------------------------------|
| Copy to: | <input type="checkbox"/> Norcross Graduate School | <input type="checkbox"/> Graduate Advisor | <input type="checkbox"/> Student |
|----------|---|---|----------------------------------|

Appendix A

HIGH POINT UNIVERSITY SCHOOL OF EDUCATION EVALUATION OF COMPREHENSIVE EXAMINATION

Candidate ID #:

Date:

Reader :

Question:

Instructions: Please read the enclosed comprehensive examination question and the candidate’s response. Score the question and place in the chart below the number of points earned for each area. Return to Jodi Moser. Thank you!

| Area | Points | |
|--|---------------------|----------------|
| <p>Content: 65 Points</p> <p><u>Evidence based.</u> (maximum 35 points)</p> <p>30-35: Student demonstrates mastery of knowledge and insight pertaining to the content, issue, and /or problem being addressed. Assertions or opinions are backed up by credible theory, research, articles, programs, or guest speakers in such a manner that the answer has depth. Statements are fully supported by one or more citations to Ed.D. Program literature and experiences (esp. speakers and practitioners who have shared knowledge, models, skills, etc.) Citations are noted using last name and year. <i>For example, (DuFour, 2014).</i></p> <p>25-29: Student demonstrates some knowledge and insight pertaining to the content, issue, and/or problem being addressed. Assertions or opinions are sometimes backed up by credible theory, research, articles, programs, or guest speakers in such a manner that the answer has depth. Statements are usually supported by one or more citations to Ed.D. Program literature and experiences (esp. speakers and practitioners who have shared knowledge, models, skills, etc.) Citations are noted using last name and year. <i>For example, (DuFour, 2014).</i></p> <p>0-24: Student demonstrates little knowledge and insight (or shows lapses of knowledge and insight) pertaining to the content, issue, and/or problem being addressed. Assertions or opinions are rarely backed up by credible theory, research, articles, programs, or guest</p> | Possible Points: | Earned Points: |
| | 65 | |

speakers in such a manner that the answer has depth. Statements are weakly supported by one or more citations to Ed.D. Program literature and experiences (esp. speakers and practitioners who have shared knowledge, models, skills, etc.) Citations are noted using last name and year. *For example, (DuFour, 2014).*

Critical reflection. (maximum 30 points)

25-30: Student is critically reflective, forming broad and insightful connections between the issues raised in the question and its relevance to education from multiple perspectives. Student demonstrates critical reflection of the issue and/or problem stated by examining evidence that may support or oppose the content of the question, raising relevant questions to provoke further inquiry, demonstrating critical and logical thinking that intersects with related issues, and/or suggesting alternative interpretations based on evidence.

20-24: Student notices some connections between the issues raised in the question and its relevance to education from multiple perspectives. Student recognizes and/or acknowledges evidence that may support or oppose the content of the question, raising some relevant questions and demonstrating a developing capacity for critical and logical thinking within the issues presented by the question, but not necessarily with related issues or involving alternative interpretations. When alternative interpretations are presented, they are often not based on evidence, but rather are more purely speculative or superficially considered.

0-19: Student only occasionally notices connections between issues raised in the question and its relevance to education from multiple perspectives. Issues are more often understood in isolation, instead of in relation to other issues and/or their relevance to other perspectives on education. Student demonstrates lapses of understanding of the issue and/or problem, and only inconsistently examines evidence that may support or oppose the content of the question. Student demonstrates knowledge (and may show lapses of knowledge) without raising questions to provoke further inquiry, and without demonstrating any thinking that intersects with related issues and/or suggesting any alternative interpretation.

| | | |
|---|-----------------------------------|-----------------------|
| <p>Organization and Presentation: 35 Points</p> <p>Organization. [maximum 20 points]</p> <p>15-20: The content of the essay reads easily and is coherent in organization. The essay does not jump between ideas, but rather is structured with a beginning, middle, and end. The essay states what is being asked. Statements are explained in detail without raising additional questions from the reader. Language usage is appropriate for a professional paper. APA format is demonstrated.</p> <p>10-14: The content of the essay is generally clear and coherent, though there may be lapses in these qualities. Some jumping around may occur, though there is generally a discernable beginning, middle and end. Some passages may drift from what is being asked. Statements may be lacking in detail or may introduce additional questions than the essay set out to address. Language may have lapses in style or professional format.</p> <p>0-9: The content of the essay is unclear; details are lacking in coherence. The essay lacks linear organization so that the reader has little to no sense of beginning, middle, and end. Numerous passages distract from the main idea, which itself is difficult to discern. Statements are often lacking in detail and/or are off topic. Language usage is not appropriate for a professional paper and does not observe APA format.</p> <p>Mechanics. [maximum 15 points]</p> <p>Correct spelling, grammar, punctuation, capitalization, and syntax is evident and consistent. Starting with the third mechanical error, and continuing from that point through the rest of the essay, one point may be deducted for each mechanical error.</p> | <p>Possible Points:</p> <p>35</p> | <p>Earned Points:</p> |
| <p>Total Points</p> <p>NOTE: Candidate must average at least 80 points from the two readers in order to pass this question.</p> | <p>Possible Points : 100</p> | <p>Earned Points:</p> |

Revised 5/15

APPENDIX B

STUDY GUIDES/POINTS BY COURSE

EDU 7171: Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness.

Combined with EDU 7371 study points below.

EDU 7172: Leading in an Age of Accountability: Roles, Responsibilities & Functions (focused on superintendent roles and responsibilities, as well as strategies for advancing your career).

Combined with EDU 7173 study points below.

- Be very familiar with the North Carolina Superintendent Standards adopted by the NC State Board of Education in 2006.
- In the course, EDU 7172, you had many case studies that involved working effectively with the school board. Review what led to successful school board -superintendent relations and what were pitfalls in school board and superintendent relationships.
- The course focused on roles, responsibilities, and functions of superintendent. From shadowing experiences, review lessons learned in each of these areas.
- Consider causes of turnover at the level of the superintendency. What legal, social, and political challenges impact the job role and a leader's capacity to deal with them or not?

EDU 7173: Meeting the Challenge: Strategic Planning for 21st Century Schools (involved learning about planning as a function of leadership)

- Essay preparation for questions emanating from these courses will involve reviewing the systematic process of planning, which begins with finding and framing problems.
- Review strategic plans that you analyzed while enrolled in the course to identify components parts of a written strategic plan.
- Reflect on characteristics, and importance of district vision, mission, and strategic goals as related to NC's mission, to "Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century."
- Review notes from interviews with strategic planners to identify suggestions for leading a planning process, as well as the pitfalls associated with it.
- Review various planning tools, such as SWOT analysis, affinity diagrams, bone diagrams, etc., to discuss how you might use them in leading a planning process.
- Define and review the distinction between "design thinking" and "strategic planning" as approaches to problem solving.

EDU 7174: Exemplary Teaching and Learning Practices for Extraordinary Schools

- Be familiar with different models of coaching. Consider the significance of leaders supporting leaders and what that looks like from a practitioner's point of view.

- Review Marzano’s high yield strategies, Wagner’s *Creating Innovators*, Marzano and Water’s *District Leadership That Works*, as well as your work around top performing schools/districts in the country. Consider the strategies and tools that are most powerful in improving teaching and learning across the district.
- Familiarize yourself with 21st century teaching / tools.
- Through the lens of effective communication, consider efforts that you may implement to strengthen an organization instructionally.
- Ponder: What does effective teaching and learning look like, how do you know, and what can you do to initiate significant change and academic growth.

EDU 7175: Using Data to Inform Learning, Teaching, and Leadership

- Review the model for data driven decision making and worksheets utilized from the text *Data Driven Decision Making – A Handbook for School Leaders*. Consider how the model and worksheets can be applied to a district analysis of curriculum or professional development.
- Looking closely at best practice for the use of data to lead teaching and learning and to become a more effective leader, reflect on potential pitfalls and how to avoid them as defined in *Data Enhanced Leadership*.

EDU 7176: The Nature of Organizational Cultures and Shared Leadership

- Define and provide examples of shared leadership
- Define organizational culture and associated best practices
- Define culture and climate and how you positively impact culture and climate within an organization
- Discuss how partners work together in an organization to coordinate and agree upon various planning, implementation, evaluation, advocacy, and decision-making responsibilities
- Define and describe effective communication, and how it impacts organizational culture
- Identify and describe the multiple sources of data used to understand the culture of an organization
- Be prepared to articulate appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures
- Be prepared to identify the full range, diversity, and perspectives of district stakeholders
- Define and discuss: barriers to organizational culture, creating a desired culture, and situational leadership
- Define and discuss: vision, mission, buy-in, and vision-casting
- Define and discuss: goal-setting, smart goals, marketing and branding efforts

EDU 7271 - Political Systems: Effects on Governance and Operations

- Be able to evaluate the impact on school governance of different school board configurations; e.g., partisan/non-partisan, elected/appointed, county-wide representation/district representation, and the number of school board members.
- Be able to describe the historic educational policy shifts that have occurred in NC since 2010 when a Republican majority controlled the NC House and Senate for the first time since the late nineteenth century. Be knowledgeable of some of the key organizations that have influenced this shift.
- Review the student plan developed in this course for a new superintendent to use as he or she begins working with his or her Board of Education.
- Review the answers to the essay questions used to evaluate the Peterson and Fusarelli text book.
- Review the rubric developed by student teams to evaluate school boards and think about how you would work with boards with particular deficiencies.
- Be able to describe the political challenges that redistricting presents.
- Be able to identify the impact of projected demographic changes in NC that will impact the governance of schools in the future.
- Review Fowler's discussion of political cultures, values, and ideology and the impact these issues have on school governance generally and specifically in NC.
- Be able to describe the impact of the media on educational policy and the political governance of schools and articulate strategies for working with the media.
- Be able to articulate the pros and cons of having school board committees and be able to identify a preference.

EDU 7272 Community and Public Relations (involved learning about mobilizing communities and building relationships with families and external "publics.")

- Essay preparation for questions emanating from this course will involve reviewing the best practices and research from the National School Public Relations Association (NSPRA) to explain why PR and external relationships are relevant to school districts and the community at-large.
- Review the research at the NSPRA to identify leadership skills that are often used in the areas of mobilizing communities and implementing effective public relations strategies.
- Review characteristics of effective public relations plans.
- Identify "communities" that have little voice in the schooling business in your district/organization and reflect on why it is critical to engage them.
- What are the necessary elements of effective community relations / public relations?
- How does community and public relations impact schools and student achievement specifically.
- What do valuable partnerships look like, what do they offer stakeholders, and what are some examples?
- Clearly define the impact that community and public relations has on morale, teacher effectiveness and achievement.

- What are effective strategies for increasing community involvement?
- Be prepared to identify and explain a conflict management / resolution plan that may be utilized as conflicts arise within any organization.

EDU 7273: Intercultural Communication Skills for Contemporary School Leaders

- Examine the range of communication issues that are prevalent within an organization made up of individuals from different religious social, ethnic, and educational backgrounds.
- Focus on language, social attributes, and an understanding of culture and customs when delivering public, written, and electronic messaging.
- Explore and be aware of communication strategies and styles for 21st Century school leaders.
- Be familiar with action research, articles, texts and other sources linked to effective communication and intercultural communication.
- Have ideas about how to effectively communicate to all stakeholders the results of evaluation of change efforts.
- Know about how to effectively communicate orally and in writing.
- Be able to articulate appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures.
- Recognize ways in which parental and community involvement activities honor the cultures and traditions of the local community and impacts communication.

EDU 7274 – Budgeting and Finance of Public Schools

- Review carefully the Budget 101 power point; while there are variations on this complex process, students should be able to describe a process that they could use as a new superintendent.
- Review and be able to describe the three main sources of a revenue for any school district and be knowledgeable of the typical percent of a school budget that each represents and the flexibility that each source offers.
- Review the key findings of the Leandro case and be able to articulate this case’s impact 20+ years after being filed.
- Be able to describe the state budget process and articulate the role of the Dept. of Public Instruction, the Governor, and the General Assembly.
- Be able to identify the key positions/people that most impact school revenue.
- Be able to articulate a fund balance philosophy.
- Be able to describe the important role of standards in school facility construction.
- Be able to discuss the inequities that are described in the Public School Forum’s Annual Finance Study.
- Be familiar with how enrollment projections and capacity ratings for schools are determined.

- Review the rationale a superintendent might use to support a recommendation to begin contracting various services.
- Be familiar with the suggested steps for conducting a school bond referendum.
- Be able to describe a format for making a budget presentation to a County Commission in NC.

EDU 7275 - Human Resources: Approaches to Enhance School Effectiveness

- Be able to discuss the metrics for success of a HR department in a school district.
- Be familiar with several theories of managing people.
- Be familiar with the evaluation process for teachers and administrators in NC and classified employees generally – pay particular attention to the role of value-added assessments for teachers and administrators.
- Be able to articulate the key elements of the four main HR functions: Recruiting, Selecting, Managing, and Retaining.
- Be able to articulate a philosophy of salary compensation that includes pay for performance – if sustainable funding were available, what type of plan would you favor for teachers and administrators.
- Be able to describe the role that the NC Teachers’ Working Conditions Survey could play in both school level improvement and district level improvement.
- Be aware of the key conditions for success of any professional development program.
- Be able to articulate a plan for conducting an evaluation conference.

EDU 7371: Education Reform in the United States: Innovative Practices.

- Essay preparation for questions emanating from these two courses will involve reviewing broad concepts and applying them to your own leadership development and leadership behaviors and decisions.
- Review the definitions of leadership in Northouse. Look specifically at path goal theory as a concept. Reflect on experiences you have had in field that resonate with the various definitions of leadership, especially in path-goal approach to leadership.
- Review data from the various instruments in the Northouse text and the Change Style Indicator© to reflect on who you are as a leader. What did the data inform you about your predominant leadership skills, behaviors, and dispositions? Pay particular attention to transformational leadership concepts and the distributive leadership research.
- Review and reflect on how the Katz model, consisting of human skills, technical skills, and conceptual skills, suggest that leaders need skills in all of these areas, especially conceptual. Project these skill sets upon practicing leaders that you have observed during your time in the Program. Agree or disagree that skills in all areas related to leading a school district are required in today’s world.
- From “transform” to “change” to “rebuild” to “reform,” it seems we are in a constant stage of change in education. From “A Nation at Risk” and NCLB to RTTT, consider what

research and practice inform about reform failures and successes, as well as right drivers, wrong drivers of reform.

- Review how schools can get better according to: Learning to Improve: How America's Schools Can Get Better at Getting Better, by Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, Paul G. LeMahieu.

EDU 7372 - Law & Policy: Governance of 21st Century Schools

- Be able to discuss the impact of the US Constitution on education; particularly in the areas of students and employees. Be familiar with several key Constitutional issues that have impacted education policy and practice.
- Be able to describe policy stages and how an issue of concern gets considered at the state or Federal level. Be able to identify some of the "policy actors" at the national and state level.
- Be able to describe how a superintendent can garner support for policies and regulations that he or she believes are important. Then, what strategies are important in analyzing the policy to know if it is working to achieve intended results.
- Be familiar with the impact of state laws that regulate political activity of employees and be able to articulate a rule of thumb that would guide the advice offered to employees in a NC school district.
- Be able to describe several of the reasons that a teacher in NC can be dismissed and be able to discuss why there is so much litigation in this area.
- Be able to describe the Leandro case in NC and how it impacted NC's definition of education.