District Leadership Influence on School Setting

Charles Titus

Grand Canyon University: EDL – 812

January 29, 2019

An educator has to be aware of many different things in order to be successful in the education field. Educators have to be aware of what can affect student outcomes. One of the things that can affect student outcomes is the district leadership. Educators have to be aware of how district leadership can play a major role in influencing student outcomes in each classroom. Being aware of how outside factors within the education system can influence student outcome is important in order for an educator to properly be prepared in the classroom setting.

An educator has to have a clear understanding of how federal and state laws affect the means by which a superintendent carries out the duties of the office. The superintendent is responsible for ensuring that the school district is compliant in following the federal and state laws that are in place for the education system (Guthrie & Schuermann, 2010). Say for as an example that the state passes a new law that Art now has to give an end of course test or has to carry out a new technique. The superintendent would be required to ensure that things are put into place to allow the art classes across the district are following these requirements. The first thing that a superintendent would need to do in any sort of case where a law was in place and the school was needing to follow it would be for the superintendent to address it with the board. By doing this the superintendent could ask for extra funding from the school board to put towards the new requirement in order to get necessary resources. The reason why the school board would need to be involved is due to the fact that the school board is the one that decides the budget for the school district (Williams, 2010). Federal mandates such as the previous No Child Left Behind and now the Every Student Succeeds Act are the primary responsibility of the superintendent to ensure that the laws are being followed (Heise, 2017). If federal mandates are not met then it could result in less funding from the state of federal government. In other words, the superintendent has to ensure that federal and state mandates are being met, in order to ensure that funding will not be affected for a law not being followed. If funding is affected for a school district, then the superintendent has to make recommendations to the school board where funding can be cut in each school setting within the district. This means that a superintendent will more likely keep a close eye on ensuring mandates are met. That way funding will not be decreased in areas that are might be truly needed in the communities.

When looking at the superintendent it is important to understand what methods the person could employ when working with all of the stakeholders in order to improve student outcomes. One of the best methods to use in order to increase student outcomes in the classroom is communication (Mania-Singer, 2017). Communication is important for any superintendent to use in order to share the vision that the superintendent is wanting for the school. If there is a new federal or state law then the superintendent will need to be open with all of the stakeholders through communication. Through clear communication it can help the school board understand what is needed and also help spread the message around the community as to why certain things are needed within the school. The superintendent is also responsible for communicating the needs of the school district to all of the other stakeholders such as the teachers and parents of the students (Whitt, Scheurich, & Skrla, 2015). By having clear communication with all of the stakeholders it will allow the superintendent to clearly communication what is being done and why it is being done. Most people will carry out any sort of activity if they are given the reason behind it. However, if a reason is not given to people as to why something is being carried out then it can cause them to doubt what is being done and have doubts in the superintendent. Thus meaning that the most important method to improving student outcomes is having communication of what needs to be done and how it needs to be done. By doing this teachers will know what is expected of them and work towards it and parents will normally be in support of it because they understand the reasoning for the actions if they are communicated with.

Within the education system there are many types and sources of training and assistance necessary for governing board members to increase their knowledge on how actions can help or hurt student learning outcomes. One way that this can be easily achieved is if teachers, the administration team, and the superintendent all work together to keep the school board informed. School boards that rely more on the superintendent for advice on how to improve student outcomes tend to have better scores for all of the students in the district, compared to districts that do not listen to the superintendent (Lee & Eadens, 2014). In other words, communication is key between all of the stakeholders in order to help with the learning outcomes for all students. School board members in states such as South Carolina are required to attend a school board training at the state department to better prepare them for their roles as a school board member. This can better assist school board members in what is needed in order to help with helping increase student learning outcomes. The main thing that a superintendent can do in regards to the school board is to try and help train them that in order to increase student outcomes then the board will have to rely on the superintendent for advice on what to do in order to help.

As an educator it is important to understand many different things within the field of education. One of the more important things that an educator has to understand is what can affect student learning outcomes. The superintendent, the school board, the community, and even the teacher can affect student learning outcomes. By having a clear understanding of what can be done to help increase student learning outcomes will only help educators on how to respond to measures that the superintendent or the school board is wanting to put into place.

**References**

Guthrie, J. W., & Schuermann, P. J. (2010). *Successful school leadership: Planning, politics, performance, and power*. Boston: Allyn & Bacon. ISBN-13: 9780205469994

Heise, M. (2017). From No Child Left behind to Every Student Succeeds: Back to a Future for Education Federalism. Columbia Law Review, 117(7), 1859–1896. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=bth&AN=133451475&site=eds-live&scope=site

Lee, D. E., & Eadens, D. W. (2014). The Problem: Low-Achieving Districts and Low- Performing Boards. International Journal of Education Policy and Leadership, 9(3). Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=eric&AN=EJ1045888&site=eds-live&scope=site

Mania-Singer, J. (2017). A Systems Theory Approach to the District Central Office’s Role in School-Level Improvement. Administrative Issues Journal: Connecting Education, Practice, and Research, 7(1), 70–83. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=eric&AN=EJ1151585&site=eds-live&scope=site

Whitt, K., Scheurich, J. J., & Skrla, L. (2015). Understanding superintendents’ self-efficacy influences on instructional leadership and student achievement. *Journal of School Leadership*, (1), 102. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=edsgao&AN=edsgcl.424532344&site=eds-live&scope=site

Williams, J. K. (2010). God’s country: religion and the evolution of the social studies curriculum in Texas. *American Educational History Journal*, (1–2), 437. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true &db=edsgao&AN=edsgcl.284325060&site=eds-live&scope=site