

The University of Texas at Tyler

College of Education and Psychology

School of Education

EDLR 5375 Practicum in the Superintendency

Instructor Information

Wesley Hickey, Ed.D.

Office Hours: By appointment

Office: BEP

Office: Cell: 903-570-4277

E-mail: whickey@uttyler.edu

Course Description

A field-based course to provide superintendent candidates with on-the-job experiences. Requires assignment to a local school district and commitment of superintendent to supervise the internship. Prerequisite: Recommendation of the faculty advisor.

Student Learning Outcomes & Assessments

The student will be able to understand the responsibilities of the district superintendent through experiences embedded within the district and with the support of a local mentor and coached by a field supervisor. Upon completing this course, students will be able to demonstrate mastery in the following areas:

Superintendent Leadership Standards

<http://ritter.tea.state.tx.us/sbecrules/tac/chapter242/ch242.html>Links to an external site.

Evaluation and Grading

- Resume/Cover Letter – Students will prepare a resume/cover letter relevant for applying for superintendent positions. (10 points)
- Internship questions – Students will be guided through the workings of the school superintendent through topical questions. These questions will be due with the module assignments. (5 points each)
- Superintendent Interview – Students will interview their superintendent mentor with questions provided in the module. (15 points)
- Leadership Assignments – Students will participate in field-based assignments in their district. (10 points each) Note: You will need to provide three videotaped experiences of at least 45 minutes. I (or a field supervisor) must be able to observe

135 minutes of leadership activities from videos (the minimum total for the three videos), video conferences, and face-to-face on-site meetings. The videos must be completed in the first, middle, and third part of the semester.

- Improvement of District Report – The culminating report will review the current status of your district and strategies for improving these areas if you were superintendent. (20 points)
- TExES Preparation – There will be quizzes related to the preparation of the TExES Superintendent Certification Exam.
- Take the TExES – The ultimate goal of the superintendent program is preparation, and certification, for the superintendency. Although no points are awarded for taking the TExES, a student will be supported and encouraged to take the TExES.
- Log – You need to keep a log of time spent in the internship. A minimum of 160 hours is to be spent working on these assignments and leadership activities. This will be turned in at the end of the semester, signed by both you and your mentor.

Required videos – You will need to videotape yourself at least three times during the practicum, and these will be critiqued by the field supervisor. The field supervisor will provide comments to you, your site supervisor, and your university supervisor. There will be an online pre-and post-conference included with these and other videos. Although videos may include unique work you are doing on your campus, the following types of videos that may be included:

- A video of you completing a maintenance walk of the district. The video should show the facilities, issues that need to be addressed, and possible solutions to the issue. In addition, you must show the appearance and signs around and within the district and discuss the messages being sent with these non-verbal cues.
- A video of you presenting on a topic before faculty or school board members. I prefer this be an authentic presentation, but if this is impractical, we can discuss how to make it work without a group. The purpose of this video is to show the skills needed to effectively impart a message. We will discuss this more in the module.
- A video of you conferencing with a “principal” in regard to the T-PESS. The topic to be discussed will be determined during the practicum, and the “principal” can be someone willing to play that role. Although this may not be authentic, conferencing is an important part of success in the superintendency and is something that needs to be practiced.
- A video of you showing the budget process, including methods of determining anticipated revenue and expenditures, processes of getting input from stakeholders, and ways to determine the tax rate.
- A video of you leading a group to a consensus regarding an issue of district concern. Once again, it is preferred that this video be authentic.
- A video of other superintendent activities as approved by your field supervisor.

Note: Each of the three videos submitted must be a minimum of 45 minutes.

Assessment Specifics & Assignments

Final Grade Calculations:

A = 90% - 100% of points available

B = 80% - 89% of points available

C = 70% - 79% of points available

C = 70% - 79% of points available

D = 60% - 69% of points available

Please do not hesitate to email me if you need help, clarification, or extra time.

Teaching Strategies

EDLR 5375 utilizes 100% online instruction through UT Canvas. The instructor uses a lecture module format and a constructivist learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge and skills for the successful completion of the practicum experience.

Related Field Experiences

EDLR 5375 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5375 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Superintendent's Certificate.

A minimum of 160 clock hours of practicum experiences are required with 135 minutes of observable leadership activities from videos, video conferences, and face-to-face on-site meetings. The first observation must take place within the first 4 weeks of the practicum class. This is designed to be a practical experience in the field. The student should develop an understanding of the superintendent position through work with a superintendent mentor.

Students will report experiences through videos and written reports put in Canvas.

Required Text and Related Readings

Textbooks:

Wilmore, E. L. (2010). *Passing the superintendent TExES exam*. Thousand Oaks, CA: Corwin Press.

Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Web Sites:

American Association of School Administrators at www.aasa.org [Links to an external site.](#)

Texas Association of School Administrators at www.tasanet.org [Links to an external site.](#)

Texas Association of School Boards at www.tasb.org [Links to an external site.](#)

Texas Education Agency at www.tea.texas.gov [Links to an external site.](#)

TExES Preparation Materials, Registration, and Test Dates at <http://cms.texas-ets.org/texas/Links to an external site.>

Course Policies

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up quizzes or assignments.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive a superintendent certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a superintendent, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

For more information, see [Preliminary Criminal History Evaluation Links to an external site.](#)

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your

overall grade point average. Undergraduates are eligible to exercise grade replacement for only three-course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

University Withdrawal Dates:

*****Last day to withdraw to receive a W or Q is March 25, 2024.**

Students may not officially withdraw from a course after the "Last Day to Withdraw," as listed on the Academic Calendar. Late submissions will not be processed. Students who miss the withdrawal deadline or cease to complete work toward their courses after this point will automatically receive an F, or whatever grade they would earn based on their already completed work in the course.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, [http://www.uttyler.edu/writingcenter/Links to an external site.](http://www.uttyler.edu/writingcenter/Links%20to%20an%20external%20site)

- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/Links to an external site.>

College of Education and Psychology (CEP) Vision and Mission

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards [Links to an external site.](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards Links to an external site.](#) can be accessed [here Links to an external site.](#)

Access the [Code of Ethics and Standard Practices for Texas Educators Links to an external site.](#)

BIBLIOGRAPHY

JOURNALS AND PERIODICALS

ASCD Education Update, Association for Supervision and Curriculum Development. *Communicator*, National Association of Elementary School Principals. *Educational Administration Quarterly*, University Council for Educational Administration.

Educational Leadership, Association for Supervision and Curriculum Development. *Educational Researcher*, American Educational Research Association. *INSIGHT*, Texas Association of School Administrators. *Instructional Leader*, Texas Elementary Principals and Supervisors Association. *Newsleader*, National Association of Secondary School Principals.

Phi Delta Kappan, Phi Delta Kappa.

Principal, National Association of Elementary School Principals.

Principal Leadership, National Association of Secondary School Principals.

OTHER RESOURCES

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, Calif.: Jossey-Bass.

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, Calif.: Jossey-Bass.

Daresh, J. C. (2006). *Beginning the principalship: A practical guide for new school leaders*, Third Edition. Thousand Oaks, Calif.: Corwin Press.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals*. Stanford, Calif.: Stanford University, Stanford Educational Leadership Institute.

Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes and promises*, Second Edition. San Francisco, Calif.: Jossey-Bass.

DuFour, R. & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, Ind.: Solution Tree Press.

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, Calif.: Jossey-Bass.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *SuperVision and instructional leadership: A developmental approach*, Ninth Edition. New York, N.Y.: Pearson Education.

Grogan, M. (Ed.) (2013). *The Jossey-Bass reader on educational leadership*, Third Edition. San Francisco, Calif.: Jossey-Bass.

Hodkinson, A. (2015). *Key issues in special educational needs and inclusion*, Second Edition. Thousand Oaks, Calif.: Sage.

Kowalski, T. J. (2011). *Case studies on educational administration*, Sixth Edition. Upper Saddle River, N.J.: Pearson.

Martin, L. E., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (Eds.). (2015).

Handbook of professional development in education: Successful models and practices, PreK–12. New York, N.Y.: The Guilford Press.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, Va.: Association for Supervision and Curriculum Development.

McDonald, J. P. & The Cities and Schools Research Group. (2014). *American school reform: What works, what fails, and why*. Chicago, Ill.: University of Chicago.

McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Osborne, A.G. & Russo, C.J. (2014). *Special education and the law: A guide for practitioners*, Third Edition. Thousand Oaks, Calif.: Corwin.

Sadeghi, L. & Callahan, K. (Eds.). (2015). *Educational leadership in action: A casebook for aspiring administrators*. New York, N.Y.: Routledge.

Schlechty, P. C. (2011). *Engaging students: The next level of working on the work*. San Francisco, Calif.: Jossey-Bass.

Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco, Calif.: Jossey-Bass.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles*, Second Edition. Thousand Oaks, Calif.: Corwin Press.

Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco, Calif.: Jossey-Bass.

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools*, Second Edition. San Francisco, Calif.: Jossey-Bass.

Ubben, G. C., Hughes, L. W., Norris, C. J. (2015). *The principal: Creative leadership for excellence in schools*, Eighth Edition. Upper Saddle River, N.J.: Pearson.

Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The educator's guide to Texas school law*, Eighth Edition. Austin, Texas: University of Texas Press.

Whitaker, T. (2002). *What great principals do differently: Eighteen things that matter most*, Second Edition. Larchmont, N.Y.: Eye on Education.

Wiggins, G. & McTighe, J. (2013). *The understanding by design guide to creating high quality units*. New York, N.Y.: Routledge.

Zepeda, S. J. (2013). *The principal as instructional leader: A practical handbook*, Third Edition. New York, N.Y.: Routledge.

ONLINE RESOURCES

Education Commission of the States – www.ecs.org

Education Law – Guide to Education Law – www.hg.org/edu.html

National Center on Educational Outcomes – www.cehd.umn.edu/nceo

Texas Administrative Code – www.sos.state.tx.us/tac/index.shtml

Texas Constitution and Statutes/Texas Education Code – www.statutes.legis.state.tx.us

Texas Education Agency – www.tea.texas.gov

Texas Project FIRST – www.texasprojectfirst.org Links to an external site.

U.S. Department of Education – www.ed.gov