I. COURSE DESCRIPTION:

On-the-job practice with a school superintendent in the Offices of the School Superintendent. Students will assess the suitability of their skills and dispositions for chief executive and educational officer; integrate skills and knowledge; and become cognizant of the roles, relationships and responsibilities of a sitting superintendent.

PREREQUISITE:

Must be enrolled in the Superintendency Program and have permission of the professor and the supervising superintendent.

II. RATIONALE:

Required of all certification candidates in the Superintendency Program. The Practicum in the School Superintendency is generally considered as the capstone experience of practical field involvement for students completing requirements to qualify them for positions of school superintendent and other leadership positions.
III./IV. TExES COMPETENCIES/STANDARDS:

Since this is a capstone field experience course, ideally all TExES and SBEC Standards will be addressed during this culminating field experience. See the following list of the ten (10) Competencies within the three (3) Domains to be accomplished during the practicum.

Domain I--Leadership in the Educational Community

Competency 1--The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 2--The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community. Competency 3--The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 4--The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II—Instructional Leadership

Competency 5--The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 6--The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 7--The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

Domain III--Administrative Leadership

Competency 8--The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
Competency 9--The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 10--The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

State Certification Examination (TExES):

The Texas Examination of Educator Standards is based on the domains and competencies listed in the Test Framework that is a separate handout. Please see the SBEC website, http://www.sbec.state.tx.us, for the framework and the Superintendent Study Guide.

V. COURSE OBJECTIVES & OUTCOMES:

The student will be given the opportunity to:

1. Participate in school district and community activities under the direction of the superintendent
2. Maintain a journal/log of activities incorporating the ten competencies of the Superintendency TExES
3. Engage in cooperatively agreed upon leadership projects
4. Visit exemplary school programs
5. Attend school board and other professional meetings as agreed upon with the superintendent during the practicum experience
6. Report on practicum activities as assigned
7. Provide analysis and evaluation of experiences in the practicum at the completion of the semester
8. Conduct and make use of significant research as a basis for problem solving and district-wide program planning of all kinds
9. Synthesize all skills and theories taught throughout the program by putting theory into actual practice during the practicum experience
10. Observe and recognize the importance of superintendent and school board relationships
11. Observe leadership style(s) of the superintendent and key central office Administrators
12. Observe the relationship of the superintendent (or designee) and the principals
13. Understand and explore as much as is practical the areas of: group dynamics, district budgeting, instructional leadership, staff development, conflict management and public relations with internal and external publics
VII. INSTRUCTIONAL METHODS & ACTIVITIES:

This is a capstone field experience. Students will observe, assist and will often assume full responsibilities for administrative activities as mutually agreed upon by the practicum student, the supervising superintendent and the university supervisor.

A log of experiences and activities relating to the three (3) Domains and ten (10) competencies will be maintained by the practicum student and reviewed by the university supervisor. Additionally, the university supervisor will make central office site visits to discuss the practicum student's progress, and practicum students will be required to return to the University for practicum meetings to hear guest speakers and to discuss superintendency practicum experiences.

Each practicum student will be required to complete a culmination reflection paper of the practicum experiences which will be beneficial to the student. This will be due at the final university meeting in April and the attending practicum students will discuss some of its highlights. Additional assignments are:

- Selection and work on a school project
- Professional Resume/Interest letter/professional portfolio
- Interview

Additional information will be provided during the first class meeting.

VIII. EVALUATION & GRADE ASSIGNMENT:

The Practicum in Educational Administration is a Credit (CR) or No Credit (NC) class, and the grade will be based upon the practicum student's successful completion of the campus field experiences as determined by the participating superintendent and the university supervisor; the completion of the journal/log, attendance at the university meetings, and the successful completion of the word-processed 5-8 page reflection paper on experiences garnered during the Practicum.

This is a graduate class. You are expected to work cooperatively with your superintendent and university supervisor, and to complete all assignments in a timely fashion. If you are unable to meet with your supervisors at the appointed time, please be certain to call and reschedule the site visit.

University meetings are important, and your attendance is expected. Should you be absent, please contact your university supervisor immediately.

X. REQUIRED TEXT(S):

XI. OTHER INFORMATION RELATED TO THIS COURSE:

CELLULAR TELEPHONE USAGE IN CLASS:

Cellular telephone usage should be limited to emergency purposes only and cell phone should be on a "vibrate" mode so as not to disturb the class. This should be cleared in advance with the professor. Personal use of cellular telephones including "texting" (usage not related to class or to an emergency) may result in a grade deduction. Please turn off all electronic devices (including pagers, i-Pods, MP-3, Blackberry, zunes, etc.) at the start of class.

ACADEMIC INTEGRITY/DISHONESTY:

Academic dishonesty, in all forms, including plagiarism, is not tolerated. All written assignments must be in your own words and all quotes and citations from others must be acknowledged in acceptable APA format giving appropriate credit and acknowledgment. Students found responsible for violating this rule and engaging in any form of academic dishonesty will be prosecuted to the fullest extent of University Regulations (see current TAMUCC catalog and student handbook).

Please understand the seriousness and recognize it is the student's responsibility to become acquainted with these regulations and policies. Additionally, students are not to use the same materials for other classes as each class has a different focus. All student work is subject to scrutiny by a commercial computer program, Turnitin, designed to detect plagiarism and to verify originality of submitted work.

DROPPING A CLASS:

Consult with your professor prior to dropping a class. Events can sometimes occur that make dropping a course necessary or wise. Should dropping the course be the best course of action, students must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

GRADE APPEALS:

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the professor.
For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

DISABILITIES ACCOMMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at 361.825.5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at 361.825.5816.

STUDENTS NEEDING VETERANS ASSISTANCE:

Students needing assistance with the transition from military to academic life or with appropriate veterans benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center, via email, or via telephone at 361.825.2331.

XII. BIBLIOGRAPHY:


