Department of Eductional Leadership and policy studies

**EDAD 6179 Superintendency Practicum ONLINE**

**SPRING 2016**

**Dates: January 18, 2016 – May**

**Instructor Information:** Instructor: Patricia (Pat) J. Casey, Ph.D. UTA email: [pjcasey@uta.edu](mailto:pjcasey@uta.edu)

Cell phone: 512-775-4104 (text anytime, calls before 10 p.m. please)

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| Office Hours: By appointment only. This course is fully online. There are no set class hours.  Each week of the course begins on a Monday and each weekly module is designed to be completed before midnight on the following Sunday. The best way to contact me is by email. If you have a question, comment, problem or concern, please email me. I will respond as soon as possible – usually within 24-48 hours. |

***Catalog Description***

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| EDAD 6179 – SUPERINTENDENCY PRACTICUM (1 Hour) This course provides experiences in the various roles and responsibilities of a superintendent of schools under the direction of a school district mentor and a university supervisor. An internship project will be developed in consultation with public school and university personnel. |

***Required Textbook(s) and Materials***

1. *Superintendent Internship Handbook 2014* (Provided).

2. TK-20 Assessement System - Students enrolling in Superintendent Certification courses are required to purchase access to the TK20 Assessment System.    This is purchased as a required textbook.    Purchase Tk20 at [https://tk20web.uta.edu/campustoolshighered/start.do](https://webmail.fwisd.org/owa/redir.aspx?C=d3c17164f5be4a62b9c2652cc1a2e9d8&URL=https%3a%2f%2ftk20web.uta.edu%2fcampustoolshighered%2fstart.do). On the bottom left hand side of the screen, click on “Click here to purchase or register your student account.”

***TK20***

As a part of the practicum experience, students' leadership skills will be assessed by the cooperating administrator at the student's school district. The cooperating administrator will complete an instrument pertaining to the student's progress in the practicum. The cooperating administrator will be asked to assess the candidate on specific ELCC standards-related items.

For full credit, the completed, signed instrument must be submitted to Blackboard and to TK20.

***More about TK-20***

The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

• Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.

• Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

• Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

• Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.  The Dean’s letter to students about Tk20 and additional information are available on our website ([http://www.uta.edu/coehp/tk20](https://webmail.fwisd.org/owa/redir.aspx?C=d3c17164f5be4a62b9c2652cc1a2e9d8&URL=http%3a%2f%2fwww.uta.edu%2fcoehp%2ftk20)). Questions or concerns about Tk20 that are not answered there should be directed to our support administration at [tk20@uta.edu](mailto:tk20@uta.edu).

**Student Learning Outcomes:** In this course,

1. Through a matching of ELCC standards, practicum activities and artifacts, students will reflect on their preparation program, confirming what they have learned, why it is important and what they still need to know as they work to develop into influential school leaders.
2. Students will create a professional resume that reflects their education, work history and professional accomplishments.
3. Students will generate a set of ten resources (and the rationale for each) to keep in their office when they are a superintendent.
4. Students will have an opportunity to dialog about issues and content important to their work as school leaders.

***University Mission***

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

***College Mission***

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service.   The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

***College of Education Conceptual Framework***



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

* The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
* The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
* The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  + **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  + **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  + **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

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| **Program Focus:** Our program has been designed to meet the following standards set by the Educational Leadership Constituent Council for school district leadership. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:  Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.   * 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. * 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. * 1.3: Candidates understand and can promote continual and sustainable district improvement. * 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.   Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.   * 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. * 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. * 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district. * 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.   Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.   * 3.1: Candidates understand and can monitor and evaluate district management and operational systems. * 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district. * 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. * 3.4: Candidates understand and can develop district capacity for distributed leadership. * 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.   Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.   * 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. * 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. * 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. * 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.   Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.   * 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. * 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. * 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district. * 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district. * 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.   Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.   * 6.1: Candidates understand and can advocate for district students, families, and caregivers. * 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment. * 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.   Standard 7.0: A district-level education leader applies knowledge that promotes the success of  every student in a substantial and sustained educational leadership internship experience that has  district-based field experiences and clinical practice within a district setting and is monitored by  a qualified, on-site mentor.   * 7.1 Substantial Experience: The program provides significant field experiences and clinical   internship practice for candidates within a district environment to synthesize and apply  the content knowledge and develop professional skills identified in the other Educational  Leadership District-Level Program Standards through authentic, district-based  leadership experiences.   * 7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours   per week) internship that includes field experiences within a district environment.   * 7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful   experience as an educational leader at the district level and is selected collaboratively by  the intern and program faculty with training by the supervising institution.  **Main Course Assignments** |

**Assignment 1: Weekly Discussion Boards**

This practicum course is intended to help you make the most of your field experiences. Thus, your grade will be based largely on the your reflections that are represented in the discussion board responses.

Discussion Board assignments that are not completed by the end of the week will not be graded. The purpose of the discussions is the exchange of ideas and this can only be accomplished if you participate in a timely manner. Postings made after the discussion is over do not contribute to discussion in a substantive way.

For quality discussion online, your initial post (response to the prompt) should be posted no later than Wednesday of the week assigned such that others have time to read and respond before the end of the week.

**Assignment 2: TExES Practice Exam**

Take and score the practice test for the TExES that is available in the preparation manual and reflect on your results. Before you can get permission to take the Superintendent exam, you will need to take a different practice exam at the University and to score at or above 80 on that exam. So, this will help you know where to focus your efforts.

**Assignment 3: Practicum/Portfolio Analysis**

In the Superintendent Certificate Program Handbook (distributed in EDAD 6279; a copy of the handbook can be found in materials under Week 1), you were cautioned that you needed to both complete the 300 minimum practicum hours and that you needed to demonstrate experiences with all 6 ELCC standards and, thereby, the 10 Texas competencies). In this course, you will analyze your success in achieving this challenge.

**Grading:** All work for this course is to be edited and executed with care and professionalism. You must check your spelling and grammar on all written work! Final course grades are based on a percentage of the maximum points possible (the accumulation of points for all assignments)

The final grading scale for percentage of total points is as follows:

90-100% = A

80- 89%= B

70- 79% = C

60- 69% = D

Below 60% = F

*Remember,* *cheating or plagiarism can result in a zero on the assignment or other consequences described in university policy.*

***Course Policies:*** You must complete all assignments and discussion postings/replies by the due dates. All due dates can be found in the course schedule below. You are responsible for your technology/ internet working to ensure work is completed by deadlines. Think about posting early to help prevent this from being a problem.

***Attendance***

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, This class does not meet for any scheduled synchronous sessions. Work must be completed/ submitted by the day and time specified for credit. **Make it a habit to check in to Blackboard and your UTA email every day – check assignments, new announcements and discussion board postings.** Schedule regular time every week to do your course work so you do not fall behind!

***Drop Policy***

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).The last day to drop a course is specific to the course and can be different for Academic Partnership courses.

***Written Assignments***

Orally or in writing, professional educators are expected to express themselves capably.

\*All materials for the course should be carefully prepared, processed and proofread following the

APA. Be sure to proofread and edit your work. Significant grammatical, mechanical or

format (APA) errors distract from content.

\*Students are encouraged to keep a copy of each assignment submitted.

\*Make sure your name is on every paper you submit.

\***Use Times New Roman 12 Font for all written work.**

\***Save documents/files with your last name first in the file name before you submit them.**

***The English Writing Center***

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. .] Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

***Student Feedback Survey***

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

***Electronic Communication***

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

***Student Support Services***

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

***Final Review Week***

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

***Americans with Disabilities Act***

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

***Title IX*:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

***Academic Integrity:*** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

*The UT Arlington Library*

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

Because this is a doctoral level course you will find that you need an average of 4-6 hours a week to complete the work. Most students have said that it works best to get started on Sunday or Monday and to schedule regular weekly times to work on the course(s) - if we were in a face to face class, you would be spend time at least one night driving, parking and attending class.

**Course Schedule**

*The instructor for this course reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

**Keep adding to your practicum log every week until you reach the 300 hour minimum**

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|  | Week of | Assignments | Points |
| 1 | Jan. 18, 2016 | TExES Practice Test Essay  Updated Practicum Log  Discussion Board | 40  20  10 |
| 2 | Jan. 25, 2016 | ELCC 1 Analysis  Discussion Board | 10  10 |
| 3 | Feb. 1, 2016 | ELCC 2 Analysis  Discussion Board | 10  10 |
| 4 | Feb. 8, 2016 | ELCC 3 Analysis  Discussion Board | 10  10 |
| 5 | Feb. 15, 2016 | ELCC 4 Analysis  Discussion Board | 10  10 |
| 6 | Feb. 22, 2016 | ELCC 5 Analysis  Discussion Board | 10  10 |
| 7 | Feb. 29, 2016 | ELCC 6 Analysis  Discussion Board | 10  10 |
| 8 | March 7, 2016 | Practicum Summary Analysis Paper  Discussion Board | 80  10 |
| 9 | March 14, 2016 | Spring Break |  |
| 10 | March 21, 2016 | Professional Organizations and Journals  Discussion Board | 10  10 |
| 11 | March 28, 2016 | FS Observation OR Internship Conference Summary Report  Discussion Board | 100  10 |
| 12 | April 4, 2016 | Resume  Discussion Board | 20  10 |
| 13 | April 11, 2016 | Job openings activity  Discussion Board | 20  10 |
| 14 | April 18, 2016 | TExES Practice Test  Mentor Evaluation  Discussion Board | 50 10 |
| 15 | April 25, 2016 | Final Internship Log (300 hours) and Report  Discussion Board | 100  10 |
| 16 | May 2, 2016 | Discussion Board | 10 |
| 17 |  |  | 10 |
|  |  |  |  |