Course Syllabus

EDLR 5375 Practicum in the Superintendency

Instructor Information

Chane Rascoe, Ed.D.

Office Hours: By appointment

Office: OAC

Office: Cell: 903-340-2600

E-mail: chanerascoe@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.htmlLinks to an external site.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 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: The total minutes of the three video observations must be a minimum of 135.

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. *Passing the superintendent TExES exam*. Thousand Oaks, CA: Corwin Press. ISBN:

978-1412956192

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.Links to an external site..
Texas Association of School Administrators at www.tasanet.org Links to an external site.Links to an external site..
Texas Association of School Boards at www.tasb.orgLinks to an external site.Links to an external site.
Texas Education Agency at www.tea.texas.govLinks to an external site.Links to an external site.
TExES Preparation Materials, Registration, and Test Dates at http://cms.texes-ets.org/texes/Links to an external site.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.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 Monday, March 31, 2025.**

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

1.23 Compliance with State Law Regarding Diversity, Equity, and Inclusion in Institutions of Higher Education

Purpose

The purpose of this Policy is to implement Senate Bill 17 and [Texas Education Code, Section 51.3525Links to an external site.,](#) which require that the University shall maintain an environment that promotes learning, academic freedom, and the creation and transmission of knowledge free from any requirements to exhibit or reflect a specific ideology or political view, and without providing advantages or disadvantages to individuals based on race, sex, color, ethnicity, or national origin.

Persons Affected

This Policy applies to all individuals associated with or on the premises of the University, including without limitation Employees, faculty, students, visitors, volunteers, contractors, subcontractors, or vendors.

Definitions

1. Creative work: Includes programmatic components directly related to and part of the creative work and proposed in a grant submission. May include the following:

1. Academic work productof an innovative or interpretive nature, including but not limited to music, dance, visual art, and literature.
2. Non-research written materialcreated for publication.
3. Grant submissionsseeking funding for research, instructional, or other activities.

1. DEI office: An office, division, or other unit of the University, including any group of Employees of any size, that is established for diversity, equity, and inclusion (DEI) and is charged with any of the following purposes or carries out any of the listed duties:

1. Hiring:Influencing hiring or employment practices with respect to race, sex, color, or ethnicity, other than through the use of color-blind and sex-neutral

hiring processes in accordance with any applicable state and federal antidiscrimination laws.
2. Differential treatment.Promoting differential treatment of or providing special benefits to individuals on the basis of race, color, or ethnicity.
3. Promoting policies or procedures designed or implemented in reference to race, color, or ethnicity, other than policies or procedures approved in writing by the Chief Legal Officer, the UT System Office of General Counsel, and the Texas Higher Education Coordinating Board for the sole purpose of ensuring compliance with any applicable court order or state or federal law.
4. DEI training.Conducting training (required or voluntary), programs, or activities designed or implemented in reference to diversity, equity, and inclusion, including race, color, ethnicity, gender identity, or sexual orientation, other than trainings, programs, or activities developed by an attorney and approved in writing by the Chief Legal Officer, the UT System Office of General Counsel, and the Texas Higher Education Coordinating Board for the sole purpose of ensuring compliance with any applicable court order or state or federal law.

1. DEI statement: A written or oral statement of a person's commitment to:

1. furthering diversity, equity, and inclusion based on race, color, ethnicity, national origin, sex, gender identity, and/or sexual orientation; or
2. promoting differential treatment of, or providing special benefits to, individuals based on their identification as a member of one or more of these classifications.

1. DEI training: A training, program, or activity designed or implemented in reference to diversity, equity, and inclusion, including race, color, ethnicity, gender identity, or sexual orientation.
2. Preferential consideration: Treating one person more favorably than another, in any respect, because of their inclusion or provision of a DEI statement expressing a preferred viewpoint in materials they provide to the University.
3. Research personnel: May include any non-faculty staff member or trainee with assigned job responsibilities related to research based on the employment or academic training position they hold at the University, including individuals who serve on University review boards.
4. Scholarly research: Includes programmatic components directly related to and part of the scholarly research and proposed in a grant submission. May include research conducted by a student, faculty member, or other research personnel in their respective field under generally accepted scientific standards (e.g., systems in place to ensure the quality and accuracy of hypotheses, methods, data, and findings, such as in a peer reviewed or refereed publication).
5. Special benefit: A term, condition, opportunity, or privilege that is unavailable or substantially better than what is available or provided to others.

Policy

Prohibitions Under Texas Law

1. DEI offices. The University shall NOT permit, hire, or assign any Employee or volunteer or contract with a third party to perform any of the duties of a DEI office.
2. DEI statements. The University shall NOT compel, require, induce, or solicit any person to provide a DEI statement or give preferential consideration to any person based on the provision of a DEI statement.
3. Preference. The University shall NOT give preference to anyone by treating any specific Employee, applicant for employment, or a participant in any function of the University more favorably than another, in any respect, on the basis of race, sex, color, ethnicity, or national origin.
4. Required DEI training. The University shall NOT require any person to participate in DEI training as a condition of enrollment, employment, or performing any University function.

Exceptions to Prohibitions

1. DEI training for compliance. Prohibited DEI training does NOT include a training, program, or activity that is for the sole purpose of ensuring compliance with an applicable court order or state or federal law if it is:

1. developed by an attorney; and
2. approved in writing by the Chief Legal Officer, the UT System Office of General Counsel, and the Texas Higher Education Coordinating Board.

1. Required training.

1. Legal and University obligations.Prohibited DEI training does NOT include annual equal employment opportunity and Title IX compliance trainings, including sexual harassment training, for Employees, faculty, and students that is designed to educate on legal obligations and the University's commitment to treating Employees, faculty, students, and applicants consistently and fairly without regard to protected classifications, including race, color, sex, sexual orientation, gender identity, pregnancy, religion, national origin, age, disability, genetic information, and citizenship status.
2. Acceptable trainings identify applicable federal and state laws and University Policies, explain definitions, describe Employee and student rights and reporting requirements, outline complaint reporting procedures, and emphasize the prohibition on retaliation.
3. As sanctions.Prohibited DEI trainings do NOT include trainings required of Employees, faculty members, and students as sanctions for violating Policies regarding compliance with Title IX, Title VII, and Chapter 21 of the Texas

Labor Code or similar federal or state laws if the trainings are designed to educate recipients on compliance with University Policies.

1. Grants or accreditation. For purposes of applying for a grant or complying with the terms of accreditation by an accrediting agency, the University or an Employee is permitted to submit to the grantor or accrediting agency a statement that:

1. highlights the University's work in supporting:
    1. first-generation college students;
    2. low-income students; or
    3. underserved student populations; and/or
2. certifies compliance with state and federal anti-discrimination laws.

1. Data collection and use. Data collection is NOT subject to the prohibitions of this Policy, including the use of collected data. Such uses include but are not limited to:

1. statements in support of grant proposals or accreditation compliance;
2. academic course instruction;
3. scholarly research or creative work;
4. student academic achievement;
5. postgraduate outcomes designed and implemented without regard to race, sex, color, or ethnicity; and
6. student recruitment and admissions.

1. Data disclosure.

1. Impact data. The University may disclose data regarding impacts on certain student subgroups within the umbrella term of "underserved student populations."
2. The University may collect and disclose data and information necessary to maintain accreditation.
   Academic instruction. Faculty instruction in their assigned courses, practicums, seminars, and executive education programs is NOT subject to the prohibitions of this Policy.

1. Academic instruction. Faculty instruction in their assigned courses, practicums, seminars, and executive education programs is NOT subject to the prohibitions of this Policy.
2. Scholarly research and creative works. Scholarly research and creative works by students, faculty, or other research personnel and the dissemination of that scholarly research or creative work are NOT subject to the prohibitions of this Policy.
3. Student organizations.

1. Registered status.Student organizations that hold registered student organization status pursuant to the University's rules and Polices are NOT subject to the prohibitions of this Policy.
2. Sponsored status.Depending on the level of University control and support and the University's policies and practices, the programs and activities of a student organization that is sponsored by the University may be subject to the prohibitions of this Policy.

1. Guest speakers and performers. Guest speakers and performers hosted on a short-term basis for limited duration events under the University's usual policies and rules are NOT subject to the prohibitions of this Policy.
2. Student academic achievement and postgraduate outcomes. Policies, practices, procedures, programs, or activities to enhance student academic achievement or postgraduate outcomes that are designed and implemented without regard to race, sex, color, or ethnicity are NOT subject to the prohibitions of this Policy.
3. Student recruitment and admissions. The prohibitions of this Policy generally do NOT apply to student recruitment and admissions, except those in Subsection D.2.1.

Policy Impact on Programs and Activities

1. This Policy does NOT prohibit programs and activities designed in reference to sex, as opposed to gender identity or sexual orientation.
2. Programs and activities designed for women or men that are otherwise lawfully implemented remain permissible (e.g., men's and women's athletics programs, single-sex dormitories).
3. Academic programs (e.g., Women in STEM) are permissible when such programs openly allow participation by both women and men.

Employee Organizations

1. Prohibited classifications.

1. The University shall NOTestablish Employee groups that are organized in reference to one or more of race, color, ethnicity, gender identity, or sexual orientation. "Established" means created by the administration of a college, school, department, or business unit.
2. This does NOT apply to Employee organizations that are:
    1. registered with the University; and
    2. do NOThave an Employee assigned to lead the organization or its activities.

1. Employee resource groups. Employee resource groups are organizations that are NOT established by the University.

1. These typically consist of Employees with a common background or a common set of interests.
2. Identity-based groups must be open to all interested participants and receive similar treatment and benefits as other Employee groups.

1. Ministerial tasks. University staff that handles ministerial tasks (e.g., reserving University spaces, coordinating access to audio visual equipment for meeting spaces) for all Employee organizations may continue to provide such services to all Employee organizations, including those organized in reference to one or more of race, color, ethnicity, gender identity, or sexual orientation.

Institutional Investigative Units

University investigative units that must sometimes consider race, color, ethnicity, gender identity, or sexual orientation in reaching determinations on alleged violations of University Policies are NOT subject to the prohibitions of this Policy.

Recognized History Events

University activities to participate in state, federal, or other widely recognized history events (e.g., Black History Month, Hispanic Heritage Month, Women's History Month, Pride Month) are NOT subject to the prohibitions of this Policy.

Patient Healthcare and Other Health and Wellness Initiatives

The provision of healthcare to patients and other health and wellness initiatives which are expressly excluded from the definition of programs or activities are NOT subject to the prohibitions of this Policy, as healthcare is individualized and is primarily designed and implemented to address health care needs.

Employee Compliance

Employees, including contractors or subcontractors hired to perform University work that would otherwise be performed by a University Employee, are subject to discipline, up to and including termination, for violating any provision set out in Subsection D.1. (See HOP 1.22: Compliance Investigations.)

University Compliance and Certification

1. Education. The University shall educate the University community on permitted and prohibited activities.
2. Questions. Questions regarding compliance with this Policy shall be directed to the Policy Owner, the [Chief Compliance OfficerLinks to an external site.](#).
3. Sub-certifications. Sub-certifications shall be submitted annually to the Chief Compliance Officer, who shall then submit them to the President.
4. Certification. The President shall, upon confirming all sub-certifications, submit to the Chancellor a certification that the University complies with this Policy.

5. Money contingent on compliance. The University may NOT spend money appropriated to the University for a state fiscal year until the Board of Regents submits to the legislature and the Texas Higher Education Coordinating Board a report certifying the board's compliance with this Subsection during the preceding state fiscal year. This provision applies beginning with funds appropriated for the fiscal year starting September 1, 2024.

State Audit for Compliance

1. Notification of audit. Upon receiving notice from the state auditor of an audit of the University under [Texas Education Code, Section 51.3525Links to an external site.](#), the University shall promptly notify the UT System Audit Office and the Vice Chancellor and General Counsel of the pending audit.
2. Cooperation mandatory. The University is required to cooperate with the state auditor conducting the statutory audit.
3. Curing violations.

51. Time frame.If the University receives an audit finding of a violation of [Texas Education Code, Section 51.3525Links to an external site.](#), it must cure the violation not later than the 180th day after the date on which the determination is made.
52. Failure to cure.Failure to cure the violation during the 180-day period shall result in ineligibility to receive formula funding increases, institutional enhancements, or exceptional items during the state fiscal biennium immediately following the state fiscal biennium in which the determination is made.

Biennial Study

The University shall coordinate with the Texas Higher Education Coordinating Board to complete the statutorily required biennial study.

Reference Sources and Authority

- [Senate Bill 17Links to an external site.](#)
- [Texas Education Code, Section 51.3525: Responsibility of Governing Boards Regarding Diversity, Equity, and Inclusion InitiativesLinks to an external site.](#)
- [HOP 1.22: Compliance InvestigationsLinks to an external site.](#)
- UT System SB 17 Working Guidance
- Annual DEI Compliance Checklist
- Sub-Certifications

Review Responsibilities and Dates

The Policy Owner for this Policy is the Chief Compliance Officer, and this Policy shall be reviewed every three (3) years or sooner, if necessary, by the Policy Owner or their designee.

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 Statues/Texas Education Code — www.statutes.legis.state.tx.us

Texas Education Agency — www.tea.texas.gov

Texas Project FIRST —[www.texasprojectfirst.orgLinks to an external site.Links to an external site.](www.texasprojectfirst.org)

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