UT Tyler
Practicum in Superintendency Handbook
Practicum in Superintendency Syllabus

EDLR 5375.060, Practicum in Superintendency

Instructor Information
Wesley D. Hickey

Office: HPR 113
Office Hours: By appointment
Phone: Office: (903) 565-5669
         Cell: (903) 570-4277
         Fax: (903) 565-5527
E-mail: whickey@uttyler.edu

Course Catalog 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 faculty advisor.

Student Learning Outcome
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.

Program Outcomes
The student will be able to …

1. Act with integrity, fairness, and in an ethical manner to promote success of all students.
2. Shape district culture by facilitating the development and implementation of a shared vision.
3. Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.
4. Influence political and cultural context to achieve the district’s educational vision.
5. Facilitate planning of strategic plans, align curriculum, and promote use of varied assessment for student performance.
6. Advocate district culture conducive to student learning and professional growth.
7. Implement staff evaluation to improve performance.
8. Exhibit effectiveness in budget, resources, personnel and technology.
9. Apply leadership of the physical plant.
10. Apply strategies to facilitate positive change in varied contexts.

Evaluation and Grading

Article for Publication – Students must complete a manuscript for publication on a current issue in public schools. Students will be required to submit this manuscript for publication in a state journal. This will be discussed more clearly in class. (30 points)

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 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: For all experiences you will upload a video about your experience and upload it to your Edublog account. You will need to put it on youtube first and add the link to Edublogs. Include a review of what was learned and anything insights you developed from the experience. Provide the link in the “quiz” related to this experience. I (or a field supervisor) must be able to observe 135 minutes of leadership activities from videos, videoconferences, and face-to-face on-site meetings. The first observation must take place within the first 6 weeks of the practicum class.

Improvement of District Report – A 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.

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 given an “IP” until the superintendent TExES is attempted.

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. The log should look like this:

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<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/13</td>
<td>2 hours</td>
<td>Worked on manuscript</td>
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<tr>
<td>1/14</td>
<td>1.5 hours</td>
<td>Met with superintendent on handbook</td>
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<tr>
<td>1/15</td>
<td>2 hours</td>
<td>Answered administration questions</td>
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<tr>
<td>1/15</td>
<td>2 hours</td>
<td>Attended Rotary w/ superintendent</td>
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<tr>
<td>1/16</td>
<td>2 hours</td>
<td>Research on manuscript</td>
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<tr>
<td>Etc.</td>
<td>Etc.</td>
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</table>

Required videos – You will need to videotape yourself several 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 are required:

- 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.
- 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 discussing 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 consensus regarding an issue of district concern. Once again, it is preferred that this video be authentic.
Note: The total video observations times must be a minimum of 135 minutes.

A = 90% of points  
B = 80% of points  
C = 70% of points

Other Activities

Field supervisor visit – The field supervisor (this may be me) will visit you at your district at least one time during the semester. This visit is designed to get to know you and your district environment, as well as see your potential as a district level administrator.

Zoom videoconference meetings – You will need to attend 5 Zoom videoconferences during the semester to discuss activities and progress. There will be several group Zoom meetings scheduled, but individual ones may occur if these occur at inconvenient times.

Teaching Strategies

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 pictures, videos, and written reports put in edublogs. You will need to create an account on edublogs.org. You can create a free account, but you may find it helpful to open another free account on youtube (www.youtube.com) in order to download videos. You will be able to place your youtube link in the blogs in order to show videos.

Related Field Experiences

The internship is a field class. The student should gain experiences that align with superintendent duties.

Required Text


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

UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

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
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 12th day of class (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.

**Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit [https://hood.accessiblelearning.com/UTTyler](https://hood.accessiblelearning.com/UTTyler) and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at [http://www.uttyler.edu/disabilityservices](http://www.uttyler.edu/disabilityservices), the SAR office located in the University Center, # 3150 or call 903.566.7079.
**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, 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.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
ASSIGNMENTS WITH EACH MODULE (DUE DATES ON BLACKBOARD)

Module 1 Assignments

- Develop cover letter and resume for position – 10 points
- Answer school administration classes – 5 points
- Answer office management questions – 5 points
- Research paper (article to be submitted for publication) – 30 points
- Intern leadership activity on school board/superintendent relationships – 10 points
- TExES test review quiz – 10 points

Review of leadership activities assignments:

Resume/Cover Letter Assignment

Purpose: To provide the student with experience and feedback on executive resumes and cover letters.

Optional activity: Pick one of the openings on TexasISD.com and apply for it. The worse thing that can happen is be denied an interview.

Paper for Publication

Purpose: To provide the student an avenue for professional attention and resume building through the publication of an article.

The student is to determine a topic of interest to write about in an article to be sent for possible publication. Many state journals publish articles of a practitioner nature that are written in a more casual tone. Some examples include TASSP’s *Texas Study of Secondary Education*, and TEPSA’s journal.

Intern Leadership Activity: Board Relationships

Purpose: To provide the student experiences in developing school board relationships. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Shadow the superintendent in a meeting with a board member.
- Assist the superintendent in a newsletter to board members.
- Attend the TASB conference.
- Attend school board training (team building).
- ____________(Other)
Module 2 Assignments

- Superintendent interview (email to whickey@uttyler.edu) – 10 points
- Answer instruction questions – 5 points
- Answer curriculum questions – 5 points
- Intern leadership activity on related to facilities – 10 points
- Intern leadership activity on curriculum/instruction – 10 points
- Intern leadership activity on budget/finance – 10 points
- TExES test review quiz – 10 points

Review of leadership activity assignments:

Intern Leadership Activities: School Facilities

Purpose: To provide the student experiences related to school facilities. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Shadow the superintendent in visits with the architects.
- Assist in oversight of a building/renovation program.
- Chair (or simply attend) a facilities committee.
- Assist in developing a facility needs assessment.
- Assist in developing a bond informational pamphlet/powerpoint/etc.
- Present information on a bond to a group.

___________ (Other)

Intern Leadership Activities: Curriculum/Instruction

Purpose: To provide the student experiences related to curriculum/instruction issues. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Lead a professional development on instruction/curriculum.
- Develop and submit a professional development plan.
- Analyze benchmark data to determine remediation issues on a campus.

___________ (Other)

Intern Leadership Activities: Budget/Finance

Purpose: To provide the student experiences related to the district budget. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Interview the business manager and accounts payable employee on their duties.
- Run a template using PEIMS data at the end of a six weeks. Compare this data to anticipated revenue used to develop the budget.
- Attend budget meetings.
- Attend superintendent development meetings related to finance.
- Assist in putting together checks payable, investment report, and other financial data for the board meeting.
- Develop the figures for anticipated revenue for the next budget.

___________ (Other)
Module 3 Assignments

- Answer pupil services questions – 5 points
- Answer professional development questions – 5 points
- Intern leadership activity on community relations – 10 points
- Intern leadership activity on school board meetings – 10 points
- TExES test review quiz – 10 points

Review of leadership activity assignments:

Intern Leadership Activities: Community Relations

Purpose: To provide the student experiences related to community relations. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Speak to the Rotary Club, Lions Club, or other community group.
- Write an article for the local newspaper.
- ___________(Other)

Intern Leadership Activities: School Board Meetings

Purpose: To provide the student experiences related to school board meetings. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Assist in developing the agenda for a board meeting.
- Present information at a board meeting.
- Post the agenda for the school board meeting.
- ___________(Other)
Module 4 Assignments

- Answer use of research questions – 5 points
- Answer physical plant questions – 5 points
- Answer human relations questions – 5 points
- Intern leadership activity on legal issues – 10 points
- Intern leadership activity on extra-curricular activities – 10 points

Review of leadership activity assignments:

Intern Leadership Activities: Legal Issues

Purpose: To provide the student experiences related to legal issues in a district. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Listen to a teleconference between the superintendent and the district lawyer.
- Investigate a district issue from a legal perspective.
- __________(Other)

Intern Leadership Activities: Extra-Curricular Activities

Purpose: To provide the student experiences related to extracurricular activities. The student needs to be involved in an activity related to this aspect of leadership. Some possibilities are below, but all activities must get agreed upon by the superintendent.

Possible activities:
- Ask the superintendent about the last cheerleader/athletic controversy that was handled. Reflect upon how you would have handled it.
- Review the cheerleader/athletic handbook and recommend changes (if needed).
- __________(Other)
Module 5 Assignments

- Improvement of district report – 15 points
- Surveys

Improvement of District Report

Purpose: To provide the student an opportunity to analyze and evaluate the current district in areas of concern for the superintendent.

The student will analyze and evaluate his/her current district based upon instruction/curriculum (TAKS scores should be included in this evaluation), facilities, finance, personnel, school board relations, community relations, and any other areas recognized as important. The report should provide strategies for improving these areas within the current context.
End of Course Surveys

*Note: These are examples of what will be sent as an online survey to you and your mentor.*
THE UNIVERSITY OF TEXAS AT TYLER
Educational Leadership and Policy Studies
Superintendent Internship Evaluation

Please evaluate the intern’s likelihood of successfully implementing each of the items as a district superintendent.

Intern: _________________________

The student will be able to:

*Act with integrity, fairness, and in an ethical manner to promote success of all students.*

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<tr>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
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*Shape district culture by facilitating the development and implementation of a shared vision.*

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*Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.*

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*Influence political and cultural context to achieve the district’s educational vision.*

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*Facilitate planning of strategic plans, align curriculum, and promote use of varied assessment for student performance.*

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*Advocate district culture conducive to student learning and professional growth.*

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*Implement staff evaluation to improve performance.*

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*Exhibit effectiveness in budget, resources, personnel and technology.*

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*Apply leadership of the physical plant.*

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*Apply strategies to facilitate positive change in varied contexts.*

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Supervisor: _____________________

Date: __________________________

What part of the Superintendent Program did you find particularly beneficial?

What suggestions do you have for improving the Superintendent Program?