

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF Education**

**Plainview Campus**

**WBU Mission Statement**: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE NUMBER AND TITLE:**

EDAD 6350 Superintendent Practicum

**TERM AND DATES**:

Fall Term, August 21, 2017 – November 04, 2017

**INSTRUCTOR’S NAME:**

Dr. Tim Powers

**CONTACT INFORMATION:**

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**OFFICE HOURS**:

By Appointment

You may contact me at my email address.

You may call my cell phone any time after 9:00 a.m. and before 9:00 p.m., Monday through Friday. If I do not answer, please leave a brief message and a return phone number if different than the one on which you are calling.

**CLASS MEETING TIMES/LOCATION**:

This class will be individual face-to-face meetings during scheduled observation times and conferences. Course information will be placed on Blackboard™.

Online and Field-Based Study

**CATALOG COURSE DESCRIPTION**:

Students engage in 200 hours of on–the–job practice with a school superintendent in the offices of the school superintendent. Students will assess the suitability of their skills and dispositions for chief executive and educational officer. Integrate skills and knowledge; and become cognizant of the roles, relationships and responsibilities of a sitting superintendent. The practicum in the school superintendency is considered the capstone experience of practical field involvement for students completing requirements to qualify them for positions of school superintendent and other leadership positions.

**PREREQUISITES**:

A valid Texas teacher certificate, a valid Texas Principal Certificate, and two years of teaching experience are required.

Successful completion of EDAD 6301 School Plant and Facilities; EDAD 6302 Leadership and the Change Process; EDCI 6302 School Improvement and Educational Reform; EDAD 6303 Politics, Governance and School Finance.

**REQUIRED RESOURCE MATERIALS**:

Textbook

Book Title: the Superintendent’s Fieldbook

Authors: Harvey, James; Cambron-McCabe, Nelda; Cunningham, Luvern L.; Koff, Robert H.

Copyright: 2013

ISBN 13: 978-142217499

Publisher: Corwin

Type: Paperback

Access to WBU Learning Resources

[www.wbu.edu/lrc](http://www.wbu.edu/lrc); John Elliott, email: elliotj@wbu.edu

OPTIONAL MATERIALS: TBA

**COURSE OUTLINE:**

The student will be given the opportunity to:

Participate in school district and community activities under the direction of the superintendent.

Maintain a journal/log of activities incorporating the standards.

Engage in cooperatively agreed leadership projects

Visit exemplary school programs

Attend school board and other professional meetings as agreed upon with the superintendent during the practicum experience.

Provide analysis and evaluation of experiences in the practicum at the completing of the term.

Conduct and make use of significant research as a basis for problem solving and district-wide program planning of all kinds

Synthesize skills and theories taught throughout the program by putting theory into actual practice during the practicum

Observe superintendent and school board relationships

Observe leadership style of the superintendent and key central office administrators

**COURSE OUTCOME STANDARDS**

**State Proficiencies Standards**

The following standards are related to the Superintendent TExES domains:

**Learner-Centered Values and Ethics of Leadership**

**A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

A superintendent understands, values, and is able to:

  (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

  (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

  (3) serve as an articulate spokesperson for the importance of education in a free democratic society;

  (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;

  (5) maintain personal physical and emotional wellness; and

  (6) demonstrate the courage to be a champion for children.

**Learner-Centered Leadership and school District Culture**

**A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

A superintendent understands, values, and is able to:

  (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;

  (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;

  (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;

  (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;

  (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;

  (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;

  (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;

  (8) demonstrate an awareness of emerging issues and trends affecting the education community;

  (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and

  (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

**Learner-Centered Human Resources Leadership and Management**

**A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.**

A superintendent understands, values, and is able to:

  (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;

  (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;

  (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;

  (4) deliver effective presentations and facilitate the learning of both small and large groups;

  (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;

  (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;

  (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;

  (8) demonstrate and apply knowledge of certification requirements and standards; and

  (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

**Learner-Centered Policy and Governance**

**A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.**

A superintendent understands, values, and is able to:

  (1) define and apply the general characteristics of internal and external political systems to the educational organization;

  (2) demonstrate and apply appropriate knowledge of legal issues affecting education;

  (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;

  (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;

  (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;

  (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

  (7) apply laws, policies, and procedures fairly, wisely, and considerately; and

  (8) access state and national political systems to provide input on critical educational issues.

**Learner-Centered Communications and Community Relations**

**A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

A superintendent understands, values, and is able to:

  (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;

  (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;

  (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;

  (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;

  (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;

  (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;

  (7) use effective consensus-building and conflict-management skills;

  (8) articulate the school district's vision and priorities to the community and to the media;

  (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;

  (10) communicate an articulate position on educational issues; and

  (11) demonstrate effective and forceful writing, speaking, and active listening skills.

**Learner-Centered Organizational Leadership and Management**

**A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

A superintendent understands, values, and is able to:

  (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;

  (2) implement processes for gathering, analyzing, and using data for informed decision making;

  (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;

  (4) develop, implement, and evaluate change processes for organizational effectiveness;

  (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;

  (6) apply legal concepts, regulations, and codes for school district operations;

  (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;

  (8) acquire, allocate, and manage resources according to school district vision and priorities;

  (9) manage one's own time and the time of others to maximize attainment of school district goals; and

  (10) use technology to enhance school district operations.

**Learner-Centered Curriculum Planning and Development.**

**A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.**

A superintendent understands, values, and is able to:

  (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;

  (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;

  (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

  (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;

  (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;

  (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

  (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

  (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

**Learner-Centered Instructional Leadership and Management**

**A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.**

A superintendent understands, values, and is able to:

  (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;

  (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;

  (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;

  (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;

  (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);

  (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;

  (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;

  (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

  (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and

  (10) create an environment in which all students can learn.

**ATTENDANCE REQUIREMENTS**:

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students, who fail to submit the three minimum acceptable responses, will be considered absent.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**PLAGIARISM AND ACADEMIC DISHONESTY:**

**Plagiarism**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

 “Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

**Disability Statement**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**COURSE REQUIREMENTS**:

The practicum in educational administration is a credit (CR) or No credit (NC) class and the grade will be based upon the practicum student’s successful completion of the field experiences as determined by the participating superintendent and the university supervisor and the completion of 1-2 page chapter summaries of the course textbook selected.

**INSTRUCTIONAL METHODS AND ACTIVITIES**

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

Students will be expected to present information on **three** separate occasions in front of groups in the district and the community. Presentations should include, but not be limited to the demonstration of competency of the standards for superintendents. Presentations may be made in front of teacher groups, board members, district employees, parents, and business and community groups. The presentations should generally be focused on concepts and ideas for improving instruction, but may also include issues related to school plant and facility maintenance, budgeting, bond issues, and school law.

Students may also engage in completing assigned reports and responsibilities from the superintendent and/or other central office administrators the superintendent delegates responsibilities to for the student to complete.

Students are expected to attend as many of the district board meetings as possible during the practicum and also attend and participate in any administrative staff meetings where the superintendent gives permission to attend.

Students will receive a grade of Credit “CR”, No Credit “NCR”, or Incomplete “I” for the course. If a student is given an Incomplete for the practicum, the student will maintain an Incomplete for the course until the 200 clock hours of practicum have been met. Once the 200 clock hours have been met, the student will be awarded Credit or No Credit.

A log of experiences and activities relating to the three (3) domains and (10) competencies will be maintained by the practicum student and reviewed by the university supervisor. The university field supervisor will observe the student for a minimum of 135 minutes in areas related to the superintendent capacity and evaluate the student’s capacity based on the observations and input from the student and the student’s site supervisor.

Students will be expected to read the course textbook and provide a minimum of a two page summary over each of the nine sections of the textbook. Candidates may log one and half hours for reading each section and one and a half hours for writing the summary for each of the sections for a total of 3 hours credit on the superintendent’s log for each section. Completing the nine sections will provide the superintendent candidate with 27 hours of the 200 minimum hours required.

**COURSE POLICIES**

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

**Grading Criteria**:

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

 IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.