

Sul Ross State University
College of Education and Professional Studies
Department of Education

EDUA 7311 Practicum Syllabus

Information for the courses for Fall 2024

Dr. Galen W. Privitt

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Office: Alpine-None; Abilene-Home

Office Hours: *All office hours are virtual!!!*

I am generally available from 9:30 to 11:30, Monday through Thursday and Friday/Saturday by appointment only. I am not generally available on Sunday except for dire emergencies. All “office” visits should be scheduled, and will be through either Blackboard Collaborate, email, text, or phone call. Just a hint/word to the wise. I do not generally take phone calls. They leave no record of what was discussed, and we are left to depend on memory. I much prefer some form of written format in which we can memorialize what was said for future review.

All other times by appointment only, well in advance!!!

Textbook:

Sampson, P (2015). Preparing for and passing the school superintendent test of Texas, 2nd edition. Lancaster, PA; DEStech publications, Inc. ISBN: 978-1-60595-216-1

Requirements:

The Practicum course requires you to fulfill a 160-clock hour Practicum with a school official who has Texas superintendent certification and who has at least three years’ experience as a superintendent and has the capacity to assign tasks for you within the district, for the *semester*. It must involve tasks emphasizing school district leadership, general superintendent duties,

finance, and school board relations, and should provide you with the opportunity to be placed in direct leadership situations in these areas to the greatest extent possible.

The following are required:

1. You must provide a letter (the form in the “course documents” on Blackboard is sufficient for this) from the superintendent of the district where you will be completing your practicum agreeing to supervise your practicum ***prior to*** establishing any credit for tasks completed. If you complete tasks associated with your practicum prior to the submission of the letter of permission from the superintendent, they ***will not count*** toward your needed hours.
2. You must complete and submit your three meetings in video with sound format as your observations for the semester. They are fully addressed in the assignment area of Blackboard.
3. You must submit a completed log of all the hours you have earned in your practicum. It is ***all one practicum...I cannot emphasize this enough: you are in one semester-long practicum.*** I have attached a log form for you to use and as this is promulgated by the TEA, you must use this log form. The final Practicum Logs submitted at the end of the semester ***must be signed by both you and your practicum supervisor.***
4. You MUST carefully read the Program Handbook which is found under the resources tab of this course in Blackboard and submit all forms and documents discussed in the handbook.
5. You must complete the various activities found in the course on Blackboard prior to the end of the semester. These activities relate to a number of education specialization areas and include mental health.
6. You must complete the Dyslexia activity (another one of the activities mentioned above) prior to the end of the semester. This activity provides you with an open awareness of the Dyslexia and how to work with this program.
7. You must complete the Digital Literacy activity (again, part of those mentioned above) prior to the end of the semester. This activity will provide for you the information you will need to be a quality superintendent in the digital age.
8. While these activities mentioned in 6-8 above will not count in your final grade, you will not be awarded credit for this course until they are successfully completed, and you demonstrate a passing grade on each of them.
9. One on-site face-to-face visit with you and your superintendent. This will likely need to be the second week of November and will count as the closing or summative visit for your practicum, even though you may still have some activities left to complete prior to the end of the semester.

Superintendent Standards and Competencies for this Course

- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

Goals

As a result of the practicum, students will be able to:

- Demonstrate an understanding of the day to day operations of the office of the superintendent.
- Demonstrate the ability to deal with the problems of finance, board relations, leadership and general practices which a superintendent faces on a regular basis.
- Demonstrate an understanding of the principles of ethics inherent in the Superintendency.

Marketable Skills:

Program	Education
Degree/Certification	Superintendent Certification
Department	Education-Superintendent Certification

Contact Name	Galen Privitt
Contact Phone	903-229-9529; 432-837-8002

Outcome	Master the Certification exam
Marketable Skills	<ul style="list-style-type: none"> • Students will be able to practice leadership skills rather than management only skills • Students will develop leadership ability and demonstrate those skills in practice • Students will develop the ability to analyze the political climate of their surroundings in relation to their practice • Students will demonstrate an ability to analyze and apply current research to their specific settings and determine which method best correlates to their current practice

Outcome	Master the role of a new CEO in a fictional organization
Marketable Skills	<ul style="list-style-type: none"> • Students will demonstrate an ability to critique various board practices • Students will demonstrate the ability to analyze and implement techniques gained from research • Students will demonstrate the ability to implement a culture of leadership in relation to the school district • Students will demonstrate an ability to analyze information gained from fellow practioners and utilize that information in enhancing their own practice • Students will demonstrate an ability to practice as an organizational leader

Outcome	Master the art of communication with all constituents
Marketable Skills	<ul style="list-style-type: none"> • Students will demonstrate an ability to communicate with subordinates, coordinates, and super-ordinates • Students will demonstrate to communicate with all constituents in writing and orally • Students will demonstrate an ability to listen carefully to understand what the other person/group is saying • Students will demonstrate an ability to compromise when appropriate and to stick to his/her position when appropriate and to know the difference between the two

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit

the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Grades:

Grades are derived using a 100 point scale according to the following:

A=90 to 100 points

B=80 to 89 points

C=70 to 79 points

D=60 to 69 points

F=below 60 points

Grades are earned as follows in the practicum:

- Superintendent Supervisor letter=10 points
- Internship plan=20 points
- Monthly reports=3 @ 10 points each= 30 points
- Student Information Sheet=10 points
- Practicum Service log= 30 points

Grading Policy:

1. Any late assignment, without prior permission from the instructor, could result in a loss of **10% of the assignment's original value for each day it is late.**
2. As papers should be typewritten according to the American Psychological Association (APA 6th Edition) manual, **APA errors will cause a loss of points from the grade on that paper.**
3. **Extra credit points are not available in any form in this class!!!!**
4. **There are no I's (incompletes) for this class apart from some major emergency which prohibited on-time completion.**
5. Any assignment submitted **after 12:00 am** on the date it is due is considered late and could result in points being deducted from the grade for that assignment.
6. There are no optional assignments in this course.
7. **You are expected to use professional language in this course, especially relating to the use of grammar and quality of writing.** Poor writing and significant grammatical errors are considered by most people to indicate an absence of intelligence, which as a superintendent is something you cannot afford!

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission as this is considered to be extremely rude and a violation of confidence.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality as set forth in this syllabus. (The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in Ferguson Hall, Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8203; the fax number is 432.837.8724.