Ethical Leadership Doctoral Program

EDUC 8392 Practicum I - Superintendent

Semester

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MISSION

The mission is to prepare and influence bold, socially responsible leaders who will transform organizations. Our central role is to ignite the leadership capacity needed to create vital, democratic, and caring institutions and systems. In keeping with this role, the central focus of our Ed.D. in Ethical Leadership are social justice and equity.

COURSE DESCRIPTION

The purpose of the practicum course is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday district-wide school practices.

It is a supervised field-based experience on engaging the mission of a school district, centering on the following eight standards for the superintendent certificate:

<table>
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<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>Standard I</td>
<td>Values and Ethics of Leadership – A superintendent is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.</td>
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<td>Standard II</td>
<td>Leadership and School District Culture - A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</td>
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<td>Standard III</td>
<td>Human Resources Leader and Management - A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff</td>
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<td>Standard IV</td>
<td>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.</td>
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<td>Standard V</td>
<td>Communication 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.</td>
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<td>Standard VI</td>
<td>Organizational Leadership and Management - A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</td>
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<td>Standard VII</td>
<td>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.</td>
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<tr>
<td>Standard VIII</td>
<td>Instructional 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.</td>
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**SOCIAL JUSTICE PRINCIPLES**

Subsidiarity - Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at high levels of society when it cannot be done effectively locally.

Dignity and rights of children - Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education – All people have a responsibility, for the good of society, to contribute to and foster education.

**PROGRAM GOALS**

1. Ethical Leadership: Develop educational leaders who exhibit and promote trust, respect, integrity, honesty, fairness, equity, justice, and compassion as underpinnings in society, including within their professional relationships.

2. Social Justice: Develop educational leaders versed in providing equal opportunities for all individuals regardless of socio economic status as well as providing and developing skills to become successful academically and economically.
3. Interpersonal Collaboration: Develop greater self-awareness, intentionality of action, and stronger relationships with others that lead to constructive interpersonal collaboration.

4. Catholic Intellectual Tradition: To develop reflective, multifaceted, cultural catalysts who integrate faith and culture in their leadership, who internalize their role as one in service of the mind, heart, and spirit, who understand and live what it means to be Catholic in the modern world, and who intentionally lead with an ability to make connections between faith and reason in a technology-rich society—to lead in service of the gospel.

5. Research: Develop reflective scholar-practitioners who conduct research collaboratively and ethically, thereby contributing to the academic body of knowledge, improving professional practice, and promoting positive systemic change.

MAJOR ACTIVITIES

1. Attend Practicum scheduled classes.
2. Complete 80 clock hours of working side-by side a district level superintendent on the eight superintendent standards. A total of 160 are required for certification. Students will work on the next 80 hours in Practicum II.
3. Prepare for TExES 195 Superintendent Exam
4. Practicum Presentation to Cohort
   A. Some class time will be devoted to sharing your work with cohort colleagues.

CONTENT ASSESSMENTS

1. Practicum I Doctoral Student Pre-Self Evaluation
2. Practicum I 80 hour Documentation Log
3. Practicum I Supervisor Evaluation
4. Practicum I Doctoral Student Post-Self Evaluation
5. Two UST Practicum Advisor Meetings with doctoral student and district-level superintendent.

Support for the Practicum Course

Students will select a district mentor/supervisor, a person who is an experienced district leader with whom you would like to work. You will be assigned a practicum advisor who is a member of the Educational Leadership faculty. The three of you will meet twice in the semester. The first meeting is to agree upon a focus for your study as well as intended methods. You should schedule a meeting for this purpose as soon as possible. The second meeting should occur towards the end of the semester. Its purpose is to discuss the outcome of your work and what you learned from doing it.
ACADEMIC INTEGRITY

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.

STUDENT ACCOMMODATIONS

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

USE OF UST EMAIL ACCOUNTS

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

Helpful numbers:

1. UST Technology Help Desk: 713-525-6900
2. Blackboard help: 713-525-3153