COURSE SYLLABUS AND STUDENT INFORMATION

COURSE NUMBER: EDAS 781  SEMESTER: Spring 2015

COURSE: INTERNSHIP I

INSTRUCTOR: ELLISHA NEWTON, M. ED.
COLLEGE OF EDUCATION, ROOM 111
PHONE: 713-313-7430  FAX: 713-313-7789
E-MAIL: newtonet@tsu.edu

OFFICE HOURS: BY APPOINTMENT

SITE, DAY AND HOURS
SITE: TBA AND SPECIFIC CAMPUS SITES

MEETING DAYS AND TIMES: Class will meet at least three times during the semester. Meeting days will be announced. Additional meeting times will include, but will not be limited to, supervisor site visits.

TEXTBOOK: There is no required textbook for this course.

VISION
The Educator Preparation Unit at Texas Southern University will become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

MISSION
The mission of the Educator Preparation Unit at Texas Southern University is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations.
Graphical Representation of the Conceptual Framework

The process by which urban professionals are prepared is referred to as ExPO – which stands for the unit’s expectations, practices and outcomes. The overall expectation for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the unit will facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers). Faculty respond to this expectation with practices that result in candidate acquisition of knowledge, skills and dispositions at initial and advanced levels. The outcome of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.
Such professionals exit the preparation program with the *knowledge, skills, and dispositions* necessary to succeed.

**The Educator Preparation Unit’s Proficiencies**

Proficiencies are organized into three categories, with proficiencies for caring and committed educators combined in one category.

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;
2. demonstrates the capacity to problem solve, and to think critically and reflectively;
3. demonstrates an understanding of human development, and the ability to act on this understanding;
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;

6. demonstrates an understanding of effective communication and collaboration strategies;

7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;

8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and

9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.

A caring and committed educator:

10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;

11. understands the right of all students to have access to a curriculum that allows them to develop to their fullest potential, and is able to act as an advocate for students in this respect.

12. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;

13. demonstrates a commitment to high moral and ethical values; and

14. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.

The culturally responsive educator:

15. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.
**INTRODUCTION**

The internship, or clinical/field experience, is probably the most important aspect of the preparatory experience for aspiring school principals. It is through working with experienced mentors during the field experience that the prospective principal develops the model of the type of administrator he or she will become. During the classroom portion of the preparation program, prospective principals learn about theory, research and successful administrative practices. The internship allows the student to experience those things that cannot be taught in a theoretical setting and to further develop the skills, knowledge and attitudes that will ensure success.

An equally important purpose of this experience is to apply the theories and practices learned in the classroom to real life situations. This will provide additional information to the skills not included in the formal university classroom. Through this experience, the intern will learn the behavior expected of an administrator.

A final purpose of the internship experience will be to serve as a screening for certification. To be eligible for the principal’s certificate, the student must receive a passing grade for the internship. Both the cooperating administrator and the university supervisor will discuss whether the student has satisfactorily demonstrated the attitudes and abilities that will qualify him or her for entry into the profession. The final decision, however, will remain with the university supervisor.

**TIMELY SUBMISSION OF ASSIGNMENTS**

Students will submit assignments early or when due. The grade for work submitted up to five working days late will be reduced.

**COURSE DESCRIPTION**

This course provides a field-based internship experience for aspiring school administrators. The practicum is designed to introduce students to the daily routines one would expect to encounter as a building level school administrator. Ideally, the practicum is the central core of the student’s degree program experience. During the Practicum, students serve as educational leaders, apprentice administrators, inquirers, and change agents in a variety of capacities and contexts.

**HOW TO STUDY AND PREPARE FOR THIS CLASS**

The student will function as an individual and as such is expected to:

- Participate in all class activities and contribute to class discussions.
- Be punctual to all class activities and remain throughout each class meeting.
- Be prepared to participate in all internship activities.
- Read all assigned readings.
- Honor the regulations of Texas Southern University and the internship school site.
- Perform administrative functions in the school to which you are assigned.
• Plan to spend an average of two hours each day performing administrative functions.

**COURSE OBJECTIVES**
EDAS 781 is designed to give you actual experiences in using the skills, which you have acquired in your certification program. You should plan to spend at least two hours each day performing administrative functions in the school where you are assigned in order to complete the required number of hours. All projects and assignments will reflect the nine competencies outlined in the Texas State Standards for Principals. An equally important purpose of this experience is to apply the theories and practices learned in the classroom to real life situations. This will provide additional information to the skills not included in the formal university classroom. Through this experience, the intern will learn the behavior expected of an administrator.

**RELATED DOMAINS, COMPETENCIES AND STANDARDS**

**A. DOMAINS**
The test framework for the principal examination encompasses three domains. The objectives of this course are based upon the nine competencies within these domains. The three (3) domains are:

- **DOMAIN 1: SCHOOL COMMUNITY LEADERSHIP**
- **DOMAIN 2: INSTRUCTIONAL LEADERSHIP**
- **DOMAIN 3: ADMINISTRATIVE LEADERSHIP**

**B. COMPETENCIES**
Every competency and descriptive statement within the standards upon which the principal examination is based will be addressed throughout this course. These competencies follow:

**DOMAIN I: SCHOOL COMMUNITY LEADERSHIP (33%)**
- Competency 001: SCHOOL AND COMMUNITY
- Competency 002: COLLABORATION/COMMUNICATION/MOBILIZING RESOURCES
- Competency 003: ETHICAL AND LEGAL PRACTICES

**DOMAIN II: INSTRUCTIONAL LEADERSHIP (44%)**
- Competency 004: DESIGNING, IMPLEMENTING CURRICULUM THROUGH STRATEGIC PLANNING
- Competency 005: NURTURING AND SUSTAINING THE INSTRUCTIONAL PROGRAM
- Competency 006: IMPLEMENTING A STAFF EVALUATION AND DEVELOPMENT SYSTEM
- Competency 007: ORGANIZING AND MAINTAINING AN EFFECTIVE
LEARNING ENVIRONMENT

DOMAIN III: ADMINISTRATIVE LEADERSHIP (22%)

Competency 008: CAMPUS BUDGETING/EFFECTIVE USE OF TECHNOLOGY AND INFORMATION SYSTEMS

Competency 009: PHYSICAL PLANTS AND SUPPORT SYSTEMS - SAFE AND EFFECTIVE LEARNING ENVIRONMENTS

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION STANDARDS

Standard 7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and the school district personnel for graduate credit.

METHODOLOGY

The following methods of instruction will be utilized in this course:

1. Group interaction and discussion
2. On site interaction with professional school administrators
3. Participation in a variety of administrative activities
4. Group sharing of internship experiences
5. Mentoring with practicing school administrator

COURSE LEARNING ACTIVITIES/REQUIREMENTS

(Commitment to knowledge, teaching competence, and student learning, and commitment to technology)

The following requirements must be completed in order for the student to attain course objectives and to receive a passing grade.

1. Complete the Statement of Intent To Participate In The Internship Experience form and submit to the university supervisor.

2. Have your campus site supervisor complete and sign the Campus Supervisor Permission Form and submit to the university supervisor.

3. From the list of Intern Activities, choose at least (10) activities for Internship I and 8 activities for Internship II, reflective of each of the nine competencies. Discuss these tasks with your cooperating principal. Complete the forms. Give one to your cooperating principal, one to your TSU instructor, and keep one for your files. Outline your proposed assignment (work) with your cooperating principal the first week of school and submit a copy of your plan to your TSU instructor.
Course Learning Activities/Requirements
(Continued)

4. Maintain a daily log of your activities related to this course. The log will be checked the school and at each TSU session. It should be brought up to date daily. (A model sheet for the log is included with this class overview.) The log is to be completed and filed with your TSU instructor one week before the end of the semester. Attach documentation of your activities, such as reports, office memoranda, reports, etc.

5. You are to become involved with the major goals of the school (SIP). Use the school’s attendance, parent involvement, and faculty empowerment information to guide you.

6. Attend at least one leadership seminar during the semester of this experience.

7. Complete and submit the Self-Assessment of Individual Progress and Growth form during the mid-term of the semester. This is a formative reflective self-evaluation of your experience.

8. Complete and submit the Final Assessment Report Form at the end of the internship experience. This is a summative reflective self-evaluation of your experience.

9. Complete your resume and a cover letter.

10. Complete and submit a portfolio (notebook) that represents what you have done during your internship experience. This notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.

Expected Student Learning Outcomes

(Commitment to knowledge, teaching competence, and student learning, commitment to technology, commitment to diversity and commitment to technology.

The student who completes this course will demonstrate the following:

A. Skills

A deeper understanding and working knowledge of the nine competencies relevant to principal certification.

1. An understanding of learner-centered leadership and practices through practical experience and observation.
2. An understanding of underlying and relevant theoretical concepts that guide the field of leadership by relating theoretical knowledge to actual school administrative experiences.

3. A working knowledge of an administrator’s daily activities.

B. KNOWLEDGE

1. A working knowledge of the duties and responsibilities required of an administrator.

2. An understanding of the relationship between administrative practices and key competencies and domains that guide the principal TExES examination.

3. A knowledge of key concepts, related behavior, activities, rules, laws, guidelines and concepts that are important to ensure becoming a successful administrator.

4. A knowledge of current leadership, decision making and problem solving practices.

C. DISPOSITIONS

The following dispositions are expected upon completion of this course:

1. The candidate will work with students in a manner that demonstrates respect for diversity in students and their varied abilities and needs.

2. The candidate values teachers and other staff and their contributions to the learning environment.

3. The candidate believes in and is committed to working collaboratively with students, staff and all community stakeholders within the learning community to implement the campus vision.

4. Student will reflect dispositions of a successful principal as outlined in the state standards.

TECHNOLOGY

Students will be encouraged to become involved in school related technology programs. All students will be placed on the professor’s e-mail list as this will serve as a major means of communication between the professor and the students. Course information will also be placed on Blackboard.
GRADING AND CRITERIA

The following will contribute to final grades, to the extent indicated:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern activities</td>
<td>25</td>
<td>91-100</td>
<td>A</td>
</tr>
<tr>
<td>Resume and Cover Letter</td>
<td>10</td>
<td>81-90</td>
<td>B</td>
</tr>
<tr>
<td>Notebook</td>
<td>20</td>
<td>71-80</td>
<td>C</td>
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<tr>
<td>Administrator’s Report</td>
<td>10</td>
<td>less than 71-repeat course</td>
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<td>Log (should reflect at Least 200 hours)</td>
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<td>Scheduled meetings</td>
<td>15</td>
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<td><strong>TOTAL</strong></td>
<td>100</td>
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PROGRESS REPORT AND SECOND SITE VISIT: Prior to or before mid-term, each student is required to submit an internship Self-Assessment of Individual Progress and Growth form. This report requires you to reflect on the activities you have completed since your first school site visit. This report will assist the instructor in determining the need, nature and extent of the second visit.

FINAL MEETING: This meeting will constitute the final interview with the university supervisor. It will be a group meeting of all interns during which time each intern will provide an oral summary of the highlights of his/her internship experience. This is not a formal presentation, consequently, no formal preparation is required.

ACADEMIC GRIEVANCES
Academic grievances involving such matters as the instructor’s conduct of the class or a grade received for a particular test or assignment is to be settled by the instructor and the student. If both parties fail to settle the dispute, either party may appear to the Chair, Department of Educational Administration and Foundations on the first floor of the Roderick R. Paige Education Building. Any concerns related to the internship experience, the internship placement, or difficulties with the site supervisor should be reported to the university supervisor.

HARRASSMENT

It is the policy of this instructor to insure that no harassment based upon age, culture, capacity, color, disability, gender, national origin, religious or spiritual orientation, sexual preference or socioeconomic status will occur in this classroom.
ADA ACCOMMODATIONS

Texas Southern University maintains a policy for students with disabilities in accordance with the American with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to: 1) protect the civil rights of students with disabilities, (2) protect the confidentiality and privacy of students with disabilities, and (3) provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition. The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or visit the office in the Fairchild Building, Room 147 between the hours of 8 a.m. - 5 p.m., Monday through Friday.
## Alignment Chart of COE, NCATE, ELCC and State Standards

<table>
<thead>
<tr>
<th>Conceptual Framework Unit Learning Outcomes 4C’s COE Proficiencies</th>
<th>National ELCC Standards</th>
<th>TExES Domain Description</th>
<th>Alignment to TExES Competencies</th>
<th>Student Learning Outcomes</th>
<th>Key Assessments</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;</td>
<td>2.1 2.2 2.3 2.4</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)</td>
<td>Competency 004 Competency 005</td>
<td></td>
<td>Portfolio</td>
<td>Each intern is expected to develop an internship notebook that demonstrates your experiences during your field experience. This completed portfolio/notebook will represent what you have experienced during your internship. Your notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.</td>
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| demonstrates the capacity to problem solve, and to think critically and reflectively; | 2.1 3.1 3.2 3.3 3.4 | Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development) Domain 3 Administrative Leadership (Resources, Facilities and Safety) | Competency 004 Competency 005 | | Disposition Survey | The following dispositions are expected upon completion of this course:  
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The candidate believes in and is committed to working collaboratively with students, staff and all community stakeholders within the learning community to implement the campus vision; The candidate will reflect dispositions of a successful principal as outlined in the state standards.

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<thead>
<tr>
<th>Demonstrates an understanding of human development, and the ability to act on this understanding;</th>
<th>1.1</th>
<th>Domain 1 School Community Leadership (Culture, Climate and Vision)</th>
<th>Competency 001</th>
<th>Principal Rating Form</th>
<th>Interns are rated by their designated supervising school administrator on seven dimensions of effective school leadership.</th>
</tr>
</thead>
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<td></td>
<td>1.2</td>
<td></td>
<td>Competency 002</td>
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<td>1.3</td>
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<td>Competency 003</td>
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<td>1.4</td>
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<td>Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;</td>
<td>3.1</td>
<td>Domain 3 Administrative Leadership (Resources, Facilities and Safety)</td>
<td>Competency 004</td>
<td>Impact on Student Learning Instrument</td>
<td>Interns are rated by their internship faculty supervisor on seven items that demonstrate their impact on student learning.</td>
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<td></td>
<td>3.2</td>
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<td>Competency 006</td>
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<td></td>
<td>3.3</td>
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<td>Competency 007</td>
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<td>3.4</td>
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<td>Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;</td>
<td>2.1</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)</td>
<td>Competency 004</td>
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<td></td>
<td>2.2</td>
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<td>Competency 005</td>
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<td>Demonstrates an understanding of effective communication and</td>
<td>1.1</td>
<td>Domain 1 School Community Leadership (Culture, Climate and Vision)</td>
<td>Competency 001</td>
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<td></td>
<td>1.2</td>
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<td>Competency 002</td>
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<td>collaboration strategies;</td>
<td>1.4</td>
<td>4.1</td>
<td>4.2</td>
<td>6.1</td>
<td>6.2</td>
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<td>demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques</td>
<td>6.1</td>
<td>6.2</td>
<td>6.3</td>
<td>Domain 1 School Community Leadership (Culture, Climate and Vision)</td>
<td>Competency 001</td>
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<td>demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>1.4</td>
<td>Domain 1 School Community Leadership (Culture, Climate and Vision)</td>
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<td>demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting</td>
<td>2.4</td>
<td>7.1</td>
<td>7.2</td>
<td>7.3</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)</td>
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<td>acts on the belief that <strong>all</strong> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
<td>2.4</td>
<td>7.1</td>
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<td>Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding</td>
<td>2.1 3.1 5.1 5.2 5.3 5.4 5.5</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff)</td>
<td>Competency 002 Competency 004</td>
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<td>Demonstrates a commitment to high moral and ethical values</td>
<td>5.1 5.2 5.3</td>
<td>Domain 3 Administrative Leadership (Resources, Facilities and Safety)</td>
<td>Competency 003</td>
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<td>Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others</td>
<td>2.1 2.2 2.3</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)</td>
<td>Competency 005</td>
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<td>Values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction</td>
<td>2.1 2.2 2.3 5.5 6.1</td>
<td>Domain 2 Instructional Leadership (Curriculum, Instruction and Staff)</td>
<td>Competency 004</td>
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Texas Southern University
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS
EDAS 782 Internship II
Spring 2015
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PHILOSOPHY
The faculty believe …
…. in the dignity and worth of every student
…. in a learner-centered philosophy
…. continuous professional growth is imperative for faculty as well as students
…. faculty model current as well as effective teaching practices
…. education is a life-long learning process
…. change for improvement is built on teamwork and collaborative planning

Graphical Representation of the Conceptual Framework
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as a building level school administrator. Ideally, the practicum is the central core of the student’s
degree program experience. During the Practicum, students serve as educational leaders,
apprentice administrators, inquirers, and change agents in a variety of capacities and contexts.
HOW TO STUDY AND PREPARE FOR THIS CLASS

The student will function as an individual and as such is expected to:

- Participate in all class activities and contribute to class discussions.
- Be punctual to all class activities and remain throughout each class meeting.
- Be prepared to participate in all internship activities.
- Read all assigned readings.
- Honor the regulations of Texas Southern University and the internship school site.
- Perform administrative functions in the school to which you are assigned.
- Plan to spend an average of two hours each day performing administrative functions.

COURSE OBJECTIVES

EDAS 781 is designed to give you actual experiences in using the skills, which you have acquired in your certification program. You should plan to spend at least two hours each day performing administrative functions in the school where you are assigned in order to complete the required number of hours. All projects and assignments will reflect the nine competencies outlined in the Texas State Standards for Principals. An equally important purpose of this experience is to apply the theories and practices learned in the classroom to real life situations. This will provide additional information to the skills not included in the formal university classroom. Through this experience, the intern will learn the behavior expected of an administrator.

RELATED DOMAINS, COMPETENCIES AND STANDARDS

A. DOMAINS

The test framework for the principal examination encompasses three domains. The objectives of this course are based upon the nine competencies within these domains. The three (3) domains are:

DOMAIN 1: SCHOOL COMMUNITY LEADERSHIP
DOMAIN 2: INSTRUCTIONAL LEADERSHIP
DOMAIN 3: ADMINISTRATIVE LEADERSHIP

B. COMPETENCIES

Every competency and descriptive statement within the standards upon which the principal examination is based will be addressed throughout this course. These competencies follow:

DOMAIN 1: SCHOOL COMMUNITY LEADERSHIP (33%)

Competency 001: SCHOOL AND COMMUNITY
Competency 002: COLLABORATION/COMMUNICATION/MOBILIZING RESOURCES
Competency 003: ETHICAL AND LEGAL PRACTICES
RELATED DOMAINS, COMPETENCIES AND STANDARDS
(Continued)

DOMAIN II: INSTRUCTIONAL LEADERSHIP (44%)
Competency 004: DESIGNING, IMPLEMENTING CURRICULUM THROUGH STRATEGIC PLANNING
Competency 005: NURTURING AND SUSTAINING THE INSTRUCTIONAL PROGRAM
Competency 006: IMPLEMENTING A STAFF EVALUATION AND DEVELOPMENT SYSTEM
Competency 007: ORGANIZING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT

DOMAIN III: ADMINISTRATIVE LEADERSHIP (22%)
Competency 008: CAMPUS BUDGETING/EFFECTIVE USE OF TECHNOLOGY AND INFORMATION SYSTEMS
Competency 009: PHYSICAL PLANTS AND SUPPORT SYSTEMS - SAFE AND EFFECTIVE LEARNING ENVIRONMENTS

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION STANDARDS

Standard 7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and the school district personnel for graduate credit.

METHODOLOGY

The following methods of instruction will be utilized in this course:

6. Group interaction and discussion
7. On site interaction with professional school administrators
8. Participation in a variety of administrative activities
9. Group sharing of internship experiences
10. Mentoring with practicing school administrator
COURSE LEARNING ACTIVITIES/REQUIREMENTS
(Commitment to knowledge, teaching competence, and student learning, and commitment to technology)

The following requirements must be completed in order for the student to attain course objectives and to receive a passing grade.

2. Complete the Statement of Intent To Participate In The Internship Experience form and submit to the university supervisor.

2. Have your campus site supervisor complete and sign the Campus Supervisor Permission Form and submit to the university supervisor.

3. From the list of Intern Activities, choose at least (10) activities for Internship I and 8 activities for Internship II, reflective of each of the nine competencies. Discuss these tasks with your cooperating principal. Complete the forms. Give one to your cooperating principal, one to your TSU instructor, and keep one for your files. Outline your proposed assignment (work) with your cooperating principal the first week of school and submit a copy of your plan to your TSU instructor.

4. Maintain a daily log of your activities related to this course. The log will be checked at the school and at each TSU session. It should be brought up to date daily. (A model sheet for the log is included with this class overview.) The log is to be completed and filed with your TSU instructor one week before the end of the semester. Attach documentation of your activities, such as reports, office memoranda, reports, etc.

5. You are to become involved with the major goals of the school (SIP). Use the guide you.

6. Attend at least one leadership seminar during the semester of this experience.

7. Complete and submit the Self-Assessment of Individual Progress and Growth form during the mid-term of the semester. This is a formative reflective self-evaluation of your experience.

8. Complete and submit the Final Assessment Report Form at the end of the internship experience. This is a summative reflective self-evaluation of your experience.

9. Complete your resume and a cover letter.

10. Complete and submit a portfolio (notebook) that represents what you have done during
your internship experience. This notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.

EXPECTED STUDENT LEARNING OUTCOMES

(Commitment to knowledge, teaching competence, and student learning, commitment to technology, commitment to diversity and commitment to technology.

The student who completes this course will demonstrate the following:

A. SKILLS

3. A deeper understanding and working knowledge of the nine competencies relevant to principal certification.
4. An understanding of learner-centered leadership and practices through practical experience and observation.

5. An understanding of underlying and relevant theoretical concepts that guide the field of leadership by relating theoretical knowledge to actual school administrative experiences.

5. A working knowledge of an administrator’s daily activities.

B. KNOWLEDGE

2. A working knowledge of the duties and responsibilities required of an administrator.

4. An understanding of the relationship between administrative practices and key competencies and domains that guide the principal TExES examination.

5. A knowledge of key concepts, related behavior, activities, rules, laws, guidelines and concepts that are important to ensure becoming a successful administrator.

5. A knowledge of current leadership, decision making and problem solving practices.

C. DISPOSITIONS

The following dispositions are expected upon completion of this course:

5. The candidate will work with students in a manner that demonstrates respect for diversity in students and their varied abilities and needs.

6. The candidate values teachers and other staff and their contributions to the learning environment.
7. The candidate believes in and is committed to working collaboratively with students, staff and all community stakeholders within the learning community to implement the campus vision.

C. DISPOSITIONS
(Continued)

8. Student will reflect dispositions of a successful principal as outlined in the state standards.

TECHNOLOGY

Students will be encouraged to become involved in school related technology programs. All students will be placed on the professor’s e-mail list as this will serve as a major means of communication between the professor and the students. Course information will also be placed on Blackboard.

GRADING AND CRITERIA

The following will contribute to final grades, to the extent indicated:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Intern activities</td>
<td>25</td>
<td>91-100 A</td>
</tr>
<tr>
<td>Resume and Cover Letter</td>
<td>10</td>
<td>81-90 B</td>
</tr>
<tr>
<td>Notebook</td>
<td>20</td>
<td>71-80 C</td>
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<tr>
<td>Administrator’s Report</td>
<td>10</td>
<td>less than 71-repeat course</td>
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<td>Log (should reflect at least 200 hours)</td>
<td>20</td>
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<td>Scheduled meetings</td>
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<td>TOTAL</td>
<td>100</td>
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PROGRESS REPORT AND SECOND SITE VISIT: Prior to or before mid-term, each student is required to submit an internship Self-Assessment of Individual Progress and Growth form. This report requires you to reflect on the activities you have completed since your first school site visit. This report will assist the instructor in determining the need, nature and extent of the second visit.

FINAL MEETING: This meeting will constitute the final interview with the university supervisor. It will be a group meeting of all interns during which time each intern will provide an oral summary of the highlights of his/her internship experience. This is not a formal presentation, consequently, no formal preparation is required.

ACADEMIC GRIEVANCES

Academic grievances involving such matters as the instructor’s conduct of the class or a grade received for a particular test or assignment is to be settled by the instructor and the student. If both parties fail to settle the dispute, either party may appear to the Chair, Department of Educational Administration and Foundations on the first floor of the Roderick R. Paige Education Building. Any concerns related to the internship experience, the internship placement, or difficulties with the site supervisor should be reported to the university supervisor.
**HARRASSMENT**

It is the policy of this instructor to insure that no harassment based upon age, culture, capacity, color, disability, gender, national origin, religious or spiritual orientation, sexual preference, or socioeconomic status will occur in this classroom.

**ADA ACCOMMODATIONS**

Texas Southern University maintains a policy for students with disabilities in accordance with the American with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to: 1) protect the civil rights of students with disabilities, (2) protect the confidentiality and privacy of students with disabilities, and (3) provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition. The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or visit the office in the Fairchild Building, Room 147 between the hours of 8 a. m. - 5 p. m., Monday through Friday.
The intern facilitates the design and implementation of curricula and strategic plans that enhance teaching and learning and ensure the alignment of curriculum, instruction, resources and assessment. (4)

5. The intern engages in and supports campus/district professional development activities. (6)

6. The intern skillfully applies appropriate decision-making and problem-solving skills to varied situations. (7)

7. The intern skillfully demonstrates the ability to organize command, follow and lead in successful task completion with students, peers and administrators.
8. The intern is effective in applying his/her human, technical and conceptual skills to varied real-life situations found in a typical school organizational setting. (7)

1 2 3 4 5

9. The intern promotes the success of all students by acting with integrity, fairness and in an ethical manner. (3)

1 2 3 4 5

10. The intern demonstrates the ability to apply principles of effective instruction to improve instructional programs, practices and curricular materials.

1 2 3 4 5

11. The intern understands and utilizes effective leadership and management in relation to resource utilization, financial management and technology use. (8)

1 2 3 4 5

12. The intern applies principles to ensure a safe and effective learning environment. (9)

1 2 3 4 5

Please give your overall rating of the performance of this intern during the past semester and his/her potential for future success.

Poor  Fair  Good  Excellent

COMMENTS:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
We appreciate your support and assistance.
Candidate Perceptions Regarding the Attainment of the Unit’s Knowledge, Skills and Dispositions

Print Your Name: ____________________________ Date: ____________________________

Your T-Number________________________________________

Department: Educational Administration
Certification area: Principal’s Certification

Indicate your status by circling one of the following options:

Junior  Senior  ACP Candidate  Certification only  M. Ed. Candidate  Ed. D. Candidate

Instructions: Use the following scale to rate the Candidate by shading the appropriate number for each item.

① = Strongly disagree
② = Disagree
③ = No Opinion
④ = Agree
⑤ = Strongly Agree

During my course work I demonstrated:

1. knowledge of the content that is being taught, and the ability to assist students in the process of mastering content through the use of research-based practices.

2. the capacity to problem solve and to think critically and reflectively.

3. an understanding of human development, and the ability to act on this understanding.

4. an understanding of classroom organization, planning, and management and the ability to act on this understanding.

5. an understanding of learning as a socially mediated, constructive process, and an ability to act on this understanding.

6. an understanding of effective communication and collaboration strategies.

7. an understanding of research, assessment, and evaluation as ongoing processes involving multiple sources of information and techniques.
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## External Practitioner’s Perceptions Regarding the Candidate’s Attainment of the Unit’s Knowledge, Skills, and Dispositions

**Date:**

Name of Candidate you are evaluating __________________________________________________________

Name of your School or Agency: ____________________________ | Your Role or Title: ____________________________

Your relationship to the TSU candidate who is being assessed using this instrument: ____________________________.

### Instructions: Use the following scale to rate the Candidate by shading the appropriate number for each item.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = No Opinion
- 4 = Agree
- 5 = Strongly Agree

**During my interactions with this candidate, I observed that the Candidate:**

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Faculty of Record’s Perceptions Regarding Candidate’s Attainment of the Unit’s Knowledge, Skills and Dispositions

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<tr>
<th>Faculty Member:</th>
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<tr>
<td>T-Number of Candidate you are evaluating</td>
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