INTERNSHIP MANUAL

Fourth Edition

Texas Southern University
College of Education
Department of Educational Administration and Foundations
3100 Cleburne Street
Houston, Texas 77004
Exhibit 3.3.e.4

EDAS 781
EDAS 782
EDAS 778
EDAS/EDHI 978

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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 trained 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.

PHILOSOPHY

The faculty of the Educator Preparation Unit believes

…. in the dignity and worth of every student

…. in a learner-centered philosophy

…. in continuous professional growth for faculty as well as students

…. in the faculty modeling current as well as effective teaching practices

…. in education is a life-long learning process and

…. in change for improvement built on teamwork and collaborative planning.
CONCEPTUAL FRAMEWORK OF THE EDUCATOR PREPARATION UNIT

Graphical Representation of the Conceptual Framework

The process by which urban professionals are prepared is referred to as ExPO, which represents the Educator Preparation 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 COE will facilitate the preparation of urban professionals (administrators, counselors, and teachers). Faculty responds 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 in all schools, but particularly in urban, culturally diverse settings.
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS

PHILOSOPHY

Consistent with the university’s mission and the college’s philosophy, the faculty of the department believes that:

- All individuals regardless of their cultural, linguistic, economic and or experiential diversity can succeed if afforded appropriate instruction, guidance and leadership in a positive and supportive environment.
- All programs are consistent with the university’s designation as a “special purpose institution of higher education for urban programming.”

OBJECTIVES

The objective of the clinical experience is to provide a broad array of carefully and sensitively planned activities and experiences led by practicing administrators that will enable participants to achieve success as practitioners, as well as to meet the strongest requirements of state and national accrediting agencies. The development of quality professional educators who are knowledgeable and can provide creative leadership in the various areas of education is the fundamental departmental objective.

ALIGNMENT WITH STATE AND NATIONAL STANDARDS

This internship experience is aligned with the competencies for the certification of school administrators in the state of Texas and is also aligned with the Standards for Advanced Programs in Educational Leadership designated and approved by the National Policy Board for Educational Administration of the Educational Leadership Constituency Council (ELCC).

DEPARTMENT OVERVIEW

The Department of Educational Administration and Foundations is one of four departments in the College of Education. The purpose of the department is to prepare professionals to become successful school leaders and administrators in America’s schools and beyond.

The purpose of the Department of Educational Administration and Foundations is to prepare, on a continuing basis, individuals who are competent and capable, and possess a strong awareness of their responsibility to organize, lead and manage an efficient and effective educational institution. Essentially, the program is designed to prepare professionals who possess a fundamental understanding of educational administration theory, educational research, educational philosophy, curriculum development and contemporary educational techniques and methodology.

Public school administration is a relatively new field that is distinctly American in flavor. As a discipline, it is a dynamic field that is concerned with planning, decision-making, communication, directing, staffing, organizing, budgeting and a variety of other leadership behaviors.
THE EDUCATOR PREPARATION UNIT PROFICIENCIES

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:

1. Acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;
2. 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.

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

4. Demonstrates a commitment to high moral and ethical values; and

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

The culturally responsive educator:

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.
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 the internship. 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.

ALIGNMENT OF TEXES AND ELCC STANDARDS

<table>
<thead>
<tr>
<th>Domain Description</th>
<th>ELCC Standards</th>
<th>Candidate Assessment of TExES Competencies</th>
</tr>
</thead>
</table>
| Domain 1 School Community Leadership (Culture, Climate and Vision) | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 6.3 | The principal knows how to:
| | 1.5, 4.1, 4.2, 4.3, 6.2, 6.3 | • Competencies 001…shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. |
| | 5.1, 5.2, 5.3, 6.3 | • Competencies 002…communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. |
| | | • Competencies 003…act with integrity, fairness and in an ethical manner. |
| Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development) | 2.2, 2.3, 6.1 | The principal knows how to….
| | 2.2, 2.3, 5.2, 6.3 | • Competency 4…facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance. |
| | 2.3, 2.4, 3.3 | • Competency 5 …advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. |
| | 3.1, 3.3, 6.1 | • Competency 6 …implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management. |
| | | • Competencies 7 …apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment. |
| Domain 3 Administrative Leadership | 3.3, 5.1, 6.2 | The principal knows how to…
| | | • Competencies 8…apply principles of effective leadership and management in relation to campus budgeting, |
(Resources, Facilities and Safety)

| 22% of test questions are from this domain. | 3.2, 3.3 | personnel, resource utilization, financial management and technology use.  

- Competencies 9…apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. |
COURSE OVERVIEW

EDAS 781 INTERNSHIP I

EDAS 782 INTERNSHIP II

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 provide opportunities for students to apply the theories and practices learned in the classroom to real life situations. This will provide prospective school administrators with additional information that will supplement and support their newly developed knowledge base. 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.

COURSE DESCRIPTION

The internship is designed to give candidates actual experiences in applying the skills, which they have acquired in the certification program. Interns 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 support the skills not included in the formal university classroom. Through this experience, the intern will learn the behaviors expected of an administrator.

COURSE REQUIREMENTS

1. Conduct oneself in a professional manner. Maintain a professional relationship with the students, faculty and staff at all times.
2. Conform to professional dress and grooming standards.
3. Be fair, impartial and consistent in working with students and staff.
4. Become familiar with and abide by all school policies.
5. Be regular and punctual to all meetings and activities.
6. Attend professional meetings and in-service programs.
7. Obtain approval from your mentor administrator and supervisor.
8. Maintain log of all activities and events, including time and related competencies.
9. Attend all required class activities.
10. Submit all required assignments.

EXPECTATIONS FOR STUDENT SUCCESS

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

1. Participate in all class activities and contribute to class discussions.
2. Be punctual to all class activities and remain throughout each class meeting.
3. Participate fully in all internship activities.
4. Read all assigned readings.
5. Honor the regulations of Texas Southern University and the internship school site.
6. Perform administrative functions in the school to which you are assigned.
7. Plan to spend an average of two hours each day performing administrative functions.

COURSE LEARNING ACTIVITIES/REQUIREMENTS

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. Obtain your campus site supervisor signature on the Campus Supervisor Permission Form and submit to the university supervisor.

3. Select at least (10) activities during Internship I; and 7 activities and one major project during Internship II, on which to work. These activities/tasks should be discussed with the cooperating principal. Submit a list of these activities. 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 during site visits and at each TSU session. It should be brought up to date daily. 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. Become involved with the major goals of the school (SIP). Use the school’s attendance program, 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 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, student learning, commitment to technology, and commitment to diversity)

The student who completes this course will demonstrate the following:

A. SKILLS

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

2. An understanding of learner-centered leadership and practices through practical experience and observation.

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

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

C. DISPOSITIONS

1. The following dispositions are expected upon completion of this course:

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

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

4. 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.

5. The candidate 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 and will be required to enroll in Blackboard, as this will serve as a major means of communication between the professor and the students. Course information will also be placed on Blackboard.

TECHNOLOGY and COMPUTER COMPETENCIES REQUIREMENTS

Students must have an understanding of the basic operations of computers in order to successfully complete this course. In addition to basic computer functions, skills in the following areas are also necessary:

1. Word processing
2. Ability to access any given URL for current electronic information
3. Access and use of an e-mail account
GRADING AND CRITERIA
The following will contribute to final grades, to the extent indicated:

Grading will be based on the following points:
- Internship Activities: 25
- Resume and Cover Letter: 10
- Portfolio: 20
- Administrator’s Reports: 10
- Internship Activity Log: 20
  *(Should reflect at least 150 hours)*
- Scheduled meetings: 15
  - Orientation
  - Mid Term Meeting
  - Final Project Meeting

TOTAL: 100

ACADEMIC DISHONESTY/PLAGIARISM:
Please refer to the Texas Southern University Student Handbook online (http://tsu.edu) regarding the penalty for academic dishonesty and plagiarism. It is the student’s responsibility to KNOW and READ the guidelines of this policy. Contact information and assistance is located in the handbook.

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 appeal to the Department Chair. The Department of Educational Administration and Foundations is located on the first floor in the Roderick R. Paige Education Building. The telephone number is 713-313-1055.

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, and sexual preference, 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 8am-5pm, Monday through Friday.
The superintendent internship is the second preparatory course designed to help students to successfully complete the TExES certification exam for individuals desirous of the superintendent certification. It is the task of the university to provide students with the knowledge and skills necessary to not only successfully complete the examination but to also be successful in the job.

The goal of this course is to provide students an opportunity to combine the knowledge and information mastered in EDAS 770 with practical experience to gain wisdom and expertise in the role of superintendent.

Much has been written about the “Perils and Possibilities” of the role of the superintendent (American School Superintendent, Gene Carter & Cunningham W, 1997) related to rising expectations, governance challenges, student achievement, engaging communities, standards, accountability, race and class issues. No two superintendents have the same experiences and no one superintendent has the same experience in two different districts. As Carter has stated it is therefore, imperative that university professors go beyond imparting theoretical quantitative knowledge necessary to meet certification and licensure requirements. Being a superintendent is more than the sum of knowledge attained in college courses. It’s more about the ability to apply knowledge to real life in a way that students, teachers and principals are successful, communities are supportive and boards of education are governing in a manner that is fair, equitable and legal.

COURSE DESCRIPTION

This course is designed to give students the opportunity to “walk in the shoes” of sitting superintendents, shadow them and learn from them. Students are expected to distill the classroom knowledge and internship experience to successfully pass the TExES exam as the first step in joining the ranks of successful superintendents and developing problem solving strategies sufficient to address the issues and concerns of urban school district. Students are also expected to add activities, projects and certifications to the existing portfolio which was established in part I of the superintendent’s preparatory course. Ultimately the portfolio is to be converted to an e-portfolio.

COURSE REQUIREMENTS

Students must acquire approval from a sitting Superintendent, Deputy Superintendent, Associate Superintendent or Assistant Superintendent to complete the internship experience under his/her guidance.

Students are to participate in activities that reflect a total of six activities selected from the Four Texas Certification Competencies in Domain One Leadership of the Educational Community and the Six ELCC standards.

Students must complete 8 hours of shadowing of the Superintendent.
Interview the Superintendent regarding his/her views on issues and challenges of the urban superintendent.

A reading list is included as an informational item but students are required to read at least two of cited books and use the list as a resource for building your personal professional library.

Completion of the activities must be supported by documentation and submitted at the end of the semester.

A midterm self assessment must be submitted on the appropriate form.
Texas Certification Competencies
Superintendent

**Standard 1.0/Competency 2**
Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

**Standard 2.0**
Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3.0**
Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.0/Competency 3**
Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.0/Competency 1**
Promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6.0/Competency 4**
Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
DOCTORAL INTERNSHIP

PURPOSE OF INTERNSHIP

The purpose of this internship experience is to compliment the earlier in-class theoretical and other program experiences of the doctoral program, with rigorous, high quality administrative practices experience that would contribute to the education of future educational change agents, in the schools of America and beyond.

COURSE DESCRIPTION

This course is designed to give actual experiences and situations whereas the skills interns have acquired in the doctoral program might be applied. The majority of work in this internship will be performed at worksites. Candidates should plan to spend a minimum of 2 hours each day at the worksite and to complete the necessary 150 hours for this experience.

COURSE REQUIREMENTS

1. A two-page Vita.
2. A statement of your career/professional goals
3. A statement of your anticipated professional goals beyond completion of this program
4. Completion of 150 hours of on-site activities
5. All interns are required to participate in the Clifton Claye Seminar. The purpose of this seminar is to place educational administration in historical perspective. The discussions held reinforce the interrelatedness of education and external forces and the similar relationship of educational administration to administration in other social institutions.

GOAL:
The goal of this seminar is to increase student knowledge and on the varied topical areas addressed during this seminar.

THEME:
*Critical Issues in American Education: Implications for Leadership Effectiveness*
HOW TO APPLY FOR THE INTERNSHIP EXPERIENCE

1. Contact the university internship supervisor in the Department Of Educational Administration and Foundations the semester before you intend to complete your internship. Discuss your intention and obtain the appropriate permission forms.

2. Complete and sign the Statement of Intent to Participate in the Principal Internship form.

3. Have your school administrator complete and sign the Campus Supervisor Permission Form and return this form to the university internship supervisor in the Department of Educational Administration and Foundations.

4. A meeting of all interns will be held early in each semester to discuss procedures and expectations for the internship experience.

REQUIREMENTS TO ENROLL IN THE INTERNSHIP

1. Candidates must have completed a minimum of 21 hours in M.Ed. and Certification program or at least 15 hours in the certification only program. The candidate must have at least a “B” average in courses attempted.

2. Candidates must have completed a minimum of 45 hours of their degree plan to enroll in Doctoral Internship.

3. Candidates must have an approved degree plan on file.

4. Candidates must have an approved “Statement of Intent” on file.

ADMISSIONS PROCESS

<table>
<thead>
<tr>
<th>Item</th>
<th>Fall Semester Internship</th>
<th>Spring Semester Internship</th>
<th>Summer Semester Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship admission announcement posted with reminders.</td>
<td>April 30</td>
<td>September 30</td>
<td>February 28</td>
</tr>
<tr>
<td>Submit Statement of Intent if candidate intends to participate in the internship experience the following semester.</td>
<td>May 30</td>
<td>October 30</td>
<td>March 30</td>
</tr>
<tr>
<td>Statement of Intent form reviewed by the departmental committee</td>
<td>June 30</td>
<td>November 30</td>
<td>April 30</td>
</tr>
<tr>
<td>Candidate notified in writing of the committee’s decision within 30 days of the decision.</td>
<td>July 30 or end of summer session</td>
<td>December 15 or end of fall semester</td>
<td>May 15 or end of spring semester</td>
</tr>
</tbody>
</table>
INTERN ACTIVITIES
SUGGESTED INTERN ACTIVITIES
EDAS 781

INTERN________________________________ DATE BEGAN_____________________

SUPERVISOR________________________________ DATE ENDED________________

INSTRUCTOR____________________________________________________________

1. Analyze and critique a variety of different secondary school schedules. What are strengths and weaknesses of each?

2. Serve as a faculty sponsor for an extracurricular activity.

3. Write a safe and secure school plan for your school (9,4).

4. Develop a communication strategy to motivate group and individual productivity.

5. Write a safe and secure school plan for your school (9,4).

6. Plan, develop and conduct an in-service education program or workshop for teachers. 6)

7. Handle a variety of discipline problems. Write the nature of ten of these and your solutions to each. (9,4)

8. Work on forecasts, classification, and staffing. (6)

9. Assist with the development of a campus vision. (1)

10. Implement strategies for gathering and communicating information to stakeholders. (2)

11. Work out a newsletter or some report to enhance communications and understanding between the school and community. (2)

12. Develop and facilitate an instructional improvement project/activity. (5)

13. Develop/implement a strategy that will facilitate the use of technology to enhance learning. (5, 8)

14. Serve on a school improvement team and record activities. (1)

15. Develop and implement a consensus building or conflict management in-service or workshop. (7)

16. Analyze the school’s progress toward accomplishment of a school improvement goal. (1)
17. Assist in the improvement/development or analysis of the school crisis management plan. (9)

18. Assess the school’s test result and work with the administrator to increase student achievement. (4, 5)

19. Study the school climate to determine effective training needs to assist teachers. (2)

20. Work with the school budget (summer/fall analysis). (9)

21. Consider ways to emphasize ethics. (3)

22. Study the special education program and participate in an ARD meeting. (3)

23. Facilitate the use of technology and information systems to enrich the campus.

24. Initiate a study group to improve/enhance a specific area. (All)

25. Spend five hours with school nurse/five hours with librarian. Document what was learned. (7)

26. Become familiar with attendance clerk’s responsibilities-learn APA computer service.

27. Attend a school board meeting. (3)

28. *Attend an activity at a campus with a population different from your current site assignment. Summarize the events and highlight what makes it unique to the school population.

29. *Review the AEIS reports for two campuses with 2 distinct student populations. Conduct a comparative study of the programs, budget and student achievement.

*Required

_______________________             _______________________
Supervising Administrator             Intern

_______________________             _______________________
Date                               Date
SUGGESTED INTERN ACTIVITIES
EDAS 782

INTERN___________________________________ DATE BEGAN________________

SUPERVISOR________________________________ DATE ENDED________________

INSTRUCTOR___________________________________________________________

1. Chair a child study meeting and write a mock IEP for a student
2. Visit a home with the school social worker. Write a report on your experience.
3. Work with a school Psychologist in interpreting a test.
4. Disaggregate testing data for a school. Use different variables to identify targets for improvement.
5. Participate in the development of an annual plan for your scho
6. Write a safe and secure school plan for your school
7. Develop a communication system for ongoing and dynamic communications within the organization.
8. Attend a school board meeting at which the budget is discussed.
9. Examine a safety plan for a school. What is included, who is involved in implementing it?
10. Interview a school principal. Ask questions related to legal issues in schools. Use ELCC standards to create questions.
11. Develop a 90 day plan for addressing student achievement based on current data.
12. Assist with the development of a campus vision. (1)
13. Work in small groups with teachers on a curriculum project. (4,5) school. (7,9)
14. Develop a schedule for classes, transportation, lunchroom, playground, etc.
15. Select some particular task (administrative, supervisory or instructional) and do a task analysis. (All)
16. Conduct an evaluation of some facet of the program. (All)
17. Develop and implement a comprehensive community relations program. (2)
18. Develop and facilitate an instructional improvement project/activity. (5)

19. Conduct a needs assessment for the school. (All)

20. Initiate a program to encourage improved school attendance. (4, 5, 9)

21. Assist in the improvement/development or analysis of the school crisis management plan. (9)

22. Study the school climate to determine effective training needs to assist teachers. (2)

23. Initiate a study group to improve/enhance a specific area. (All)

24. Facilitate the use of technology and information systems to enrich the campus curriculum. (5)

25. Use formative and summative student assessment data to develop, support and improve instruction. (4)

26. Interview or have some communication with the superintendent/area superintendent of your district. (2, 7)

27. Interview a state board member or local school board of trustee member. (3)

28. *Attend an activity at a campus with a population different from your current site assignment. Summarize the events and highlight what makes it unique to the school population.

29. *Review the AEIS reports for two campuses with 2 distinct student populations. Conduct a comparative study of the programs, budget and student achievement.

*Required

________________________________________  ______________________________
Supervising Administrator                        Intern

________________________________________  ______________________________
Date                                              Date
SUGGESTED INTERN ACTIVITIES
EDAS 778

INTERN___________________________________ DATE BEGAN________________

SUPERVISOR______________________________ DATE ENDED________________

INSTRUCTOR___________________________________________________________

1. Shadow the Director in Human Resources

2. Collect and compare job descriptions for a principal, supervisor, coordinator and/or superintendent

3. Participate in the interview, selection, hiring and induction of new employees.

4. Compare salary and fringe benefits plan for a school system with that of another organization.

5. Develop an educational platform about
   a. Aims of Education
   b. Teaching and Learning
   c. Curriculum
   d. Assessment
   e. Ethics
   f. Image of teacher
   g. Preferred blend of teacher and student relationships
   h. Social significance of learning
   i. Major achievements of students

6. Identify the decision making structure within the organization identify roles and responsibilities

7. Attend a school board meeting at which the budget is discussed.
8. Interview a school board member.

9. Shadow a superintendent, associate or assistant superintendent school lawyer, principal, university president or provost for a day.

10. Review and update your school system organizational chart.

11. Investigate a school district that has a foundation. Interview some of the people on the foundation’s committee. How did it begin, how does it operate. Describe in writing what you learned about school foundations.

12. Obtain a copy of two different school districts policy manuals. Compare them. How are they similar, different? Scan table of contents of each manual. What policies exist in a district that does not exist in another?

13. Become familiar with relevant issues related to contract law/contract renewal (e.g., grievances, promotion, and evaluation). (3)

14. Interview or have some communication with the superintendent/area superintendent of your district. (2, 7)

______________________  _______________________
Supervising Administrator     Intern

__________________________  __________________________
Date                          Date
SUGGESTED INTERN ACTIVITIES
EDAS/EDHI 978

INTERN___________________________________ DATE BEGAN________________
SUPERVISOR________________________________ DATE ENDED________________
INSTRUCTOR____________________________________________________________

1. Shadow the Director in Human Resources

2. Collect and compare job descriptions for a principal, supervisor, coordinator and superintendent

3. Develop an educational platform about
   a. Aims of Education
   b. Teaching and Learning
   c. Curriculum
   d. Assessment
   e. Ethics
   f. Image of teacher
   g. Preferred blend of teacher and student relationships
   h. Social significance of learning
   i. Major achievements of students

4. Compare salary and fringe benefits plan for a school system with that of another organization.

5. Participate in the interview, selection, hiring and induction of new employees.

6. Identify the decision making structure within the organization identify roles and responsibilities.

7. Examine a curriculum that is reflective of the issues of cultural diversity.

8. Shadow a superintendent, associate or assistant superintendent school lawyer, principal, university president or provost for a day.

9. Review and update your school system organizational chart.
10. Identify an issue within a school and research the laws that relate to the issue. Develop a legal brief arguing for or against the issue.

11. Investigate a school that has a foundation. Interview some of the people on the foundation’s committee. How did it begin? How does it operate? Describe in writing what you learned about school foundations. Obtain a copy of two different school districts policy manuals. Compare them. How are they similar, different?

12. Identify ways leaders can influence the various cultures through scheduling,

13. Conduct a SWOT analysis for the organization and based on results develop a plan for using this information to impact success of the organization.

14. Identify cultures which exist within the organization based upon roles in the organization, procedures, problem solving, etc.

15. Become familiar with relevant issues related to contract law/contract renewal (e.g., grievances, promotion, and evaluation). (3)