

Texas A&M University-Commerce
Department of Educational Leadership
EdAd 610 Principal Internship in Educational Administration
EdAd 614 Extended Principal Internship

Course Description:

The purpose of the principal internship is to bridge the gap between theory and practice and students' academic and experiential learning. In the internship, students will engage in self-assessment of strengths, weaknesses, areas of particular interest and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field-based experiences. This is accomplished as students plan for and complete a program of field experiences. Prerequisites: EdAd 554, 615, 595, 602 for students with degree plans filed before the beginning of the Fall, 2007, semester; EdAd 615, 626, 574, 595 for students with degree plans filed during or after the Fall, 2007, semester.

Course Goals and Objectives

This internship should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

1. To experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
2. To gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
3. To refine a philosophy of education as a result of the internship experience.
4. To gain additional experience and confidence in his or her professional abilities.
5. To provide authentic administrative assistance in the work setting.
6. To increase one's visibility as a potential administrator in the eyes of those with who could be helpful in advancing the intern toward his or her career objectives.

Application Deadlines

EDAD 610 and EDAD 614 principal internships in educational administration are components of the principal certification. Each course is one semester or 3 semester credit hours. The deadline for applying for the internship and submitting the internship proposal is **July 15** for Fall semester or **Nov 15** for Spring semester.

Completing the Internship Proposal

The internship is one of the most important experiences that you will have during the principal preparation program. The care with which you prepare the Internship Proposal is critical.

1. Identify a campus supervisor and request his/her assistance.
2. Complete the Self Assessment Profile and a resume. Consider your skills, knowledge, and professional experiences in administrative leadership activities, which you will bring to the internship experience. As you engage in self-assessment, consider the administrative skills you do well and those areas where you need more experience.

Document your experience and strengths in your **resume** and **the Self-Assessment Profile (Attachment 1)** found in the proposal directions. This exercise should provide you, your campus supervisor, and the A&M-Commerce supervisor a good sense of what you bring to the internship. Now, as you consider your needs identify activities and skills you need to develop. Consult with your campus supervisor as you plan the internship proposal.

3. Select a second location. Each student shall complete the internship on at least two or more campuses and levels (i.e. high school, middle school, elementary school) to meet the diversity requirement of the standards. At least eight activity hours should be documented at the second location.
4. Complete a proposal of activities. [See Proposal Format & Required Internship Activities sections.] In addition to the required activities, attachment 2 contains additional examples. Objectives in each of the seven SBEC standards should be included in the proposal. Areas that the student does not have experience in should be the focus of activities selected rather than ones that have been previously experienced.
5. Request approval for your plan from your campus supervisor. Once you have completed the Self-Assessment Profile, your resume, and your internship proposal, submit and explain the proposal package to your campus supervisor/site administrator. Secure his or her signature on the proposal. Share the “Recommendations for Site Administrators” for the supervisor as detailed in Attachment 7 .
6. Submit the proposal package to the **Internship Coordinator, Department of Educational Leadership, Texas A&M University-Commerce, Commerce, Texas 75429 by the deadline of July 15 for Fall semester or November 15 for Spring semester.**
7. The intern will be assigned to an A&M-Commerce supervisor and to a section number. After you are given a section number, register for the course. The supervisor will review the internship proposal and may make changes to the proposal. The A&M-Commerce supervisor may adapt requirements to align with the specific internship situation. Once all parties have agreed on the proposal, the intern will begin to implement the proposal. The proposal should be considered a fluid document that may change during the internship.

Role of the Campus Supervisor/Site Administrator

The role of the cooperating principal as a supervisor and mentor to the intern is the critical factor in making the internship a success. The guidance and counsel is of the utmost importance in helping the intern’s activities to be fulfilling and appropriate.

The functions of the campus supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the intern.
2. Reviewing the internship materials found in the Principal Internship Program booklet
3. Conferencing with the intern concerning expectations, activities, areas of skills and knowledge development found in the Principal Internship Program booklet.
4. Meeting with the intern to discuss activities, tasks and experiences. Review progress, discuss successes and determine additional growth for the intern.
5. Approve and sign each of the logs created by the intern.

6. Conferring with the A&M-Commerce supervisor on the intern's growth and achievements during the year-long internship.

Required Internship Activities for EdAd 610 & 614

1. **Log.** Each intern must complete and document a **minimum of 150** hours of activities per semester of internship. Interns shall **complete a log every six weeks** and submit it to the A&M-Commerce internship supervisor. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mail, reports). Artifacts shall be shared with supervisors during visits or in a final portfolio or collection. For a sample log format, see attachment 3.
2. **Reflections.** Each intern shall reflect upon experiences and submit reflections every two weeks to the university internship supervisor. Reflections should reflect the student's ability to connect theory gained in university coursework with field experiences.
3. **Professional Development.** Each intern shall attend one off-campus staff development activity per semester. These staff development activities should be applicable to campus administration. These should be documented in the log.
4. **Group meeting.** Each intern shall attend a minimum of one intern meeting scheduled by the university supervisor during the internship. The purpose of these group meetings is to share experiences, connect theory to practice, and reflect with other interns.
5. **Self-Assessments.** Each intern shall complete an initial and final self-assessment profile. (Attachment 1)
6. **Collection of internship documents.** Each intern shall collect artifacts (i.e. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the university supervisor during visits and/or at the final submission date.
7. **Required Standard-based activities.** The following internship activities are a minimum requirement as part of the internship proposal unless one can document a complete understanding of the activity. These should be included in the proposal and documented in logs.

Standard I: Learner-Centered Values and Ethics of Leadership:

1. Model ethical conduct and integrity by participating in decision-making activities with students and teachers.
2. Provide the Code of Ethics and Standards Practices for Texas Educators to all faculty individually or in a group.

Standard II: Learner-Centered Leadership and Campus Culture:

1. Chair, plan, and implement a school activity.
2. Participate in the meetings and activities of the site-based committee.
3. Review the campus vision. In the log, discuss awareness and strategies that could be used to implement the vision.

Standard III: Learner-Centered Human Resources Leadership and Management:

1. Review the hiring process and participate in the selection-of staff.

2. Provide leadership regarding staff development planning or delivery for your campus.
3. Observe a classroom teacher and provide feedback in a post-observation conference.

Standard IV: Learner-Centered Communications and Community Relations:

1. Review the process for collecting community feedback as it relates to school improvement.
2. Prepare written communication for internal and external constituents.

Standard V: Learner-Centered Organizational Leadership and Management:

1. Supervise a school event
2. Organize and participate in campus administrative team activities
3. Participate in planning or managing the campus budget.
4. Review custodial services, maintenance, or food services on your campus. Participate in a custodial or maintenance building inspection.
5. Follow the purchasing process at the campus level from the initial request to completion of the transaction.
6. Plan and submit a timeline of intern activities to the university supervisor.
7. Create and/or evaluate your campus safety plan suggesting changes, additions, or practice opportunities.
8. Organize an evacuation drill.

Standard VI: Learner-Centered Curriculum Planning and Development:

1. Assist in planning the campus master schedule.
2. Review the use of technology as an instructional tool.
3. Participate and provide leadership with planning, implementation, or supervision of curriculum.
4. Participate in campus co-curricular and extracurricular programs.

Standard VII: Learner-Centered Instructional Leadership and Management:

1. Assist in student discipline by working actual student discipline cases.
2. Provide leadership for assembly programs, graduation, new student orientation programs, or other student programs.
3. Review the process for selection and distribution of textbooks or other instructional materials.
4. Evaluate one of the following: instructional program, an instructional practice, a delivery method.

Proposal Format

The internship proposal will consist of objectives, activities, timeline, and evaluation for each of the following seven areas:

- I. Values and ethics of leadership;
- II. Leadership and campus culture;
- III. Human resources leadership and management;
- IV. Communications and community relations;
- V. Organizational leadership and management;
- VI. Curriculum planning and development; and
- VII. Instructional leadership and management.

The intern will choose activities based on his or her self-assessment, assessment by the campus supervisor, and collegial assessment. The following is an example of what the proposal might look like:

Standard III: Learner-Centered Human Resources Leadership and Management:			
Objective	Activities	Timeline	Evaluation
1. Assist with the selection of faculty and staff for the operation of school.	1. Review the campus hiring process with principal 2. Assist with developing interview questions 3. Assist with the recommendation of a teacher	February	Interview questions used
		March	Flow chart of campus selection process
		March	(Note: Evaluation refers to the documentation of an activity in a portfolio. Not every activity will be documented.)
2. Observe a classroom teacher	1. Review observation checklist & questions to ask in conferences 2. Conduct a pre-observation conference 3. Observe 4. Conduct a post-obs conference	February	Questions asked in the pre & post conference

Internship Log and Reflections

Internship **logs** must be submitted to your A&M-Commerce Internship Supervisor at six-week intervals during the entire internship experience. Suggested hour completion & deadlines are as follows:

Log 1	October 1 or Feb 1	50 hours complete
Log 2	November 1 or March 1	100 hours complete
Log 3	December 1 or May 1	150 hours complete

Attachment 3 contains a format for the log. In the past many students have exceeded the clock hour requirement because they view the internship as a valuable learning experience and because they have an opportunity to complete an ongoing project. It is suggested that you begin the internship in late July or early August before the school year; however the internship proposal must be completed and sent to the A&M-Commerce Internship Coordinator prior to beginning any internship activity.

In addition to the log entries, submit a bi-weekly **reflection**. The reflection is separate from the log and is designed to allow the intern to reflect and assess his/her experiences in an unstructured manner. The intern should examine what occurred during the two-week timeframe and decide what went well, what didn't go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues. This written narrative should include a free flow of thoughts and feelings about

what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional reading you have completed in the reflection. This reflective writing does not need to be shared with anyone except the university supervisor. .

Internship Evaluation

A final grade of A,B,C,F or X will be assigned at the end of the semester. Input from the campus supervising administrator, the A&M-Commerce supervisor, and the intern will be used in determining a grade. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of the internship plan.
3. The quality of any projects completed as part of the activities.

Self-Assessment Profile

The intern will complete the Assessment Profile prior to creating the internship proposal. The intern will present the results of the profile to the campus supervisor prior to discussing the internship proposal with the campus supervisor. The Assessment Profile (Attachment 1) should be completed by the intern at the end of the semester. This process provides the intern, the campus supervisor, and the A&M-Commerce supervisor with a basis for evaluating the intern's progress during the internship. All completed assessment profiles should be submitted to the A&M-Commerce supervisor as part of the intern's final submission.

Attachment 1 Self-Assessment Profile

Attachment 2 Examples of Field experience/Internship Activities

Attachment 3 Log Format

Attachment 4 Internship Application

Attachment 5 Internship Campus Supervisor Permission Form

Attachment 6 Required Internship Activities

DUPLICATE AS NEEDED

Attachment I

- _____ Preliminary Self Assessment
- _____ Final Self Assessment

Texas A&M University-Commerce
Principal Competencies Evaluation Form

Use these forms to complete the periodic assessment of your level of administrative competency in regard to the seven (7) Texas Certification Standards. Share your initial assessment with your university and campus supervisors as you plan for your internship in the Texas A&M University-Commerce Principal Preparation Internship. All students prior to the completion of the internship will be required to provide documentation regarding activities prior to or during the internship as evidence of level of competency attainment.

Measures of Competence

- 1 Beginning status: inadequate competency
- 2 Limited experience; marginal competency
- 3 Satisfactory competency
- 4 Very competent
- 5 Outstanding competency

- (1) PROACTIVE ORIENTATION
- ___ Assumes responsibility when appropriate
 - ___ Analyzes negative and positive forces affecting the school
 - ___ Takes immediate steps when problems arise
 - ___ Exhibits enthusiasm, is a self starter
 - ___ Accepts authority when it is given

- (5) INFORMATION SEARCH AND ANALYSIS
- ___ Knows who to go to for answers
 - ___ Demonstrates an awareness of staff/student attitudes toward the school and specific issues
 - ___ Knows where to go or procedures to follow for school repairs
 - ___ Knows "help" channels for students and staff
 - ___ Can formulate a needs assessment and develop a plan to address identified needs
 - ___ Accesses and interprets data from computer and management information systems

- (2) DECISIVENESS
- ___ Assists in setting goals, confronts issues and disagreements, investigates and defines problems
 - ___ Makes decisions with minimal deliberation when necessary
 - ___ Knowledgeable of procedures for student misconduct
 - ___ Knowledgeable of immediate actions necessary in case of health and safety violation

- (6) CONCEPT FORMATION
- ___ Recognizes patterns
 - ___ Recognizes cause and effect
 - ___ Practices reflective thinking

- (3) COMMITMENT TO VISION AND MISSION
- ___ Promotes the welfare of students and staff
 - ___ Cares about how well people understand
 - ___ Is familiar with district school mission and goals

- (7) CONCEPTUAL FLEXIBILITY
- ___ Views events from multiple perspectives
 - ___ Develops options
 - ___ Makes decisions based on analysis of options

- (4) INTERPERSONAL SENSITIVITY
- ___ Listens to others
 - ___ Summarizes and paraphrases
 - ___ Is aware and sensitive to the feelings of others

- (8) MANAGING INTERACTION
- ___ Forms task or work groups
 - ___ Facilitates team and group membership
 - ___ Facilitates interpersonal and inter group communication
 - ___ Promotes collegial behavior
 - ___ Facilitates individual and group problem solving

Attachment 2
Examples of Internship Experiences/Activities

The following internship experiences are offered not as an all-inclusive listing but as a guide to be used in planning individual field-based experiences during the internship.

Standard I: Learner-Centered Values and Ethics of Leadership

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

- Review and analyze the campus ethics
- Participate in ethical decision-making
- Review safety/health procedures and reports; disaster plans
- Review district and school's policies and procedures
- Assist in conducting review and submission of all necessary reports of accidents
- Review school responsibilities involved with federal programs
- Make report to faculty on a recent legal decision

Standard II: Learner-Centered Leadership and Campus Culture

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

- Participate in the development of a campus vision
- Participate in the selection and survey of a campus culture
- Create a process for recognizing faculty and students

Standard III: Learner-Centered Human Resources Leadership and Management

A principal 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.

- Sit in on interviews with prospective faculty and staff
- Review resumes to select interview candidates
- Conduct a study personnel turnover for the past five years
- Develop a conference or staff development program
- Analysis/revision of non-certified staff job description
- Development and revision of rules, requirements and policies

Standard IV: Learner-Centered Communications and Community Relations

A principal 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.

- Attend PTA and booster meetings where appropriate
- Assist in conducting a needs assessment
- Plan activities to increase parent involvement
- Prepare a monthly newsletter to staff and parents
- Prepare news releases or articles for various media
- Prepare written communication for faculty, students, parents and community
- Prepare a plan to market your campus to the community.

Standard V: Learner-Centered Organizational Leadership and Management

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

- Organize and supervise a school event
- Assist in coordinating and supervising testing
- Participation in administrative team activities

Standard VI: Learner-Centered Instructional Leadership and Management

A principal 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.

- Attendance at meetings of curriculum committee
- Assist in preparing a master schedule
- Participation in scheduling activities
- Participate in implementation of a curricular change
- Discussion of curriculum development with administrators
- Review tardy and absentee policies
- Develop a positive reward program for improving tardy and absentee rates
- Participate in student conduct interventions and hearings
- Participate in the location and utilization of computers
- Review school/district management information systems

Standard VII: Learner-Centered Curriculum Planning and Development

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

- Participate in long range planning
- Participate in the co-curricular and extra curricular programs
- Participate in the development of action research

INTERNSHIP APPLICATION

Complete and return with the internship packet by July 15 or November 15 to:

Internship Program
 Educational Leadership Department
 Texas A&M University-Commerce
 Commerce, Texas 75429-3011

I plan to enroll in 610 and 614 for a total of 3 (3 or 6) hours credit (**circle one**)

 Name of Intern Current Position Social Security Number or Student ID

 Campus

 Home Address

 Street Address

 City Zip

 City Zip

ac (_____) _____
 Home Telephone Number

ac (_____) _____
 School Telephone Number

 E-mail address (intern)

 School District

 Date student enrolled in certification program from plan.

 Name of Cooperating Administrator

 Current Position of Coop. Administrator

 School or Central Office

 E-mail of Cooperating Administrator

 Street Address and Mailing Address if different

 City Zip

ac (_____) _____
 Office Telephone Number

I have reviewed the expectations for the internship and understand the activities and time required for this experience. I agree to serve as the cooperating administrator/mentor for this intern for the school year.

Signature of Cooperating Administrator

- Attach a copy of your internship proposal and resume as indicated in Internship Handbook.
- Attach a map with directions to your school from the Texas A&M University-Commerce campus.
- State the hours you, the intern, can be reached conveniently by telephone & be visited by the supervisor.
- Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

ATTACHMENT 5

**Department of Educational Leadership
Texas A&M University-Commerce
Campus Supervisor/Site Administrator Permission Form**

_____ has enrolled this semester in Educational Administration 610/614, the internship for the mid-management certificate. The department requests that the intern select from the seven standards outlined in the internship brochure and from the additional suggested activities (attached) and record at least 150 hours of activities. The intern is asked to spend a minimum of ten hours per week in the internship, actively participating in campus-level and other mid-management experiences. These hours may be arranged at the convenience of the public school cooperating administrator and the intern.

I, the undersigned cooperative administrator, do hereby accept the above-named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the Internship Packet and agree to meet with him/her periodically to assess and guide the internship activities.

Cooperating Administrator

Complete and return with internship packet by July 15 for fall or November 15 for spring to:

Internship Coordinator
Educational Leadership Department
Texas A&M University-Commerce
Commerce, TX 75429-3011
903/886-5520

Attachment 6
Required Internship Activities for Semester

Intern name: _____ Semester: _____ University Supervisor: _____

- Initial proposal submitted and approved
- Intern documents experience at a second campus. (at least 8 hrs)
- Intern attends one off-campus staff development per semester.
(Related to campus administrator responsibilities)
- University supervisor visits intern.
- Intern attends internship meeting(s) organized by university supervisor.
- Intern submits final self-assessment profile.
- Intern submits final professional resume (or portfolio).
- Intern meets total hour requirement
- Each of 7 standards is documented with artifacts.
- Required activities are documented in logs:

Submitted Reflections (every 2 weeks)	
_____	_____
_____	_____
_____	_____

Submitted Logs (every 6 weeks)	

Total Hours: _____	

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3. Review the process for selection and distribution of textbooks or other instructional materials.
4. Evaluate one of the following: instructional program, an instructional practice, or a delivery method.

Attachment 7

Suggestions for Campus Supervisor/Site Administrator

The quality of the internship is related to support provided by the campus site administrator and university professor. The following are suggestions for you, the campus site administrator, based on prior successful internships.

- Be willing to make the internship a valuable experience for the aspiring administrator.
- Explain to the faculty the role and responsibilities of the intern.
- Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Many past aspiring administrators have benefited from the opportunity to work in the office substituting in the absence of the principal or assistant principal. Many have allowed the student to use professional business days.
- Be honest with your feedback. Constructive feedback will help the aspiring administrator address areas of growth.
- Allow the intern to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the aspiring administrator with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the aspiring administrator.
- While the aspiring administrator is available to assist you with a variety of tasks, please try to vary the assignments so that the intern gets diverse experience.
- The aspiring administrator is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development that relates to principals.
- Allow the aspiring administrator to 'shadow' you during a full day. They should observe and assist you in all your activities. Be sure and ask them to be present for your entire day (i.e. 7am-7pm) so that they can get a realistic view of the job. While it may be awkward to have someone with you through out the day, shadowing is very valuable and not replicable in a university setting.