



**EDAD 611 School District CEO Leadership:
The Internship
COURSE SYLLABUS**

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COURSE INFORMATION

American Psychological Association. (2001). Publishing manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Course Description

This course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and apply knowledge from superintendent preparation coursework in the real-world setting of functioning schools. Practice-based coursework assignments related to each standard of district leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) 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 experiences. Students will be challenged and expected to: 1) think critically about the role of the superintendent and leading effective school districts, 2) engage in reflective thinking about the role of the superintendent and leading effective school districts, 3) integrate a variety of ideas regarding the role of the superintendent and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools.

Student Learning Outcomes

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

Application Deadlines

This course is two semesters and 3 semester credit hours. The deadline for applying for the internship and submitting the internship proposal is July 15 for the Fall / Spring Course.

Completing the Internship Proposal

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

1. Identify a district supervisor and request his/her assistance.
2. Complete the Self Assessment Profile (available in class) 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. This exercise should provide you, your district 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 district supervisor as you plan the internship proposal.

3. Select a second district function. Each student shall complete the internship on at least two or more functions and levels (i.e. high school, middle school, elementary school) to meet the diversity requirement of the standards. At least 160 hours should be documented
4. Complete a proposal of activities. [See Proposal Format & Required Internship Activities sections.] Objectives in each of the ten 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 district supervisor. Once you have completed the Self-Assessment Profile, your resume, and your internship proposal, submit and explain the proposal package to your district supervisor/central office administrator. Secure his or her signature on the proposal. Share the “Recommendations for Site Administrators” for the supervisor.
6. Submit the proposal package to the Internship Coordinator (Superintendent), Department of Educational Leadership, Texas A&M University-Commerce, Commerce, Texas 75429 by the deadline of July 15 for Fall / Spring course.
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 District Supervisor/Site Administrator

The role of the cooperating district official 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 district 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 Superintendent Internship Program.
3. Conferencing with the intern concerning expectations, activities, areas of skills and knowledge development found in the Superintendent Internship Program.
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.

GENERAL DESCRIPTION OF INTERNSHIP ACTIVITIES

1. *Log.* Each intern must complete and document a minimum of 160 hours of activities per semester of internship. Interns shall complete a log every month 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.

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.
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*. Each intern shall have activities related to each superintendent competency (from SBEC manual). Details for submission will be discussed in class.

Internship Log and Reflections

Internship logs must be submitted to your A&M-Commerce Internship Supervisor at one month intervals during the entire internship experience.

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 did not 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 district 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 (To be completed in class)

Suggestions for District Supervisor/Central Office Administrator

The quality of the internship is related to support provided by central office 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.
- Be honest with your feedback. Constructive feedback will help the aspiring administrator address areas of growth.
- Allow the intern to participate in district conferences and district 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 district officials. □
- 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. 7 a.m.-7 p.m.) so that they can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable and not replicable in a university setting. □ □

COURSE REQUIREMENTS

Class Participation (100 points; 15% of grade)

It is my expectation that all students participate fully in all activities and assignments in order to maximize their learning experience. In order for this class to be interesting and beneficial, you are expected to come to class prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of your study and reflection. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Attendance is an extremely important part of your experience in this class. When you miss a class not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences. Student attendance will be graded in that points will be deducted for each class you miss. While there may be times when an absence is unavoidable, it is presumed that your attendance is a measure of your commitment to the class. If you need to miss a class, please inform the instructor in advance of that class meeting. Regardless of circumstance, each assignment is due on the date specified.

You are expected to attend all class sessions and work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all internship handbook activities.

The class will meet collectively with the instructor several times during the semester. Read and be able to discuss the assigned book for the course. In preparation for the class discussion, contemplate and be able to address the following questions:

- What was the authors' purpose for writing the book?
- What is the one large, overarching idea that you have taken from the book?
- How does (or could) that idea impact the school or campus you lead/will lead?
- What are the other ideas from the book that you found to be significant?

- How can the ideas in this book be applied to the work of the principal?

Highlight passages or quotes that support your ideas, insights, and learning and be able to integrate them into your comments during the discussion.

Student Learning Outcome: Students will exhibit additional experience and confidence in their professional abilities.

Assessment Method: Each student's class discussion contributions will be graded using the Class Discussion Rubric.

Campus Visits (100 points; 20% of grade)

You will meet individually with the instructor at least once during the semester at a time mutually agreed upon by you and the instructor. During that meeting, I will make a campus visit, which will include the following:

- A short visit with the superintendent (or the person responsible for supervising the intern)
- A short visit with the intern
- A campus tour

You should be in contact with the instructor to set dates for the district visit. Ideally, a period of time should go by prior to the district visit. However, if you feel you need an earlier visit to facilitate access to greater campus responsibilities, contact the instructor.

Student Learning Outcome: Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives

Assessment Method: Each student's class discussion contributions will be graded using the Principal Competencies Evaluation Form.

Philosophy Statement (100 points; 15% of grade)

Prepare a PowerPoint presentation that illustrates and presents your personal philosophy of education based on the following scenario:

You have recently been hired to lead a campus (your choice of elementary or secondary) that is in need of improvement. The campus has had three principals in the past five years. The faculty initially appears to be somewhat stable, but closer examination reveals a split between experienced teachers and a rotating contingent of new teachers. TAKS scores are not bad, but neither can they be classified as good. The students are reasonably well-disciplined, and parental involvement is average for your type of school. You have called a faculty meeting prior to the beginning of school. It is your intent to introduce yourself to your faculty

members and to let them know where you stand in terms of the issues facing your new school. Your presentation should include at least the following:

- An introduction to you as a professional educator
- Your beliefs regarding the professional learning environment
- The overall educational philosophy that guides your thinking
- The role of teachers in the learning environment
- The role of students in the learning environment
- The role of parents in the learning environment
- Your expectations for members of the learning community
- How you envision success at your school district.

Your presentation should be as long as needed to accomplish the intent of the assignment. Even so, it should leave the reader with a solid impression of who you are, what you believe, and for what you stand; accomplishing these objectives will require some detail. Your presentation should be professional in content, organization, and presentation, and suitable for presentation to faculty or superiors. Your presentation should include appropriate graphics and formats.

Feedback on your presentation will be provided by the instructor and your colleagues. Presentations are due **October 11 or TBA**.

Student Learning Outcome: Students will refine their philosophy of education as a result of the internship experience.

Assessment Method: Each student's philosophy presentation will be graded using the Philosophy PowerPoint Rubric.

Shadowing Activity (100 points; 10% of grade)

Shadow a superintendent (or other district official) for at least half a day. Provide a written reflection of the shadowing activity based on the questions listed below. The reflection should be emailed to the instructor. Each set of responses should have the following information:

- Student's name
- Date of shadowing; time of shadowing
- District official who was shadowed; length of time this person has served as a district administrator.

- The district office where shadowing took place; district name
- Identification of the person responding.
- Questions listed with answers following each question. (Please provide a narrative format for responses as this provides more detail.)

The assignment will also include responses to the following reflective questions. Please respond in a narrative format.

- What events took place while shadowing the district administrator?
- What insight or learning took place during the shadowing experience?
- How could the shadowing experience impact your practice (1) as a future administrator and (2) as a classroom teacher?
- How has this experience provided insight or learning that you might not have gained without the shadowing experience?
- What conversations took place; what questions were asked?
- What advice or coaching was provided by the district administrator?

The shadowing activity is due **November 30**.

Student Learning Outcome: Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives. Students will gain additional experience and confidence in their professional abilities.

Assessment Method: Each student's shadowing activity will be graded using the Shadowing Activity Rubric.

Portfolio (100 points; 40% of grade)

The portfolio should document all of the required internship activities including:

- Final professional resume
- Artifacts that document each of the seven standards
- Philosophy statement
- Shadowing activity
- Logs (you need a minimum of 160 hours accrued; see internship handbook; due every month)

- Experience at a second office (at least 8 hours)
- Reflections (due every 2 weeks; see internship handbook) as to your progress in completing the course assignments. An email to the instructor with appropriate attachments is sufficient.
- Self-assessments (in class)
- Required Standards-based Activities (SBEC)
- Professional Development Activity (TBA)
- Provide documentation of all required activities to the instructor on the last class meeting in the format of a hard-copy or an electronic portfolio. The portfolio should be organized in a way that will allow the easy review of all the required materials. The portfolio is due **April 15..**

Student Learning Outcome: Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations. Students will provide authentic administrative assistance in the work setting.

Assessment Method: The Portfolio Rubric Form will be used to assess.

Grading

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

90-100	=	A	=	Excellent/Outstanding
80-89	=	B	=	Good/Noteworthy
70-79	=	C	=	Average/Proficient
69-below	=	F	=	Unacceptable

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, the other assignments listed below will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the successful completion of all required activities. With this in mind, the final grade awarded for the course will be at the sole discretion of the instructor.

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EdAd 611. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

A	90-100
B	80-89

C	70-79
D	60-69
F	0-59

TECHNOLOGY REQUIREMENTS

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization

The course is organized for a two term session. Some topics occur across multiple weeks. All assignments due the assigned timeframe must be submitted by the syllabus due date.

What to Do First

Download and review the syllabus. Check course dates.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Quality of Online Course Communication

We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Interaction with Instructor

Email is the best way to reach the instructor during weekdays. During the work week, a reply will be sent within 12 to 24 hours depending upon the time your message was received. If you do not receive a response, please assume your message was not received and contact the instructor via telephone.

It is critical for you to check your MyLeo email everyday as we will be communicating with you as we go both within the course online environment and through university email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignments

You will be able to check your grades in the grade book throughout the course. You will be graded on assignments, participation, and your portfolio, so be sure to turn in assignments on-time. Points will be deducted for late assignments. The grade will also be affected (either positively or negatively) by the mechanics of writing (i.e. spelling, punctuation, grammar, organization, flow, format, etc.).

I hope to make this course a positive learning experience for all involved including myself. I assure you that I will do everything I can to promote your success.

Check your MyLeo email regularly (at least once each day) for information. I will be sharing information as we go. We will be using discussions groups in this course. You will need to participate two out of five weekdays each week with responses to the discussion questions/issues.

Writing Style

All papers must be written according to the 5th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (5th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Common Decency

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student’s Guide Handbook, Policies and Procedures, Conduct).

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduates for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

TENTATIVE COURSE OUTLINE / CALENDAR		
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Date

Topic

Reading Assignment

