# EDAD 614: Leading Learning Communities Internship
# Course Syllabus for Fall, 2014

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

**Instructor:** Dr. Karen Nix
**Office Location:** Suite 600, Professional Development Center
**Office Hours:** By Appointment
**Office Phone:** 972-882-7393
**Cell Phone:** 214-356-7665
**Office Fax:** 972-882-7457
**University Email Address:** knix@mesquiteisd.org

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings:

Reading materials vary from year to year and are supplied by Mesquite ISD*. Effective Schools Correlates* Larry Lezotte*, Twenty One Irrefutable Laws of Leadership* John Maxwell are two readings that are used consistently. Article reading from current Educational Leadership journals and magazines are also required. No book is required for purchase.

### Course Description:

One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice and apply knowledge in actual school settings while collaboratively planning and being guided by a practicing school leader/mentor Over two semesters of internship activities, students collect artifacts that are used to create a professional portfolio to demonstrate preparedness for leading learning communities. Prerequisites EdAd 615, 626, 574, 595, 508, 623, 607, 619. Corequisite EdAd 554 or 656.

### Student Learning Outcomes:

- understand the MISD perspective for campus level administration,
- consider the impact of the principal on school culture and instruction,
- experience and engage in leadership functions at the campus and district level,
- realize the importance of articulating educational programs through all levels of the organization, and
- reflect on aspects of school leadership.

## COURSE REQUIREMENTS

The requirements stated in this syllabus will complete the requirements for Principal Certification through collaborative efforts of the Mesquite Independent School District and Texas A&M Commerce.

- CLASSES Attend and actively participant in 10 classes conducted by the school district. Attendance at all classes is required.

- AIM Complete the requirements outlined in the Administrator's Instructional Manual. See attachment at the end of the syllabus.

- ADMINISTRATIVE OBSERVATIONS Observe the administrative team on another campus/level for a day or two half days. Summarize your experiences and share written reflections.

- PROFESSIONAL DEVELOPMENT

  Attend two school board meetings, one in our district and one in another district. Additionally, proceeding your attendance at a MISD School Board meeting, attend Staff Meeting with your principal. Be prepared to discuss experiences and information learned.

  Read and provide a *critique* of three professional articles on the topic of school leadership.

- LEADERSHIP PORTFOLIO Create a portfolio that includes all STAR (Successful Training for Administrative Readiness) components. Include a final reflection of the intern experience.

### Grading

All assignments are graded as pass/fail. Each competency with in AIM, must be completed to pass the course. For competencies that fall below meeting expectation, students are required to resubmit for passing credit. The grade of A is achieved by satisfactorily completing each competency. Grades below an A are a result of class absences, lack of participation in class and/or late work.

Late work will be accepted, but the grade will automatically be reduced by a letter grade if work is late more than once. For example, the first section of AIM is due at one time, if any assignments are late, it is recorded. If future sections of AIM have missing assignments, the students grade will be lowered.

## TECHNOLOGY REQUIREMENTS

**Internet Connection.** An internet connected is necessary. Internet access/connection – high speed recommended (not dial-up)

## COMMUNICATION AND SUPPORT

**Submitting assignments:**

All assignments are submitted as attachments to the instructor or in class. Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work.

**Announcements:**

Because all students are MISD employees with access to MISD email, announcements are sent as an email often during the semester. Students should check their emails often and specifically the day of classes.

**Emergencies**

Call me at my office. If I am not available, the secretary will get me a message or assist you.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation,** Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
   a) Some basis other than performance, or
   b) standards different from those applied to other students in the same course section, or
   c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

**Academic Integrity/Honest Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

### University Specific Procedures:

*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@tamu-commerce.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).*

## COURSE OUTLINE / CALENDAR

### Administrative Procedure

- State the proper procedures for a non-parent to document guardianship.
- Complete at least one new student enrollment including giving parents paperwork and making sure all documents are complete. Briefly describe the required documentation for student enrollment. Include documentation for proof of residency. What happens if a parent does not have all of the required documentation?
- Observe an administrator/parent conference. Write a reflection.
- Investigate procedures for distributing and collecting textbooks on your campus. Summarize your findings.
- Interview the administrator in charge of custodians and outline the administrator's supervising responsibilities.
- Read *The Documentation Handbook (4th edition)* by Kemerer and Crain. Write a 1 page reaction paper including:
  1. Gems
  2. Reflections
  3. Call for Action

- A teacher comes to your office demanding “I want this student permanently removed from my class.” As the administrator what do you do? Research and report.

- Summarize the school district policy on investigating and reporting alleged sexual harassment incidents. Include staff-student, student-student, staff-staff.

- Review, critique and make suggestions for change within the crisis plan for your campus as well as the proper procedure for fire/disaster drills.

- Participate in the meetings and activities of your campus site-based committee. Write a paper reacting to the effectiveness. Based on your observation and participation, how does the SBDM committee make a difference in the success of students on your campus?

- What is the law concerning access to school records for custodial and non-custodial parents? What procedures are used on your campus in releasing students?

- A teacher comes to you suggesting that a student has been abused. What do you do? Outline the steps you follow as an administrator.

- ***Secondary only** Investigate the procedures for assigning lockers on your campus and write a summary of your findings.

## **Special Programs**

- Attend one 504 meeting. Evaluate the roles of those present. What is the purpose of 504?

- Attend an initial ARD or a re-evaluation ARD for a CMC/Resource

  student or a self-contained student. Write a reflective summary of the meeting from the *parent point of view*.

- Observe a minimum of 1 hour in 2 of the following special education settings: Resource/CMC, BAC, PPCD, self-contained, Autism, VAC, CBVI. Provide a 1/2 page written summary for each observation.

- Develop a matrix that shows the identification process, services/programs available, the effectiveness of such programs, and suggested improvements for the following student populations:

  At Risk

  Gifted

  Bilingual

  ESL

  Dyslexia

- Summarize the process of referring students to Special Education.

  Include interventions tried before referral as well as situations that could stop the referral process.

- **Elementary only** Spend time in the cafeteria serving as a monitor and develop a “job description” for the position.

- **Elementary only** Develop a cafeteria management plan including incentives, consequences, and procedures or review, critique, and make suggestions for improvement to an existing plan.

- **Secondary only** Spend time in the cafeteria observing student interactions and processes for managing students. Write a reflection that includes what works and what needs work in regard to your experience.

## Student Management

- Document how your campus identifies special education students prior to any disciplinary action.

- Attend an ARD meeting where a BIP is developed and provide a written reflection **OR** review a BIP for a student and provide a written reflection.

- Research and outline the following alternative placement settings and procedures: ISS, CAPE, ACCESS, CHALLENGE, OPTIONS.

- Observe a student/administrator conference. Discuss observations with the administrator and provide a written reflection.

- Review the tardy policy for your campus and at least one other campus. Compare and contrast the two campuses and create your own tardy policy.

- Be involved in conferencing with students and parents in problematic tardy cases. Write a one-half page on your plan for improving punctuality.

- Describe the 90% Attendance Law. When it is appropriate to file a truancy case against parent and student? What steps you must follow prior to filing?

- Select a truant student on your campus and identify the strategies to use in improving his/her attendance. Generate strategies that have not been implemented.

- Study the school wide discipline plan, procedures for sending students to office, discipline techniques, documenting discipline, etc. on your campus. Critique and make suggestions for change.

- Document the proper procedures for dealing with grooming infractions and hair code violations on your campus.

- Report on the legal aspects of “due process” and “search and seizure” as they refer to student rights. Include the roles of the Administrator. Secondary campuses include the role of the SRO.

- Observe student discipline for class I, II, III, and IV violations. Summarize your observation. (Elementary may not be able to observe all four levels)

- **Secondary only** (1) Document the process for students to re-coup time for absences (2) Document the TEA requirement steps for a drivers license card.

## ***School Climate***

- Attend 2 campus extracurricular program activities such as:

  Elementary- choir concerts, orchestra, DI, etc.

  Secondary- concerts, plays, sporting events, UIL, etc.

  What role do extracurricular activities play in the education of the whole child?

- Recruit a business partner to volunteer or provide incentives for your campus. Document results and/or activities.

- Outline the parent volunteer program in your school or develop a plan for implementation of such a program.

- Assist with a PTA project for your school (fundraiser, membership drive, volunteer program, etc.) Summarize your involvement.

- Interview 3 organizational sponsors concerning their responsibilities and summarize findings. ***OR*** during your internship, be an active sponsor/participant in a phase of student life and document results.

- Generate a list of ways to get the "good news" about your student and campus success to the community.

- Assist a building administrator with establishing positive relations with one of the campus support groups (custodial, food service, paraprofessional) and plan/lead an act of recognition for this group. Provide a description.
- Participate and document involvement in at least one community service project. (Trash Off, church event in Mesquite, Mesquite Rodeo Parade…)
- Become familiar with the responsibilities of the counselors (also, counselor/registrar) on your campus. Document your findings.
- Create and implement an event/program to boost morale. Provide documentation.

## Instruction

- Using data over the last 3 years, write a brief history of your campus performance and improvement efforts. Include a study of last year's AEIS report, outlining the strengths and areas for improvements.

- Interview 2 teachers. Create a Venn diagram comparing and contrasting the utilization of technology in their classroom. Write a paragraph that compares the existing practice to the technology TEKS.

- Examine the usage of the district online curriculum on your campus

by selecting three teachers outside your grade level/content area.
Interview each teacher individually using the following questions.

*To what extent do you use the on-line curriculum, AWARE?*
*What do you perceive as the strengths of the curriculum?*
*If you have identified weaknesses, please identify those as well.*
*How effective is AWARE? Does your personal data validate your perception?*
*How are decisions made to modify or update AWARE? How often does this occur?*

After the interviews, react to the responses from an campus administrator point of view.

- Adopt a department/grade level outside your teaching assignment. Attend at least 2 meetings and become familiar with their curriculum, alignment, and incorporation of STAAR objectives into their curriculum. Document your findings.

- Identify the steps of developing a master schedule. List all components that must be considered. Discuss the impact on all stakeholders.

- Outline the steps involved in the development of a CIP. Share your involvement in the process. Reflect on the importance of the CIP and student success.

- Identify district and state mandated assessments which are given on your campus. Give the purpose of each test, who takes the test, and how the results are utilized. Which tests are included in state and district accountability?

## Leadership

- Interview a principal regarding hiring on his/her campus. Discuss hiring criteria, appropriate interview questions, references, and the decision-making process.

- Participate in the planning and implementation of a staff development on your campus. Provide an agenda and your reflections about the experience.

- Participate in a district wide project, committee, or initiative. (Example: Destination Imagination, Student Code of Conduct Committee, Job Fair, Mesquite Education Foundation Gala etc.) Keep a log of activities and reflections.

- Identify two people (teacher, campus administrator, district level administrator) in our district who you respect as leaders. Compare and contrast their leadership styles emphasizing why you feel each is effective. Refrain from selecting 2 leaders from the same campus.

- Assist your campus test coordinator with information meeting for teachers on one district mandated test. Help in other ways as assigned by the coordinator. What safeguards are in place to see that the testing protocol is followed?

- Is the PDAS an effective appraisal tool? As an administrator, what could you do to make the process more beneficial to teachers and ultimately our students?

## Optional Activities

These assignments are suggestions for you that we believe would further grow you as a future campus administrator. They are not required, nor do they count toward credit for your internship grade. They are simply activities that some of you may wish to complete.

- Substitute all day in the office. (this would require you to take a personal day unless your schedule otherwise allowed)
- Accompany the principal and/or AP on classroom walks.
- Interview the principal about conferencing on PDAS and the instrument.
- Sit in on a DAT meeting.
- Talk with a administrator about how the INOVA data is used.

- Attend FR (Faculty Representative) meeting.