EdAd 614: Leading Learning Communities Internship
Texas A&M University-Commerce
Course Syllabus

Fall 2014

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COURSE INFORMATION

Textbooks
None

Course Description
Some dates may change, this is a generic draft.
This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building 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 principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4)

synthesize coursework into a meaningful framework of understanding about the role of the principal 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.

Completing the Internship Proposal

Each of you should have done this already.

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.

COURSE REQUIREMENTS

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level understanding

Grading

Grades will be determined on a total point basis covering assignments, journal reflection entries and Supervising Principals input and the instructor's evaluation.

Caveat: I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

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 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.

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 intern meetings 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. 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.

Educational Administration Crosswalk of Competencies and Standards

Texas Competency	ELCC Standard	Course Number	Title
Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported be the school community.	Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	EDAD 615	Leading Effective Schools
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.	Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to 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.	EDAD 607	Using Evaluation and Data to Improve Learning
Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.	Standards 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.	EDAD 626	Using the Law in educational Practice

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.	Standard 2: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by promoting a positive school culture, providing and effective instructional program, applying best practices to student learning.	EDAD 619	Designing Curriculum for Effective Instruction
Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.			
Competency 006: The principal knows how to 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.	NA	EDAD 574	Developing the Quality Instructional Programs
Competency 007: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.	NA	EDAD 607	Using Evaluation and Data to Improve Learning
Competency 008: The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.	Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and	EDAD 656	Building Capacity for Effective Learning

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.	effective learning environment.		
NA	Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	EDAD 508	Facilitating Learning for Diverse Students
Competencies 001-009	Standard 7: 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 school district personnel for graduate credit.	EDAD 614	Leading the Learning Community Internship
University Requirement	NA	EDED 595	Using Research for Best Practice
Competencies 001-009	All ELCC Standards	EDAD 554	Leading the Learning Community

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 and deadlines are as follow:

Log 1 October 5 or Feb 8 50 hours complete

Log 2 November 2 or March 15 100 hours complete
Log 3 November 30 or May 1 160 hours complete

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.

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 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 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.

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.
- 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 intern.
- While the aspiring administrator is available to assist you with a variety of tasks, please try to vary the assignments so that the intern can see all areas of administration.
- The aspiring administrator is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development, preferably something administrative but useful to the campus.
- 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.

COURSE REQUIREMENTS

Class Participation
It is my expectation that all students participate fully in all activities and assignments in order to maximize their learning experience. 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).

Regardless of circumstance, each assignment is due on the date specified.

You are expected to 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 three times during the semester.

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

Campus Visits
You will meet individually with the instructor during the semester at time mutually agreed upon by you and the instructor. During those meetings, I will make a campus visit, which will include the following:

- A visit with the principal
- A visit with the intern
- A campus tour (first visit)

You should be in contact with the instructor to set dates for the campus visit. Ideally, a period of time should go by prior to the campus 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

Philosophy Statement
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. State test 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

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 colleages.
Presentations are due **November 16**. Your presentation should be uploaded to E-College's Doc Sharing in order to be viewed by each member of the class and the instructor.

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

Shadowing Activity
Shadow a principal (a head campus principal) for at least half a day on another campus and a different level. One full day shadowing a principal on your home campus. Provide a written reflection of each of these shadowing activities based on the questions listed below. The reflection should be places in ecollege and email the instructor to let them know it is submitted. Each set of responses should have the following information:

- Student's name
- Date of shadowing; time of shadowing
- Principal who was shadowed; length of time this person has served as principal
- The campus 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 principal?
- What insight or learning took place during the shadowing experience?
- How could the shadowing experience impact your practice (1) as a future principal 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 principal?

The shadowing activity is due **December 1**.

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
This will be in an electronic format.
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 6 weeks)
- 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 (see internship handbook)
- Required Standards-based Activities (see internship handbook)
- Professional Development Activity (see internship handbook)
- 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. A minimum one page pager stating what you learned.

The portfolio is due
December 5.

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.

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 614. 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 brower 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.tamucommerce.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 regular 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 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 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 6th 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 (6th 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

Students with Disabilities

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

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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 graduated 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.