EdAd 597: Probationary Principal Internship

Texas A&M University-Commerce

Course Syllabus

Spring 2015

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COURSE INFORMATION

Textbooks


Course Description
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. 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 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 probationary 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. Additionally, the student will focus learning on the Texas competencies. 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.

**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.

**Assignments**

1. To assist you in preparing for the TExES 068 and to facilitate your understanding of the role of the principal, you will make a power point to explain each chapter of the Wilmore text. Be specific and detailed in the power point. (See chart last page for due dates)

2. Prepare nine 2-3 page reflections (one for each competency) to explain how you worked with each competency during the semester. Each reflection should indicate the competency, the number of hours you spent working with the competency, and how you addressed the competency in your work. Due Monday 4/20

3. Take a practice exam and send me documentation of your completion. Due Friday 5/1

4. Meet with me three times during the semester. Because I have to drive many hours to visit, you MUST be available at the arranged time.

**Grading**
Grades will be determined on a total point basis covering assignments, reflections and Supervising

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
60-69 = D = Below Average
69-below = F = Unacceptable

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EdAd 597. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

**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 assignments. This requires that these documents be submitted on-time to the supervising professor.

2. The quality of any projects completed as part of the activities.

**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:
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.

**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.

**COMMUNICATION AND SUPPORT**

**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.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**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 Webpage.

**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 (972) 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 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.

Assignments:

1. To assist you in preparing for the TExES 068 and to facilitate your understanding of the role of the principal, you will make a power point to explain each chapter of the Wilmore text. Be specific and detailed in the power point.

<table>
<thead>
<tr>
<th>Powerpoint Assignment</th>
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<tbody>
<tr>
<td>Get Wilmore Book</td>
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<td>Competency 001 Wilmore</td>
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<td>Competency 009 Wilmore</td>
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<tr>
<td>Nine reflections are due</td>
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<tr>
<td>Practice Exam or 068 evidence due</td>
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</table>
2. Prepare nine 2-3 page reflections (one for each competency) to explain how you worked with each competency during the semester. Each reflection should indicate the competency, the number of hours you spent working with the competency, and how you addressed the competency in your work. **Due Monday 4/20**

3. Take a practice exam or the actual 068 and send me documentation of your completion. **Due Friday 5/1**

4. Meet with me three times during the semester. Because I have to drive many hours to visit, you MUST be available at the arranged time.

These assignments can be sent by email to james.vornberg@tamuc.edu.