



# 2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [redacted]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division  
Texas Education Agency  
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Austin, TX 78701-1494

Application stamp-in date and time

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## Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

Pre-award costs are permitted.

Pre-award costs are not permitted.

## Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

- 1. IHE/EPP scope and sequence
- 2. IHE/EPP instructional coaching protocols
- 3. IHE/EPP course syllabus
- 4. IHE/EPP evaluation process and metrics

## Applicant Information

Name **Greenville ISD** CDN or Vendor ID **116905** ESC # **10** Campus #  DUNS # **159172014**

Address **4002 Moulton Street, P.O. Box 1022** City **Greenville** ZIP **75403** Phone **903-457-2526**

Primary Contact **Demetrus Liggins** Email **ligginsd@greenvilleisd.com**

Secondary Contact **Sharon Boothe** Email **boothes@greenvilleisd.com**

## Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Demetrus Liggins/Supt.** Signature  Date

Grant Writer Name **Donna Walton** Signature  Date

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

701-18-105-044

**Shared Services Arrangements**

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand  
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.  
 SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Principal turnover is higher than state averages. Recruit 10 principal candidates to fill position vacancies in Greenville ISD and Boles ISD.	GISD and BISD will identify effective educators from among the current staff to serve as principal candidates. (1) Select teachers who exhibit instructional leadership, communication, and problem solving; (2) Match each candidate with a mentor; (3) Provide stipend for participation.
Only 19% of principals from diverse backgrounds. Select principal candidates to mirror student population which is predominantly Hispanic (41%)	Increase the diversity of the principal candidate pool to match the diversity of the district. (1) Develop recruitment plan for diverse populations; (2) Enroll principal candidates in 2 year Masters & Principal Preparation program to earn credentials to serve as principal in districts; (3) Provide tuition & certification fees.
Assistant principals on average are employed in the districts for six years. Employ Principal Preparation Program interns as principals in GISD & Boles ISD.	Candidates with a master's degree will complete a 1 year Principal Preparation Program in Educational Leadership to earn credentials to serve as a principal in Greenville ISD. 1) Provide TExES Principal preparation to prepare the candidate to meet standards on credentialing exam; (2) Provide tuition and certification fees.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Texas A&M University Commerce Educational Administration and Principal Preparation Program two-year residency period, 100% of the principal candidates will graduate with a Master of Education in Educational Administration and principal certification qualifying them to serve as a principal in Greenville ISD and Boles ISD.  
 By the end of the Texas A&M University Commerce Principal Preparation Program one-year residency period, 100% of the principal candidates will graduate with a principal certification qualifying them to serve as a principal in Greenville ISD and Boles ISD.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

- Benchmark: Recruitment process completed and 10 teachers identified for the residency program by May 2018.
- Benchmark: Texas A&M University Commerce faculty meet with principal candidates.
- Benchmark: Masters Program candidates meet enrollment requirements, receive stipend, and pay tuition/fees by May 2018.
- Benchmark: Principal mentors matched to each principal candidate and meetings begin in June 2018.
- Benchmark: Principal Preparation Program candidates (hold a master degree) complete enrollment requirements, receive stipend, and pay for 9 credit hours by August 2018.
- Benchmark: Enrolled Masters candidates successfully complete 9 credit hours toward a Master degree by August 2018.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

Benchmark: Principal mentors meet with mentee each week.  
 Benchmark: Texas A&M University Commerce complete 1 site visit with each principal candidate by December 2018.  
 Benchmark : Enrolled Master's program candidates successfully complete a total of 18 credit hours toward a Master of Education in Educational Administration by December 2018.  
 Benchmark: Enrolled Principal Preparation Program candidates successfully complete a total of 18 credit hours by December 2018.  
 Benchmark: Texas A&M University Commerce Master's Program and Principal Preparation Program candidates tuition/fees paid for nine credit hours by December 2018.

**Third-Quarter Benchmark:**

Benchmark: Principal mentors meet with mentee each week.  
 Benchmark: Texas A&M University Commerce faculty complete 2 site visit with each principal candidate by June 2019.  
 Benchmark : Enrolled Master's program candidates successfully complete a total of 18 credit hours toward a Master of Education in Educational Administration by May 2019.  
 Benchmark: Enrolled Principal Preparation Program interns successfully complete a total of 18 credit hours by May 2019.  
 Benchmark: Texas A&M University Commerce Master's Program and Principal Preparation Program candidates pay tuition/fees paid for 9 credit hours by May 2019 (for summer classes).

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Under the direction of the Greenville ISD Deputy Superintendent for Curriculum and Instruction, the Strategic Planning Team of university and collaborating district educators drafted a Principal Preparation grant plan. The design plan outlines SMART goals, objectives, benchmarks, activities, and performance outcomes for each semester of the project. Also, a grant timeline was created to specify the date the activities will be initiated and expected date of completion for each benchmark and performance outcome. The Deputy Superintendent will guide the Strategic Planning Team in utilizing established Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will use the timeline to collect and analyze student and project level data at the end of each semester.

**Adjustments to the Plan:** Problems and challenges are inevitable when implementing a grant program, no matter how well a program is planned. The Strategic Planning Team will collect data on project implementation and principal candidate progress in coursework. In addition, feedback from project stakeholders will be collected using university course evaluations and Texas Education Agency surveys. The team will meet at the end of each semester. When necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period.

**Communication:** Implementation is a process, not an event. Communication is the key to success. The Strategic Planning Team will serve as a conduit of communication between the principal candidates, districts, and university. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports will be created at the end of the first semester (fall 2018) and presented to the Greenville ISD and Boles ISD Superintendents and the District Improvement Committees in each district. Summative evaluation reports will be created at the end of the school year (spring 2019) and presented by the Superintendents to each Board of Trustees. Board reports will be published on both district websites.

**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Greenville ISD and Boles ISD will collaborate with the Texas A&M Commerce University Master of Educational Administration and Principal Preparation Program to build strong campus leaders through principal residencies. Greenville ISD and Boles ISD educators selected as principal candidates will enter the two year program in the summer of 2018 and graduate with a 36 credit hour Master's degree in Educational Administration from the Texas A&M University Commerce and professional principal certification. Greenville ISD educators who hold a Master's degree will enter the Principal Preparation Program as a principal intern to earn 27 hours of graduate hours in Educational Administration and a principal certification to teach in Texas. Each program requires a principal internship which includes one hundred sixty (160) hours of field experience. Principal candidates will participate in sustained and rigorous clinical learning at their assigned campus to develop substantial leadership responsibilities based on existing and proposed principal standards. Upon the successful completion of the principal preparation program, the student will have actively participated in the activities and duties of a practicing administrator. The student will be able to:

1. articulate a vision for a school;
2. effectively communicate and collaborate with a diversity of stakeholders;
3. demonstrate integrity and ethical behavior in a principal setting;
4. demonstrate mastery of curriculum, instruction, and assessment;
5. articulate the cultural norms of the campus, district, and community;
6. develop staff development and staff evaluation;
7. demonstrate ability to make decisions and lead in problem solving;
8. discuss school needs in finance, personnel, and technology;
9. identify issues in the physical plant and safety.

The field experiences will be verified by the campus administrative supervisor serving as a mentor regarding routine and special duties or projects to include:

- Professional Development focus: Interns will complete a Pre and Post Observation cycle through Texas Teacher Evaluation and Support System (T-TESS) to identify areas of strength and receive feedback on growth areas, develop strategies to motivate staff to meet performance expectations, and to communicate staff development and retention efforts to meet school improvement goals. Through the process, the intern will gain experience in the educator evaluation process and holding a variety of leadership roles in the school.
- Curriculum and instruction projects: The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. Teacher candidates in the principal preparation program will use the TAIS common framework to identify five areas of need at their campus. The intern will be responsible for collaboratively developing SMART (specific, measurable, attainable, relevant, time bound) school improvement goals, identifying and implementing interventions, and monitoring growth based on critical success factors and performance targets. Through the process, candidates will develop strategies for leading effective school improvement to address and resolve significant challenges in the school.
- Special Education/Special Programs Focus: As part of the internship, principal candidates will disaggregate data to conduct a comprehensive needs assessment, work pro-actively to examine quarterly progress measures and utilize best practices to improve teaching and learning.

Additional projects will include inventory of books, equipment, or materials; attendance at organizational meetings such as professional development, parent, or student groups; development of reports or surveys such as: Custodial services, maintenance needs, health and safety, duty assignments, and curriculum and instruction; and other administrative duties as assigned.

Future school leaders in the Texas A&M Commerce Masters in Educational Administration and Principal Preparation Program will undertake sustained and rigorous clinical learning in an authentic school setting to develop competency and skills in school community leadership, instructional leadership, and administrative leadership capacities.

**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Greenville ISD has developed a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria Consider Standards and Research. The district search committee has developed selection criteria based on the proposed Chapter 149 Commissioner's Rules Concerning Administrator Standards, the new principal TExES Principal (268) test, and Performance Assessment for School Leaders (PASL) when recruiting diverse and qualified candidates:

Criteria 1: School Community Leadership - The candidate has demonstrated the ability to address and resolve a significant school improvement challenges to positively influence practice and student learning.

Criteria 2: Instructional Leadership - The candidate has demonstrated evidence of prioritizing and completing professional development, reviewing student work, and using feedback to positively impact student achievement.

Criteria 3: Administrative Leadership: The candidate has built collaborative relationships within the school to improve instructional practice, student achievement, and the school culture.

This information is supplemented with data from a GISD Administrative job application, committee interviews, and on-site performance tasks that the committee systematically collects during the interview process.

- Job Application – GISD and BISD are in the process of revising the application to meet school leadership standards and the T-PESS (Texas Principal Evaluation and Support System) developed by the Texas Education Agency.
- Committee Interview – At least 10 interview questions will provide committee members with a more holistic view of the principal candidate focusing on effective predictors of future performance, hiring priorities and professional standards. Question responses will be recorded, and interviewees will independently rate candidate performance. During a meeting after all interviews are complete, search committee members will identify three to finalist; and
- Selection - The committee will select 10 candidates to enter the program.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Greenville ISD and Boles ISD will partner with the Master of Education Degree Program in Educational Administration and Principal Preparation Program at Texas A&M University Commerce to provide intensive principal preparation.

EDAD 615\*\*—Leading Effective Schools (First Course)

EDAD 595 —Using Research for Best Practice

EDAD 626\*\*—Using the Law in Educational Practice

EDAD 656 —Building Capacity for Powerful Learning

EDAD 619\*\*—Designing Curriculum

EDAD 607\*\*—Using Evaluation and Data to Improve Learning

EDAD 508\*\*—Facilitating Learning for Diverse Students

EDAD 561 —Multicultural Education

Practicum/Internship Semester at end of program (Fall or Spring Only):

EDAD 554\*\*—Leading the Learning Community

EDAD 610\*\*—Leading the Learning Community Practicum

The 27 hour Principal Preparation program includes all Master's degree hours except: EDAD 595 —Using Research for Best Practice; EDAD 656 —Building Capacity for Powerful Learning; and EDAD 561 —Multicultural Education

A scope and sequence is attached to the grant application.

**Statutory/Program Requirements (Cont.)**

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The Texas A&M Commerce assessment process includes comprehensive exams in each Educational Administration course. 100% of students are expected to pass comprehensive exams that include:

1. comparison of leadership theories and critiques of their effectiveness.
2. differentiation of educational philosophies and integration of ideas into a personal philosophy of education.
3. analysis and summarization of educational data utilizing statistical software.
4. creation of research designs for educational problems.

Evaluation metrics have been created to support rigorous clinical learning in an authentic school setting based on Texas Principal Standards:

**School Community Leadership** - Candidates are to continually review and restructure the campus vision to address changing circumstances based on relevant data, including student cultural histories and contexts. The candidate will work with teams to guide others in realizing the vision and enhance the vision to include cultural competence of the district and region. A Principal Internship Time Log is provided to document principal candidate attendance and participation in campus and district meetings.

**Instructional Leadership** - Candidates are expected to implement effective curriculum programs and instruction practices, use data to continually monitor and revise implementation, and solicit feedback to analyze the impact of school improvement initiatives on student learning. Campus Improvement Plans are used to document principal candidate participation.

**Executive Leadership** - The candidate is expected to continually move the learning community toward the shared vision of promoting success of all students. The Principal Internship Observation Form is used by university faculty during the internship to monitor candidate performance in using communication strategies to develop meaningful and positive relationships, treat challenges as opportunities, and support staff through changes.

**Strategic Operations** - The candidate is to use the continuous cycle of analysis for evaluating multiple programs, systems, and school/program issues. The Principal Internship Evaluation Form is used by campus and university supervisors to evaluate the candidate's to model and inspire others in the learning community to use the cycle of analysis to examine difficult school issues and to improve student learning.

The Texas A&M Commerce Evaluation Metrics used in the program are provided as an attachment to the grant application.

**Statutory/Program Assurances**

The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities  to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

The LEA must assure that residents do not hold a principal certification in the state of Texas.

The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

**Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Travel costs for officials (Executive Director/Superintendent/Board Members)	2,000
2. Substitute costs for resident teachers (\$80/sub x 10 residents x 3 days)	2,400
3. Stipend for residents (\$9620 x 10 principal interns)	80,000
4. Stipends for mentor principals (\$1000 x 10 mentors)	10,000
5. Certification exam costs for residents (3 exams = \$741 x 10 principal interns)	7,410
6. Travel for participants Principal Prep Training (June 2018, Austin)	14,590
7. Curriculum/textbooks for principal interns	13,000
8. Travel for university faculty to visit sites	600
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Total grant award requested







**Master of Education  
Educational Administration  
Department of Educational Leadership**

**Educational Administration Master's Degree - 30 hour program (Approved for graduation after September 1, 2012)  
Principal Certification Program - 21 hour program**

	Fall 1 2016	Fall 2 2016	Spr 1 2017	Spr 2 2017	Sum 1 2017	Sum 2 2017	Fall 1 2017	Fall 2 2017	Spr 1 2018	Spr 2 2018
2015-	8.29.16-	10.31.16-	1.17.17-	3.22.17-	6.5.17-	7.10.17-	8.28.17-	10.30.17-	1.16.18-	3.17.18-
2017	10.14.16	12.16.16	3.3.17	5.5.17	7.6.17	8.10.17	10.13.17	12.15.17	2.28.18	5.11.18
<b>Fall 2016</b>	EDAD 615* EDAD 595	EDAD 626* EDAD 656*	EDAD 619* EDAD 561	EDAD 508 EDAD 607*	MAKE UP or RELAX	MAKE UP or RELAX	EDAD 554* EDAD 610*	EDAD 610	GRAD 12/15/17	
<b>Spring 2017</b>			EDAD 615* EDAD 595	EDAD 626* EDAD 656*	EDAD 619* EDAD 561	EDAD 508 EDAD 607*	EDAD 554* EDAD 610*	EDAD 610	GRAD 12/15/17	
<b>Summer 2017</b>					EDAD 615* EDAD 595	EDAD 626* EDAD 656*	EDAD 619* EDAD 561	EDAD 508 EDAD 607*	EDAD 554* EDAD 610*	EDAD 610 GRAD 05/11/18

**THIS COURSE SEQUENCE IS REPEATED EACH ACADEMIC YEAR.**

**Master's Degree w/ P. Cert. Courses: IN THIS ORDER**

EDAD 615\*\* — Leading Effective Schools (First Course)  
 EDAD 595 — Using Research for Best Practice  
 EDAD 626\*\* — Using the Law in Educational Practice  
 EDAD 656 — Building Capacity for Powerful Learning  
 EDAD 619\*\* — Designing Curriculum  
 EDAD 607\*\* — Using Evaluation and Data to Improve Learning  
 EDAD 508\*\* — Facilitating Learning for Diverse Students  
 EDAD 561 — Multicultural Education

Practicum/Internship Semester at end of program (Fall or Spring Only):  
**NOT AVAILABLE DURING SUMMER TERM**

EDAD 554\*\* — Leading the Learning Community  
 EDAD 610\*\* — Leading the Learning Community

\*\* Required for Principal Certification Only

**Principal Cert. ONLY Courses: IN THIS ORDER**

EDAD 615\*\* — Leading Effective Schools (First Course)  
 EDAD 626\*\* — Using the Law in Educational Practice  
 EDAD 619\*\* — Designing Curriculum  
 EDAD 508\*\* — Facilitating Learning for Diverse Students  
 EDAD 607\*\* — Using Evaluation & Data to Improve Learning

Practicum/Internship Semester at end of program (Fall or Spring Only):  
**NOT AVAILABLE DURING SUMMER TERM**

EDAD 610\*\* — Leading the Learning Community Practicum (Full Fall or Spring)  
 EDAD 554\*\* — Leading the Learning Community (Fall 1 or Spring 1)  
 These two courses **MUST** be taken together after ALL prerequisites are complete  
 \*\* Required for Principal Certification Only

Educational Administration  
Principal Internship  
Scope and Sequence



Texas A&M University–Commerce  
Department of Educational Leadership  
Commerce, Texas

[EducationalLeadership@TAMUC.edu](mailto:EducationalLeadership@TAMUC.edu)

## Welcome

Welcome to the Texas A&M University-Commerce principal internship EDAD 614. You have absorbed all of that administrative theory, analyzed those tricky case studies, and mentally projected yourselves into key coordinator roles. Now will be your chance to put theory into practice as you work closely with your mentor in an active leadership situation. This is a time to excel since many high-producing interns soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

### Preparing for the Principal Internship-EDAD 614

1. Each student shall have completed 24 hours (eight courses) of coursework prior to taking EDAD 554 and the EDAD 614 internship (these are your FINAL two classes).
2. The candidate shall have maintained high academic standards on previous courses.
3. The candidate shall have demonstrated exceptional ethical and moral behavior.
4. **The student must submit the Internship Information Form (Appendix A), the signed permission form from an experienced school principal who has agreed to serve as campus supervisor (Appendix B), and the code of Ethics Form (Appendix C) as one PDF document to Educational Leadership@TAMUC.edu by the required deadline dates. This is your completed application!**
5. The Internship is offered only in the Spring and Fall semesters. **July 1** is the deadline for Fall semester internship applications. **November 1** is the deadline for Spring semester applications. Failure to meet these deadline dates will delay your internship to the next semester.
6. Upon receipt of the completed internship application, an Educational Leadership representative will clear each student to register for an EDAD 554 and a “holding” section of EDAD 614. Students will be emailed these clearances as soon as possible after receipt of completed application.
7. Once each student has been assigned to a university supervisor who will service their geographic location, the student will be moved by the department into the correct section for that supervisor.

## **Assignments for the Internship**

1. Working with the principal and members of the leadership team, the intern will document at least 160 clock hours of activities that demonstrate proficiency in the Texas Competencies. You may submit an excel spreadsheet patterned after the example on page 15 or make multiple copies of page 15 for submission.
2. The candidate will submit electronic monthly logs of administrative activities to their university supervisor.
3. The intern will submit electronic periodic assignments through eCollege based on the Texas Competencies. The assignments may be such items as school leadership, curriculum, school-community events, conferences, and self-evaluations.
4. The candidate will arrange for three forty-five minute sessions of intern leadership demonstration for the university supervisor's observations.
5. At the end of the semester the candidate will submit an electronic portfolio to their university supervisor containing:
  - A. Leadership time log indicating activities, competencies, and time.
  - B. Daily journal, including the competencies addressed.
  - C. Special projects of the intern, including documentation of competency proficiencies.
  - D. Reflections of internship activities based on the Texas Competencies.
  - E. Any other deliverables assigned by university supervisor.

## Internship Project Proficiency Activities

The candidate's log and special projects must document activities demonstrating proficiency with each competency.

<b>Texas Competencies</b>		<b>Suggested Activities</b>
001	<p><b>Knowledge of vision of learning</b></p> <p>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 by the school community.</p>	<ul style="list-style-type: none"> <li>• Participate in the development of a campus vision</li> <li>• Participate in the selection and survey of a campus culture</li> <li>• Create a process for recognizing faculty and students</li> <li>• Provide a written 5 year vision if you were principal</li> </ul>
002	<p><b>Knowledge of communication and collaborative skills</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Participate in principals' meetings with parents and staff</li> <li>• Assist with school-community programs and projects</li> <li>• Attend PTA and booster meetings where appropriate</li> <li>• Assist in conducting a needs assessment</li> <li>• Plan activities to increase parent involvement</li> <li>• Prepare a monthly newsletter to staff and parents</li> <li>• Prepare news releases or articles for various media</li> <li>• Prepare written communication for faculty, students, parents and community</li> <li>• Prepare a plan to market your campus to the community.</li> <li>• Meet with community agencies concerning available services and funds</li> </ul>
003	<p><b>Knowledge of ethics and integrity</b></p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> <li>• Accompany administrator to court hearing related to a school problem</li> <li>• Review and analyze the campus ethics</li> <li>• Participate in ethical decision-making</li> <li>• Review district and school's policies and procedures</li> <li>• Assist in conducting review and submission of all necessary reports of accidents</li> <li>• Review school responsibilities involved with federal programs</li> <li>• Make report to faculty on a recent legal decision</li> </ul>
004	<p><b>Knowledge of curriculum, instruction, and assessment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Relate benchmark data to needed intervention</li> <li>• Assist in administration of standardized test</li> <li>• Participate in long range planning</li> <li>• Participate in the co-curricular and extra curricular programs</li> <li>• Participate in the development of action research</li> <li>• Attendance at meetings of curriculum committee</li> </ul>

005	<p><b>Knowledge of effective instructional program and campus culture</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Create a cultural analysis of the campus</li> <li>• Assist in preparing a master schedule</li> <li>• Participation in scheduling activities</li> <li>• Participate in implementation of a curricular change</li> <li>• Discussion of curriculum development with administrators</li> <li>• Review tardy and absentee policies</li> <li>• Develop a positive reward program for improving tardy and absentee rates</li> <li>• Participate in student conduct interventions and hearings</li> </ul>
006	<p><b>Knowledge of staff evaluation and development</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Conduct teacher appraisal or walk-through visits</li> <li>• Present staff development sessions</li> <li>• Sit in on interviews with prospective faculty and staff</li> <li>• Review resumes to select interview candidates</li> <li>• Conduct a study personnel turnover for the past five years</li> <li>• Develop a conference or staff development program</li> <li>• Analysis/revision of non-certified staff job description</li> <li>• Development and revision of rules, requirements and policies</li> </ul>
007	<p><b>Knowledge of decision making and problem solving</b></p> <p>The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Serve as mediator for teacher-parent disputes</li> <li>• Participate in site-based decision making committee meeting</li> <li>• Suggest strategies to assist teachers with a problem area</li> </ul>
008	<p><b>Knowledge of finance, personnel, and technological use</b></p> <p>The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> <li>• Assist in budget preparation</li> <li>• Participate in interviews for teaching positions</li> <li>• Demonstrates use of technology to teachers or staff</li> <li>• Analyzes student or faculty handbook</li> <li>• Participate in the location and utilization of computers</li> <li>• Review school/district management information systems</li> </ul>
009	<p><b>Knowledge of physical plant and safety knowledge</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Check campus facilities</li> <li>• Organize and supervise a school event</li> <li>• Assist in coordinating and supervising testing</li> <li>• Participation in administrative team activities</li> <li>• Review safety/health procedures and reports; disaster plans</li> <li>• Interview a member of the custodial staff</li> <li>• Review order for plant maintenance supplies</li> </ul>

## Objectives

It is anticipated that the principal interns will be able to demonstrate competence in each of the nine objectives included in the recommended Texas listing.

### 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 by 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

<p>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.</p>	<p>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.</p>	<p>EDAD 619</p>	<p>Designing Curriculum for Effective Instruction</p>
<p>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.</p>			
<p>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.</p>	<p>NA</p>	<p>EDAD 574</p>	<p>Developing the Quality Instructional Programs</p>
<p>Competency 007: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<p>NA</p>	<p>EDAD 607</p>	<p>Using Evaluation and Data to Improve Learning</p>
<p>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.</p>	<p>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 effective learning environment.</p>	<p>EDAD 656</p>	<p>Building Capacity for Effective Learning</p>
<p>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.</p>			



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	EDAD 595	Using Research for Best Practice
Competencies 001-009	All ELCC Standards	EDAD 554	Leading the Learning Community

**EDAD 614: Leading Learning Communities**  
**Internship Texas A&M University-Commerce**  
**Course Syllabus**  
**COURSE INFORMATION**

**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. 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.

**Textbooks**

None required.

## **Completing the Internship Proposal**

Each of you should have done this already. Be sure that you have planned activities to meet all nine competencies.

### **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 Handbook.
3. Conferencing with the intern concerning expectations, activities, areas of skills and knowledge development found in the Principal Internship Handbook.
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. Conferencing with the university 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

### **Assignments**

Assignments are to be turned in electronically in the appropriate Drop box no later than the date they are due for full credit.

### **Discussions**

Each student is expected to participate through eCollege. This will be where the intern and the instructor communicate on assignments and also where you communicate with other interns. Through the eCollege website there will be a weekly discussion where interns are required to respond to the topic question or video and interact with other interns in the class. Class participation will be monitored by the professor. Intern responses can be used in the final electronic portfolio to document the nine principal competencies.

### **Grading**

Grades will be determined on a total point basis covering assignments, journal reflection entries, the campus administrator's input, and the university supervisor'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 according to guidelines from the Texas Education Agency (TEA). Interns shall complete a log every six weeks and submit it to the university supervisor. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mail, reports). Artifacts may be shared with supervisors during visits and must be documented in the intern's final electronic portfolio.
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. A minimum of two reference citations should be part of each reflection. Examples of cited references in reflection assignments are in eCollege.
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 activities should be evaluated in a two page reflection and also documented in the internship 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 begin your network, 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 may be presented to the university supervisor during visits and scanned into an electronic portfolio by the final submission date.

7. *Competencies.* Each intern will participate in each of the following.

Texas Competencies		Suggested Activities
001	<p><b>Knowledge of vision of learning</b></p> <p>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 by the school community.</p>	<ul style="list-style-type: none"> <li>• Participate in the development of a campus vision</li> <li>• Participate in the selection and survey of a campus culture</li> <li>• Create a process for recognizing faculty and students</li> <li>• Provide a written 5 year vision if you were principal</li> </ul>
002	<p><b>Knowledge of communication and collaborative skills</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Participate in principals' meetings with parents and staff</li> <li>• Assist with school-community programs and projects</li> <li>• Attend PTA and booster meetings where appropriate</li> <li>• Assist in conducting a needs assessment</li> <li>• Plan activities to increase parent involvement</li> <li>• Prepare a monthly newsletter to staff and parents</li> <li>• Prepare news releases or articles for various media</li> <li>• Prepare written communication for faculty, students, parents and community</li> <li>• Prepare a plan to market your campus to the community.</li> <li>• Meet with community agencies concerning available services and funds</li> </ul>
003	<p><b>Knowledge of ethics and integrity</b></p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> <li>• Accompany administrator to court hearing related to a school problem</li> <li>• Review and analyze the campus ethics</li> <li>• Participate in ethical decision-making</li> <li>• Review district and school's policies and procedures</li> <li>• Assist in conducting review and submission of all necessary reports of accidents</li> <li>• Review school responsibilities involved with federal programs</li> <li>• Make report to faculty on a recent legal decision</li> </ul>
004	<p><b>Knowledge of curriculum, instruction, and assessment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Relate benchmark data to needed intervention</li> <li>• Assist in administration of standardized test</li> <li>• Participate in long range planning</li> <li>• Participate in the co-curricular and extra curricular programs</li> <li>• Participate in the development of action research</li> <li>• Attendance at meetings of curriculum committee</li> </ul>

005	<p><b>Knowledge of effective instructional program and campus culture</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Create a cultural analysis of the campus</li> <li>• Assist in preparing a master schedule</li> <li>• Participation in scheduling activities</li> <li>• Participate in implementation of a curricular change</li> <li>• Discussion of curriculum development with administrators</li> <li>• Review tardy and absentee policies</li> <li>• Develop a positive reward program for improving tardy and absentee rates</li> <li>• Participate in student conduct interventions and hearings</li> </ul>
006	<p><b>Knowledge of staff evaluation and development</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Conduct teacher appraisal or walk-through visits</li> <li>• Present staff development sessions</li> <li>• Sit in on interviews with prospective faculty and staff</li> <li>• Review resumes to select interview candidates</li> <li>• Conduct a study personnel turnover for the past five years</li> <li>• Develop a conference or staff development program</li> <li>• Analysis/revision of non-certified staff job description</li> <li>• Development and revision of rules, requirements and policies</li> </ul>
007	<p><b>Knowledge of decision making and problem solving</b></p> <p>The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Serve as mediator for teacher-parent disputes</li> <li>• Participate in site-based decision making committee meeting</li> <li>• Suggest strategies to assist teachers with a problem area</li> </ul>
008	<p><b>Knowledge of finance, personnel, and technological use</b></p> <p>The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> <li>• Assist in budget preparation</li> <li>• Participate in interviews for teaching positions</li> <li>• Demonstrates use of technology to teachers or staff</li> <li>• Analyzes student or faculty handbook</li> <li>• Participate in the location and utilization of computers</li> <li>• Review school/district management information systems</li> </ul>
009	<p><b>Knowledge of physical plant and safety knowledge</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Check campus facilities</li> <li>• Organize and supervise a school event</li> <li>• Assist in coordinating and supervising testing</li> <li>• Participation in administrative team activities</li> <li>• Review safety/health procedures and reports; disaster plans</li> <li>• Interview a member of the custodial staff</li> <li>• Review order for plant maintenance supplies</li> </ul>

The intern will choose activities based on his or her self-assessment, assessment by the campus supervisor, and collegial assessment.

## **Internship Log and Reflections**

Internship logs must be submitted on eCollege to the university professor at six-week intervals during the entire internship experience. Each log should have the signature of the campus supervisor and the principal intern with dates by the signatures. Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the intern has logged. Suggested hour completion and deadlines are as follows:

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. The intern should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 6<sup>th</sup> edition, in citations used. 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 university 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 and Principal Internship Observation Forms**

The intern should complete a self assessment profile prior to creating the internship proposal. The self assessment profile should document competencies or the goals to meet the nine principal competencies. The intern will present the results of the profile to the campus supervisor prior to discussing the internship proposal with the campus and university supervisors. A minimum of three **Principal Internship Observation Forms** will be completed during the semester. This process provides the intern, the campus supervisor, and the university supervisor with a basis for evaluating the intern's progress during the internship. The campus supervisor will also complete a **Principal Internship Evaluation Form**. All completed assessment profiles must be submitted to the university as part of the intern's final portfolio.

## **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.

- 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.
- Schedule the aspiring administrator to shadow you during a full day. The intern 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. to 7 p.m.) so that the intern 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**

Interns should 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.

Interns 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 intern will meet with the instructor a minimum of 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 or the campus supervising administrator
- 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 PowerPoint**

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. The 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 your colleagues. Presentations are due **April 12**. Your presentation should be uploaded to 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 the campus principal for a full day (or two half days) and a principal for at least half a day on another campus at a different level. Provide a written reflection of each of these shadowing activities based on the questions listed below. The reflection should be placed in eCollege. Each set of responses should have the following information:

- Student's name
- Date of shadowing and time of shadowing
- Principal who was shadowed and length of time this person has served as principal
- The campus where shadowing took place with district name
- Include the identification of the person or persons responding to questions during the visit
- Questions should be 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 and what questions were asked?
- What advice or coaching was provided by the principal?

The shadowing activity is due **April 26**.

*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

The portfolio will be in an electronic format (flash drive) and should document all of the required internship activities including:

- Final professional resume
- Artifacts that document each of the seven standards
- Philosophy statement PowerPoint
- Shadowing activities (off campus and on campus)
- Logs (you need a minimum of 160 hours accrued; see Principal Internship Handbook; due every 6 weeks)
- Reflections (due every two weeks; see Principal Internship Handbook) as to your progress in completing the course assignments.
- Self-assessments (see Principal Internship Handbook)
- Required Standards-based Activities (see Principal Internship Handbook)
- Professional Development Activity (see Principal Internship Handbook)
- Provide documentation of all required activities to the instructor by electronic portfolio. The portfolio should be organized in a way that will allow the easy review of all the required materials. A flash drive may be mailed to the instructor and must include a minimum one page paper stating what you learned.

*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

## **Texas A&M University Coaching Protocol**

### **Massive Open Online Professional Informal Learning (MOOPIL) A Virtual Mentoring & Coaching Model**

Massive Open Online Professional Informal Learning (MOOPIL) will provide principal candidates and other school personnel with a convenient online portal to improve their skills through live professional development seminars and recorded videos. The Texas A&M University (TAMU) team will work virtually with 100 administrators to improve implementation of instructional strategies for ELs at school and home.

MOOPIL will offer one continuing professional education (CPE) credit for every hour of training. CPE is required to renew Texas teacher certificates, and classroom teachers must complete 150 hours every five years.

MOOPIL is housed in the Education Leadership Research Center and Center for Research and Development in Dual Language and Literacy Acquisition, and Rafael Lara-Alecio, Regents professor of bilingual education, and Fuhui Tong, associate professor of bilingual education, are co-principal investigators. The program will offer a total of 540 hours of professional development, 260 hours of professional practicum throughout the year and a summer residency on a campus that serves ELs. Researchers on the project also will examine the efficacy of virtual mentoring and coaching for these teachers.







5. 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.

1                      2                      3                      4                      5  
**Comments:** \_\_\_\_\_  
\_\_\_\_\_

6. The principal knows how to implement a staff evaluation and develop a 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.

1                      2                      3                      4                      5  
**Comments:** \_\_\_\_\_  
\_\_\_\_\_

7. The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

1                      2                      3                      4                      5  
**Comments:** \_\_\_\_\_  
\_\_\_\_\_

8. The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

1                      2                      3                      4                      5  
**Comments:** \_\_\_\_\_  
\_\_\_\_\_

9. 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.

1                      2                      3                      4                      5  
**Comments:** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Campus Supervisor

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date