

UNT DALLAS University of North Texas at Dallas
Summer 2012
SYLLABUS

EDAD 5500: Internship 3 semester hours	
Department of	Educational Administration
Division of	Teacher Education & Administration
Instructor Name:	Douglas Shouse
Office Location:	Building 1 Office 201B
Office Phone:	972-780-3061
Email Address:	douglas.shouse@unt.edu
Office Hours:	
Virtual Office Hours:	
Classroom Location:	TBA
Class Meeting Days & Times:	Field Experience – Class meetings to be determined
Course Catalog Description:	Provision for on-the-job experience and professional study in administration and supervision as directed by the student's major advisor. Required for Texas professional certificate for school administration. Not applicable to degree programs. The internship requires 125 hours of experience at either a secondary, middle, elementary, or alternative school site.
Prerequisites:	EDAD 5300, EDAD 5330, EDAD 5390 and EDAD 5400
Co-requisites:	
Required Text:	N/A
Recommended Text and References:	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	The goal of this course is to... 1. To provide the intern with the opportunity to practice administration in the real world of the educational setting. 2. To provide the intern, as well as the University and the local school administration and board, an opportunity to determine the extent of the intern's potential administrative ability. 3. To aid the intern in making professional decisions regarding career choices and specialization development. 4. To assist the sponsoring school district in maintaining a dynamic and viable supply of administrators who will use internship experiences as a basis for continuing professional growth. 5. To provide the intern with activities and experiences that will aid him or her in acquiring and succeeding in that first administrative job. 6. To promote the intern's development of the skills, knowledge, and dispositions leading to a positive impact on student learning.

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

While there is the potential to align with each of the standards, specific competencies and skills are individualized for each candidate based on need, interest, and potential to impact the campus achievement. Activities are identified in the candidate's action plan.

Domain I: School Community Leadership

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.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Ensure that parents and other members of the community are an integral part of the campus culture
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated
- Align financial, human, and material resources to support the implementation of the campus vision
- Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision
- Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities
- Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

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 student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Develop and implement strategies for effective internal and external communications
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- Develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media
- Provide varied and meaningful opportunities for parents to be engaged in the education of their children
- Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

Domain II: Instructional Leadership

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 assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-

- curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

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.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services)
- Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

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.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts
- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff
- Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members
- Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.
- Develop, implement, and evaluate change processes for organizational effectiveness

Domain III: Administrative Leadership

Competency 008: 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.

- Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities
- Collaboratively plan and effectively manage the campus budget
- Use technology to enhance school management

Competency 009: The principal know how to apply principles of leadership and management t the campus physical plan and support system to ensure a safe and effective learning environment.

- Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment]

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

Course Outline

1. Complete the Information Form and submit by e-mail (douglas.shouse@unt.edu) no later than May 11, 2012. It is highly desirable that you submit this and all other forms electronically.
2. Meet with your cooperating administrator no later than May 18, 2012. Work with him/her to gain agreement on the responsibilities you will have throughout your internship experience. This meeting should then provide the content for the development of a plan of action. The format for this plan is listed under forms in your handout page 15. Remember that you are required to complete 125 hours of administrative responsibilities by August 3, 2012.
3. Plan of Action -This document should include:
 - Your goals and objectives for the semester.
 - Specific administrative tasks for which you will be responsible and/or in which you will be involved. Have as broad array of responsibilities as time will permit.
 - Products, programs or other outputs that will be your primary responsibility.
 - Time that will be made available to you so that you are able to achieve the goals and objectives of your internship (This information should also be included on the daily routine form.).
 - This should be a written document that is submitted on the first visit.
4. Write three Executive Summary Reports, beginning with your activities from the week of May 7, 2012. These reports should be a minimum of 2 pages. You should discuss the administrative responsibility in which you have engaged and provide insights, new insights that you gained from the experiences. Include the total number of hours for this time period at the conclusion of the report. These reports should be typed (double spaced) and sent as an e-mail attachment.
 - 1st Report June 8, 2012
 - 2nd Report July 13, 2012
 - 3rd Report August 3, 2012 (This report should be included with your final product. Everything must be completed by this date. This includes the final visit.)
5. Administrative Interviews - Two administrative interviews. One interview should be a building administrator, and the other should be a central office administrator. See the administrative interview for suggested questions.
6. Starting immediately, maintain records/logs and exhibits/attachments of your work throughout the internship. These should be included in your final report.
7. Experiences at Diverse Campuses - Internship should include experiences at diverse campuses. Diverse can mean a choice of levels, demographics, and size. It is suggested you visit sites within and outside of the home district.
8. Attend at least two school board meetings.
9. Attend at least one administrator's meeting.
10. Self-Assessment is to be completed prior to the final conference with your supervisor. Bring it completed to that conference. Be prepared to discuss your self assessment in the final conference with your faculty supervisor. Make a copy of the form for your personal records. The faculty supervisor will maintain the original copy.
11. Cooperating Administrator Evaluation - This form is attached to the internship guideline packet. This packet must be in my possession on or before our final meeting in May. Noncompliance will result in a reduction in course grade.
12. Your Final Report should include:
 - Table of Contents
 - Plan of Action
 - Final Executive Summary Report
 - Additional observations and insights from your internship (Those that you did not include in the executive summaries.).

- Thoughtful and detailed comments regarding how you would have changed operations during your internship if you had been in charge of the school.
- Attachments and exhibits for each task, program, project, or other duties that you engaged in during your internship experience.
- A detailed description of the special project including responsibilities, observations and insights.
- **The final report is due at our last meeting which will occur between July 23rd and August 3, 2012.**

13. Visits and Class Seminars

- I will visit you at your school with your cooperating administrator. The visit will occur in January or early February. Appointments will be scheduled through each intern.
- As a class there will be one or two seminars on campus. This will be a sharing/networking/problem-solving session. These seminars are mandatory.
- Any student who is absent will have his/her grade lowered by one letter. The date and time is to be determined during semester as needed.
- Interns are expected to take three full personal leave days for internship responsibilities, if necessary.

Course Evaluation Methods

The assessment of the Internship examines the candidate's ability to interact in the complex role of the principal by utilizing key theories and concepts and applying these to daily activities within the site setting. The required shadowing activities allow the candidate to reflect upon the principal's actions in developing and managing the learning environment at the school.

Three data sources are used in the assessment of the Internship:

1. Cooperating administrator's evaluation
2. Self-evaluation by the intern through completion of a self-evaluation plan and a professional growth plan
3. The university supervisor's evaluation of timelines met and requirements submitted.

The candidate is evaluated in six areas of performance: critical planning skills, professional development analysis, facilitation skills, analysis of leadership and goal accomplishment, professional behavior, and professional interaction.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt->

[dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf](https://www.unt.edu/dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.