

INTERNSHIP MANUAL

Seventh Edition



Texas Southern University
COLLEGE OF EDUCATION

Department of Educational Administration and Foundations

3100 Cleburne Street
Houston, Texas 77004

EDAS 781
EDAS 782
EDAS 778
EDAS/EDHI 978

*Revised 2017

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VISION

The College of Education at Texas Southern University will become the region's leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

MISSION

The mission of the College of Education at Texas Southern University is to provide competent career professionals for effective service in urban schools, utilizing research, collaboration, and application in seeking solutions to teaching, learning, social, physical and behavioral issues facing urban populations.

PHILOSOPHY

The faculty of the College of Education believe in the following....

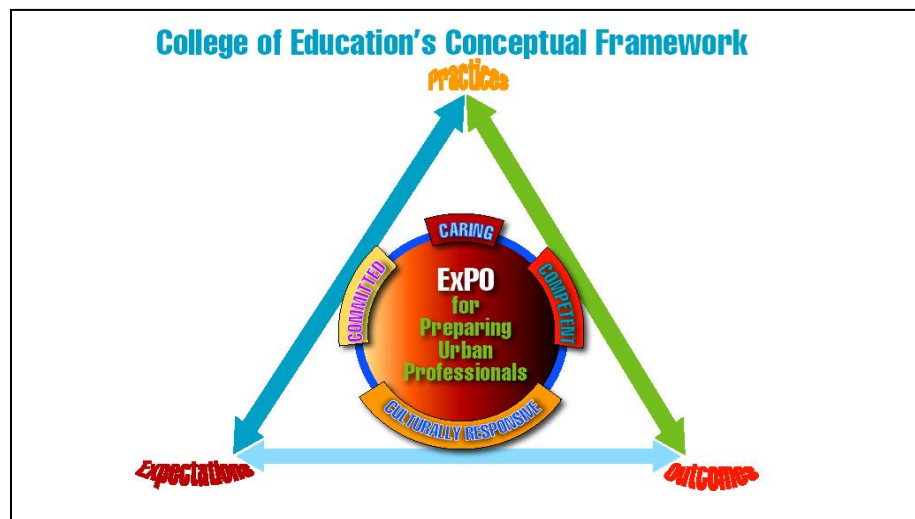
- ...the dignity and worth of every student
- ...a learner-centered philosophy
- ...continuous professional growth is imperative for faculty as well as students
- ...faculty model current as well as effective teaching practices
- ...education is a life-long learning process
- ... change for improvement is built on teamwork and collaborative planning



CONCEPTUAL FRAMEWORK OF THE EDUCATOR PREPARATION UNIT

Graphical Representation of the Conceptual Framework

The process by which urban professionals are prepared is referred to as ExPO – which stands for Educator Preparation Unit’s expectations, practices and outcomes. The overall **expectation** for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will *facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers)*. Faculty respond to this expectation with **practices** that result in candidate acquisition of knowledge, skills and dispositions at initial and advanced levels. The **outcome** of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.



Such professionals exit the preparation program with the *knowledge, skills, and dispositions* necessary to succeed in all schools, but particularly in urban, culturally diverse settings.



PHILOSOPHY

Consistent with the university's mission and the college's philosophy, the faculty of the department believe that:

- All individuals regardless of their cultural, linguistic, economic and or experiential diversity can succeed if afforded appropriate instruction, guidance and leadership in a positive and supportive environment.
- All programs are consistent with the university's designation as a "special purpose institution of higher education for urban programming."

OBJECTIVES

The objective of the clinical experience is to provide a broad array of carefully and sensitively planned activities and experiences led by practicing administrators that will enable participants to achieve success as practitioners, as well as to meet the strongest requirements of state and national accrediting agencies. The development of quality professional educators who are knowledgeable and can provide creative leadership in the various areas of education is the fundamental departmental objective.

ALIGNMENT WITH STATE AND NATIONAL STANDARDS

This internship experience is aligned with the competencies for the certification of school administrators in the state of Texas and is also aligned with the Standards for Advanced Programs in Educational Leadership designated and approved by the National Policy Board For Educational Administration of the Educational Leadership Constituency Council (ELCC)

DEPARTMENT OVERVIEW

The Department of Educational Administration and Foundations is one of four departments in the College of Education. The purpose of the department is to prepare professionals to become successful school leaders and administrators in America's schools and beyond.

The purpose of the Department of Educational Administration and Foundations is to prepare, on a continuing basis, individuals who are competent and capable, and possess a strong awareness of their responsibility to organize, lead and manage an efficient and effective educational institution. Essentially, the program is designed to prepare professionals who possess a fundamental understanding of educational administration theory, educational research, educational philosophy, curriculum development and contemporary educational techniques and methodology.

Public school administration is a relatively new field that is distinctly American in flavor. As a discipline, it is a dynamic field that is concerned with planning, decision-making, communication, directing, staffing, organizing, budgeting and a variety of other leadership behaviors.



THE EDUCATOR PREPARATION UNIT'S PROFICIENCIES

Proficiencies are organized into three categories, with proficiencies for caring and committed educators combined in one category.

The Competent educator:

1. Demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices.
2. Demonstrates the capacity to problem solve, and to think critically and reflectively.
3. Demonstrates an understanding of human development, and the ability to act on this understanding.
4. Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding.
5. Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding.
6. Demonstrates an understanding of effective communication and collaboration strategies
7. Demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques.
8. Demonstrates an understanding of the importance of involving families, communities and colleagues in the education of all children, and the ability to act on this understanding.
9. Demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.
10. Demonstrate the ability to develop a school vision.
11. Demonstrates the ability to use data and develop plans of action to improve student learning.
12. Demonstrates the ability to collaboratively work with parents and school stakeholders.
13. Demonstrates the ability to apply legal guidelines to protect the rights of students.



THE EDUCATOR PREPARATION UNIT PROFICIENCIES

(continued)

The Caring and Committed educator:

14. Acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities.
15. Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding.
16. Demonstrates a commitment to high moral and ethical values.
17. Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.

The Culturally Responsive educator:

18. Values and appreciates cultural differences within a classroom or school setting.
19. Applies an understanding of cultural and linguistic diversity to the design and Implementation of instruction.



DOMAINS, COMPETENCIES AND STANDARDS: TExES Principal Exam (068)

1. DOMAINS

The test framework for the principal examination encompasses three domains. The objectives of this course are based upon the nine competencies within these domains. The three (3) domains are:

DOMAIN 1: SCHOOL COMMUNITY LEADERSHIP

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

DOMAIN 3: ADMINISTRATIVE LEADERSHIP

2. COMPETENCIES

Every competency and descriptive statement within the standards upon which the principal examination is based will be addressed throughout the internship. These competencies follow:

DOMAIN I: SCHOOL COMMUNITY LEADERSHIP (33%)

Competency 001: School and Community

Competency 002: Collaboration/Communication/Mobilizing Resources

Competency 003: Ethical and Legal Practices

DOMAIN II: INSTRUCTIONAL LEADERSHIP (44%)

Competency 004: Designing, Implementing Curriculum through Strategic Planning

Competency 005: Nurturing and Sustaining the Instructional Program

Competency 006: Implementing a Staff Evaluation and Development System

Competency 007: Organizing and Maintaining an Effective Learning Environment

DOMAIN III: ADMINISTRATIVE LEADERSHIP (23%)

Competency 008: Campus Budgeting/Effective Use of Technology and Information Systems

Competency 009: Physical Plants and Support Systems Safe and Effective Learning Environments



NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION STANDARDS

Standard 7.0 Internship. 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 the school district personnel for graduate credit.

EDAS 781 & EDAS 782 - Internship Educational Administration and Foundations Alignment Chart of ELCC and TExES Standards

Domain Description	ELCC Standards	Candidate Assessment of TExES Competencies
Domain 1 School Community Leadership (Culture, Climate and Vision) 33% of test questions are from this domain.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 6.3 1.5, 4.1, 4.2, 4.3, 6.2, 6.3 5.1, 5.2, 5.3, 6.3	The principal knows how to: <ul style="list-style-type: none"> • Competencies 001...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. • Competencies 002...communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. • Competencies 003... act with integrity, fairness and in an ethical manner.
Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development) 44% of test questions are from this domain.	2.2, 2.3, 6.1 2.2, 2.3, 5.2, 6.3 2.3, 2.4, 3.3 3.1, 3.3, 6.1	The principal knows how to.... <ul style="list-style-type: none"> • Competency 4...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. • Competency 5 ...advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. • Competency 6 ...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.

		<ul style="list-style-type: none"> • Competencies 7 ...apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
<p>Domain 3 Administrative Leadership (Resources, Facilities and Safety)</p> <p>22% of test questions are from this domain.</p>	<p>3.3, 5.1, 6.2</p> <p>3.2, 3.3</p>	<p>The principal knows how to...</p> <ul style="list-style-type: none"> • Competencies 8...apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use. • Competencies 9...apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.



COURSE OVERVIEW

EDAS 781 INTERNSHIP I

EDAS 782 INTERNSHIP II

The internship, or clinical/field experience, is probably the most important aspect of the preparatory experience for aspiring school principals. It is through working with experienced mentors during the field experience that the prospective principal develops the model of the type of administrator he or she will become. During the classroom portion of the preparation program, prospective principals learn about theory, research and successful administrative practices. The internship allows the student to experience those things that cannot be taught in a theoretical setting and to further develop the skills, knowledge and attitudes that will ensure success.

An equally important purpose of this experience is to provide opportunities for students to apply the theories and practices learned in the classroom to real life situations. This will provide prospective school administrators with additional information that will supplement and support their newly developed knowledge base. Through this experience, the intern will learn the behavior expected of an administrator.

A final purpose of the internship experience will be to serve as a screening for certification. To be eligible for the principal's certificate, the student must receive a passing grade for the internship. Both the cooperating administrator and the university supervisor will discuss whether the student has satisfactorily demonstrated the attitudes and abilities that will qualify him or her for entry into the profession. The final decision, however, will remain with the university supervisor.

COURSE DESCRIPTION

The internship is designed to give candidates actual experiences in applying the skills, which they have acquired in the certification program. Interns should plan to spend at least two hours each day performing administrative functions in the school where you are assigned in order to complete the required number of hours. All projects and assignments will reflect the nine competencies outlined in the Texas State Standards for Principals. An equally important purpose of this experience is to apply the theories and practices learned in the classroom to real life situations. This will provide additional information to support the skills not included in the formal university classroom. Through this experience, the intern will learn the behaviors expected of an administrator.

COURSE REQUIREMENTS

1. Conduct oneself in a professional manner. Maintain a professional relationship with the students, faculty and staff at all times.
2. Conform to professional dress and grooming standards.
3. Be fair, impartial and consistent in working with students and staff.
4. Become familiar with and abide by all school policies.
5. Be regular and punctual to all meetings and activities.
6. Attend professional meetings and in-service programs.
7. Obtain approval from your mentor administrator and supervisor.
8. Maintain log of all activities and events, including time and related competencies.
9. Attend all required class activities
10. Submit all required assignments
11. Complete three (3) required campus site visits with University Supervisor

EXPECTATIONS FOR STUDENT SUCCESS

The intern will function as an individual and as such is expected to:

1. Participate in all class activities and contribute to class discussions.
2. Be punctual to all class activities and remain throughout each class meeting.
3. Participate fully in all internship activities, including three (3) required site visits with the University Supervisor
4. Read all assigned readings.
5. Honor the regulations of Texas Southern University and the internship school site.
6. Perform administrative functions in the school to which you are assigned.
7. Plan to spend an average of two hours each day performing administrative functions.

COURSE LEARNING ACTIVITIES/REQUIREMENTS

The following requirements must be completed in order for the student to attain course objectives and to receive a passing grade.

1. Complete the Statement Of Intent To Participate In The Internship Experience form and submit to the university supervisor.
2. Obtain your campus site supervisor complete and sign the Campus Supervisor Permission Form and submit to the university supervisor.
3. Select at least (10) activities during Internship I and complete a Capstone Project during Internship II. These activities/tasks should be discussed with the cooperating principal. Submit a list of these activities. Give one to your cooperating principal, one to your TSU instructor, and keep one for your files. Outline your proposed assignment (work)

- with your cooperating principal the first week of school and submit a copy of your plan to your TSU instructor.
4. Maintain a daily log of your activities related to this course. The log will be checked during site visits and at each TSU session. It should be brought up to date daily. The log is to be completed and filed with your TSU instructor one week before the end of the semester. Attach documentation of your activities, such as reports, office memoranda, etc.
 5. Become involved with the major goals of the school (SIP). Use the school's attendance, parent involvement, and faculty empowerment information to guide you.
 6. Attend at least one leadership seminar during the semester of this experience.
 7. Complete three (3) required campus site visits with your University Supervisor.
 8. Complete and submit the Self-Assessment of Individual Progress and Growth form during the mid-term of the semester. This is a formative reflective self-evaluation of your experience.
 9. Complete and submit the Final Assessment Report Form at the end of the internship experience. This is a summative reflective self-evaluation of your experience.
 10. Complete your resume and a cover letter.
 11. Complete and submit a portfolio (notebook) that represents what you have done during your internship experience. This notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.

EXPECTED STUDENT LEARNING OUTCOMES

(Commitment to knowledge, teaching competence, student learning, commitment to technology, and commitment to diversity)

The student who completes this course will demonstrate the following:

A. SKILLS

1. A deeper understanding and working knowledge of the nine competencies relevant to principal certification.
2. An understanding of learner-centered leadership and practices through practical experience and observation.
3. An understanding of underlying and relevant theoretical concepts that guide the field of leadership by relating theoretical knowledge to actual school administrative experiences.
4. A working knowledge of an administrator's daily activities.

B. KNOWLEDGE

1. A working knowledge of the duties and responsibilities required of an administrator.
2. An understanding of the relationship between administrative practices and key competencies and domains that guide the principal TExES examination.
3. A knowledge of key concepts, related behavior, activities, rules, laws, guidelines and concepts that are important to ensure becoming a successful administrator.
4. Knowledge of current leadership, decision making and problem solving practices.

C. DISPOSITIONS

The following dispositions are expected upon completion of this course:

1. The candidate will work with students in a manner that demonstrates respect for diversity in students and their varied abilities and needs.
2. The candidate values teachers and other staff and their contributions to the learning environment.
3. The candidate believes in and is committed to working collaboratively with students, staff and all community stakeholders within the learning community to implement the campus vision.
4. The candidate will reflect dispositions of a successful principal as outlined in the state standards.

TECHNOLOGY

Students will be encouraged to become involved in school related technology programs. All students will be placed on the professor's e-mail list and will be required to enroll in Blackboard, as this will serve as a major means of communication between the professor and the students. Course information will also be placed on blackboard.

TECHNOLOGY and COMPUTER COMPETENCIES REQUIREMENTS

Students must have an understanding of the basic operations of computers in order to successfully complete this course. In addition to basic computer functions, skills in the following areas are also necessary:

1. Word processing
2. Ability to access any given URL for current electronic information
3. Access and use of a TSU email account

GRADING AND CRITERIA

The following will contribute to final grades, to the extent indicated:

Grading will be based on the following points:

Internship Activities	25
Resume and Cover Letter	10
Portfolio	20
Administrator's Reports	10
Internship Activity Log	20
<i>(Should reflect at least 150 hours)</i>	
Scheduled meetings	15
• Orientation	
• Mid-Term Meeting	
• Final Project Meeting	

TOTAL	100
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ACADEMIC DISHONESTY/COPYRIGHTS, PLAGIARISM

Taking the literary property of another, passing it off as one's own without appropriate attribution, and reaping from its use any benefit from an academic institution constitutes plagiarism. Committing plagiarism is a serious violation of any school's code of academic conduct. If a violation is proven, committee or other body that oversees the code may impose severe sanctions ones that could affect a grade or credit for the course or even require suspension or expulsion from school. In addition, the school may require the administration to report the incident to the bar of any jurisdiction to which the sanctioned student applies.

ACADEMIC GRIEVANCES

Academic grievances involving such matters as the instructor's conduct of the class or a grade received for a particular test or assignment is to be settled by the instructor and the student. If both parties fail to settle the dispute, either party may appear to Dr. Danita Bailey-Perry, Chair, Department of Educational Administration and Foundations on the first floor of the Roderick R. Paige Education Building. The telephone number is 713-313-4418.

HARASSMENT

It is the policy of this instructor to insure that no harassment based upon age, culture, capacity, color, disability, gender, national origin, religious or spiritual orientation, sexual preference, socioeconomic status will occur in this classroom.

AMERICANS WITH DISABILITIES ACT (ADA) ACCOMMODATIONS

Texas Southern University maintains a policy for students with disabilities in accordance with the American with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to: 1) protect the civil rights of students with disabilities, (2) protect the confidentiality and privacy of students with disabilities, and (3) provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition. The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or visit the office in the Fairchild Building, Room 147 between the hours of 8am-5pm, Monday through Friday.

EDAS 778 INTERNSHIP, SUPERINTENDENCY

The superintendent internship is the second preparatory course designed to help students to successfully complete the TExES certification examination for individuals desirous of the superintendent certification. It is the task of the university to provide students with the knowledge and skills necessary to not only successfully complete the examination but to also be successful in the job.

The goals of this course is to provide students an opportunity to combine the knowledge and information mastered in EDAS 770 with practical experience to gain wisdom and expertise in the role of superintendent.

Much has been written about the “Perils and Possibilities” of the role of the superintendent (American School Superintendent, Gene Carter & Cunningham W, 1997) related to rising expectations, governance challenges, students achievement, engaging communities, standards, accountability, race and class issues. No two superintendents have the same experiences and no one superintendent has the same experience in two different districts. As Carter has stated it is therefore, imperative that university professors go beyond imparting theoretical quantitative knowledge necessary to meet certification and licensure requirements. Being a superintendent is more than the sum of knowledge attained in college courses. It is more about the ability to apply knowledge to real life in a way that students, teacher and principals are successful, communities are supportive and boards of education are governing in a manner that is fair, equitable and legal.

COURSE DESCRIPTION

This course is designed to give students the opportunity to “walk in the shoes” of sitting superintendents, shadow them and learn from them. Students are expected to distill the classroom knowledge and internship experience to successfully pass the TExES exam as the first step in joining the ranks of successful superintendents and developing problem solving strategies sufficient to address the issues and concerns of urban school district. Students are also expected to add activities, projects and certifications to the existing portfolio which was established in part I of the superintendent’s preparatory course. Ultimately the portfolio is to be converted to an e-portfolio.

COURSE REQUIREMENTS

Students must acquire approval from a sitting Superintendent, Deputy Superintendent, Associate Superintendent or Assistant Superintendent to complete the internship experience under his/her guidance.

Students are to participate in activities that reflect a total of six (6) activities selected from the Four Texas Certification Competencies in Domain One Leadership of the Educational Community and the six ELCC standards.

EDAS 778 INTERNSHIP, SUPERINTENDENCY

COURSE REQUIREMENTS *(continued)*

Students must complete 8 hours of shadowing of the Superintendent.

Interview the Superintendent regarding his/her views on issues and challenges of the urban superintendent.

A reading list is included as an informational item but students are required to read at least two of the cited books and use the list as a resource for building your personal professional library.

Completion of the activities must be supported by documentation and submitted at the end of the semester.

A mid-term self-assessment must be submitted on the appropriate form.



TEXAS CERTIFICATION COMPETENCIES
Superintendent

Standard 1.0/Competency 2

Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community

Standard 2.0

Promote the success of all students by promoting a positive school culture, providing and effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0

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.

Standard 4.0/Competency 3

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.

Standard 5.0/Competency 1

Promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0/Competency 4

Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.



EDAS/EDHI 978 DOCTORAL INTERNSHIP

PURPOSE OF INTERNSHIP

The purpose of this internship experience is to complement the earlier in-class theoretical and other program experiences of the doctoral program, with rigorous, high quality administrative practices experience that would contribute to the education of future educational change agents, in the schools of America and beyond.

COURSE DESCRIPTION

This course is designed to give actual experiences and situations whereas the skills interns have acquired in the doctoral program might be applied. The majority of work in this internship will be performed at worksites. Candidates should plan to spend a minimum of 2 hours each day at the worksite and to complete the necessary 150 hours for this experience.

COURSE REQUIREMENTS

1. A two-page vita
2. A statement of your career/professional goals
3. A statement of your anticipated professional goals beyond completion of this program
4. Completion of 150 hours of on-site activities
5. All interns are required to participate in the Clifton Claye Seminar. The purpose of this seminar is to place educational administration in historical perspective. The discussions held reinforce the interrelatedness of education and external forces and the similar relationship of educational administration to administration in other social institutions.

GOAL:

The goal of this seminar is to increase student knowledge and on the varied topical areas addressed during this seminar.

THEME:

Critical Issues in American Education: Implications for Leadership Effectiveness

HOW TO APPLY FOR THE INTERNSHIP EXPERIENCE

1. Contact the university internship supervisor in the Department of Educational Administration and Foundations **the semester before you intend to complete your internship**. Discuss your intention and obtain the appropriate permission forms.
2. Complete and sign the Statement Of Intent To Participate In The Principal Internship form.
3. Have your school administrator complete and sign the Campus Supervisor Permission Form and return this form to the university internship supervisor in the Department of Educational Administration and Foundations.
4. A meeting of all interns will be held early in each semester to discuss procedures and expectations for the internship experience. You are required to attend this meeting.

REQUIREMENTS TO ENROLL IN THE INTERNSHIP

1. Candidate must have completed at least 21 hours in M.Ed. and Certification program or at least 15 hours in the certification only program. The candidate must have at least a “B” average in courses attempted.
2. Candidates must have completed a minimum of 45 hours of their degree plan to enroll in Doctoral Internship
3. Candidate must have an approved degree plan on file.
4. Candidate must have an approved “Statement of Intent” on file.

ADMISSIONS PROCESS

Item	Fall Semester Internship	Spring Semester Internship	Summer Semester Internship
Internship admission announcement posted with reminders.	April 30	September 30	February 28
Submit “Statement of Intent” if candidate intends to participate in the internship experience the following semester.	May 30	October 30	March 30
“Statement of Intent” form reviewed by the departmental committee	June 30	November 30	April 30
Candidate notified in writing of the committee’s decision within 30 days of the decision.	July 30 (or end of summer session)	December 15 (or end of fall semester)	May 15 (or end of spring semester)

INTERNSHIP ACTIVITIES FORMS



SUGGESTED PRINCIPAL INTERNSHIP ACTIVITIES
 EDAS 781

Intern:	Semester: <input type="checkbox"/> FALL <input type="checkbox"/> SPRING 20 _____
Campus Supervisor:	University Supervisor:

Select seven (7) activities from the Tier I Activities list.

Tier I Activities:

- Analyze and critique a variety of different secondary school schedules. What are strengths and weaknesses of each? (1)
- Examine a safety plan for a school. What is included, who was involved in implementing it? (9,4)
- Handle a variety of discipline problems. Write the nature of ten of these and your solutions to each. (9,4)
- Work with a school psychologist in interpreting a test.
- Work on forecasts, classification, and staffing. (6)
- Interview a school principal. Ask questions related to legal issues in schools. Use ELCC standards to create questions.
- Work in small groups with teachers on a curriculum project. (4,5)
- Select some particular task (administrative, supervisory or instructional) and do a task analysis. (All)
- Use formative and summative student assessment data to develop, support and improve instruction. (4)
- Serve on a school improvement team and record activities. (1) Become familiar with relevant issues related to contract law/contract renewal (e.g., grievances, promotion, evaluation). (3)
- Conduct a needs assessment for the school. (All)
- Initiate a program to encourage improved school attendance. (4,5,9)
- Conduct an evaluation of some facet of the program. (All)
- Assist with the development of a campus vision. (1)
- Implement strategies for gathering and communicating information to stakeholders. (2)
- Work out a newsletter or some report to enhance communications and understanding between the school and community. (2)
- Develop and facilitate an instructional improvement project/activity. (5)
- Develop/implement a strategy that will facilitate the use of technology to enhance learning. (5, 8)
- Serve on a school improvement team and record activities. (1)
- Analyze the school’s progress toward accomplishment of a school improvement goal. (1)

- Assist in the improvement/development or analysis of the school crisis management plan. (9)
- Disaggregate testing data for a school. Use different variables to identify targets for improvement. (4, 5)
- Study the school climate to determine effective training needs to assist teachers. (2)
- Work with the school budget (summer/fall analysis). (9)
- Study the special education program and participate in an ARD meeting. (3)
- Facilitate the use of technology and information systems to enrich the campus. (5)
- Initiate a study group to improve/enhance a specific area. (All)
- Spend five hours with school nurse/five hours with librarian. Document what was learned. (7)
- Become familiar with attendance clerk's responsibilities-learn APA computer service. (7)
- Attend a school board meeting. (3)
- Develop/participate in an activity/event/process that will ensure that parents and community are part of the campus culture. (2)

Select two (2) activities from the Tier II Activities list.

Tier II Activities

- Develop a communication strategy to motivate group and individual productivity.
- Plan develop and conduct an in-service education program or workshop for teachers. (6)
- Develop a communication system for ongoing and dynamic communications within the organization.
- Develop a schedule for classes, transportation, lunchroom, or playground, etc. (7,9)
- Develop and implement a comprehensive community relation program. (2)
- Develop and facilitate an instructional improvement project/activity. (5)
- Develop and implement a consensus building or conflict management in-service or workshop. (7)
- Consider ways to emphasize ethics and develop a plan to address ethical issues in education. (3)

Choose one (1) of the following required activities:

- *Attend an activity at a campus with a population different from your current site assignment. Summarize the events and highlight what makes it unique to the school population. (All)
- *Review the TAPR reports for two campuses with differing distinct student populations. Conduct a comparative study of the programs, budget and student achievement. (All)

*** Required for Internship I students**

Intern Signature *date*

Supervising Administrator Signature *date*

University Supervisor Signature *date*



M.Ed. INTERNSHIP II CAPSTONE PROJECT
EDAS 782

Students undertake capstone projects to improve practice by solving problems and contributing to improved organizational or professional performance. To do this, they inquire into and analyze the nature and dimensions of a problem, establish that there is a difference between the present and the ideal state, then build a case for improvements and make persuasive recommendations for action.

Sources of Problems of Practice

A capstone problem of practice may be identified in one of two ways:

- 1) The student identifies a problem through independent data analysis and/or consultation with a field school or district and presents it for approval as a capstone proposal.
- 2) The student responds to a field school or district's request for assistance by developing a capstone proposal.

Once students identify their problem(s), they may employ several possible forms of disciplined inquiry—for example needs analysis, program evaluation or process analysis, program development and design, organizational diagnosis, organizational development, policy analysis, impact evaluation, or cost-benefit analysis.

Policy Report or Inquiry Brief – an assessment of the effectiveness, equity, or efficiency of some organizational policy, program, or practice.

For example, this brief could focus on a state-level policy, such as student retention, that has implications for state, district, or school practice. The policy brief would include a brief but tight review of literature on this policy issue to provide background to the local situation. The student would also conduct abbreviated descriptive research using local data to examine, for example, retention rates, retention trends, characteristics of students who have been retained, long term performance of retained students, and other effects of retention. These local descriptive data and findings would be compared with national data and research to permit the student to identify specific recommendations for state or district level policies. The final product would include a written report that consists of the literature review, description of study, findings and recommendations tied to the findings, and an oral report.

Program or Policy Evaluation – an evaluation of an existing educational program or policy in terms of desired or intended goals.

For example, a student could conduct an evaluation of a school or district program. The evaluation would include a review of literature on the specific program—its uses and effects.

The student would also conduct a local study of the development, implementation, or impact of the program or a national study of the program in other locales. The final product would include a written report that consists of the literature review, description of evaluation study, findings and recommendations tied to the findings, and an oral report.

Implementation Project – a project in which a student facilitates the development and implementation of a new program, policy or organizational change to improve organizational effectiveness, equity, or efficiency– and documents this process in detail.

The project could focus on the implementation of a specific program, such as an extended learning program or English language learning program. The project would begin with a needs assessment and a literature review of the effects of similar programs. These would provide the background for the development and implementation of a program, which the student would document in terms of actors, actions, resources, etc. In addition to the report of the needs assessment, literature review, and description of the implementation, the student would develop a plan for evaluating the effectiveness of the program and implementing continuous improvement. The final product would include a written report that consists of the literature review, description of study, findings and recommendations tied to the findings, and an oral report.

School or Organizational Improvement Plan (grounded in actual school or organizational data) – Using appropriate student, teacher, performance and/or other school data, the student would describe and analyze current school conditions in some detail and develop a school improvement plan to improve student or school outcomes, enhance the school climate, build a more collaborative culture, or other appropriate school improvement goal, including increasing effectiveness, equity, or efficiency of some organizational policy, program, or practice. The final product would include a written report that consists of the literature review, description of study, findings and recommendations tied to the findings, and an oral report.

Some examples are:

Format	Problem	Guiding Question
Program Evaluation/ Process Analysis	Staff are dissatisfied with the supervision process at West Middle School	How close is the supervision process to an ideal program, and how can it be improved?
Program Development and Design	There is poor freshman- to-sophomore retention of at-risk students at U-Name-It High School	Does the transitional summer improve students' chances of success, and how might it be modified to be more effective?
Organizational Development	The organizational culture and structure of North High School is a barrier to individualizing instruction for students	What can be done to facilitate the implementation of Response to Intervention (RTI) in the high school?
Policy Analysis	Harris Middle School's ninth-grade students are struggling in the transition to high school	How can the challenges associated with the transition from middle school to high school be addressed through better policies?
Cost-Benefit Analysis	West Division is considering alternatives to the existing community-education program	What would be the most cost-effective way to preserve high-quality community-education programming?



SUGGESTED INTERN ACTIVITIES
 EDAS 778

Intern:	Semester: FALL SPRING 20 ____
Campus Supervisor:	University Supervisor:

Select seven (7) activities:

- Shadow the Director of Human Resources
- Collect and compare job descriptions for a principal, supervisor, coordinator and/or superintendent
- Participate in the interview, selection, hiring and induction of new employees.
- Compare the salary and fringe benefits plan for a school system with that of another organization.
- Develop an educational platform about
 - a. Aims of Education
 - b. Teaching and Learning
 - c. Curriculum
 - d. Assessment
 - e. Ethics
 - f. Image of teacher
 - g. Preferred blend of teacher and student relationships
 - h. Social significance of learning
 - i. Major achievements of students
- Identify the decision-making structure within the organization identify roles and responsibilities
- Attend a school board meeting at which the budget is discussed.
- Interview a school board member.
- Shadow a superintendent, associate or assistant superintendent, school lawyer, principal, university president or provost for a day.
- Review and update your school system organization chart.
- Investigate a school district that has a foundation. Interview some of the people on the foundation's committee. Seek answers to questions such as how it began, how it operates, etc. Describe in writing what you learned about school foundations.

- Obtain a copy of two different school districts policy manuals. Compare them. How are they similar, different? Scan table of contents of each manual. What policies exist in a district that does not exist in another?
- Become familiar with relevant issues related to contract law/contract renewal (e.g., grievances, promotion, and evaluation). (3)
- Interview or have some communication with the superintendent/area superintendent of your district. (2,7)

Intern Signature *date*

Supervising Administrator Signature *date*

University Supervisor Signature *date*



SUGGESTED INTERN ACTIVITIES
 EDAS/EDHI 978

Intern:	Semester: FALL SPRING 20____
Campus Supervisor:	University Supervisor:

- Shadow the Director of Human Resources

- Collect and compare job descriptions for a principal, supervisor, coordinator and/or superintendent
- Develop an educational platform about
 1. Aims of Education
 2. Teaching and Learning
 3. Curriculum
 4. Assessment
 5. Ethics
 6. Image of teacher
 7. Preferred blend of teacher and student relationships
 8. Social significance of learning
 9. Major achievements of students
- Compare the salary and fringe benefits plan for a school system with that of another organization.
- Participate in the interview, selection, hiring and induction of new employees.
- Identify the decision-making structure within the organization identify roles and responsibilities
- Examine a curriculum that is reflective of the issues of cultural diversity.
- Shadow a superintendent, associate or assistant superintendent, school lawyer, principal, university president or provost for a day.
- Review and update your school system organization chart.
- Identify an issue within a school and research the laws that relate to the issues. Develop a legal brief arguing for or against the issue.
- Investigate a school district that has a foundation. Interview some of the people on the foundation's committee. Seek answers to questions such as how it began, how it operates, etc. Describe in writing what you learned about school foundations.
- Identify ways leaders can influence the various cultures through scheduling.

- Conduct a SWOT analysis for the organization and based on results develop a plan for using this information to impact success of the organization
- Identify cultures which exist within the organization based upon roles in the organization, procedures, problem solving, etc.
- Become familiar with relevant issues related to contract law/contract renewal (e.g., grievances, promotion, and evaluation).

Intern Signature

date

Supervising Administrator Signature

date

University Supervisor Signature

date

GENERAL INTERNSHIP FORMS



MEETINGS

Orientation	TBA
Mid Term	TBA
Final	TBA

DUE DATES

Statement of Intent Form	TBA
Student Information Form	TBA
Campus Supervisor Form	TBA
Supervising Administrator Form	TBA
Selected Intern Activities	TBA
Intern Activities Plan	TBA
Intern Daily Schedule <i>(Include Conference/Planning Period)</i> <i>(Include when you will complete intern activities)</i>	TBA
Self-Assessment and Growth Form	TBA
Reflective Journals I, II & III	
Final Assessment Form	TBA
Candidate Perception Dispositive Form	TBA
External Practitioner & Principal (68) Intern Rating Form <i>(Returned in a sealed envelope from Supervising Administrator)</i>	TBA
Portfolio	TBA
1. Cover Letter	
2. Resume	
3. Internship Activities (Brief Description of Activity with Artifact)	
4. Internship Activity Log	



Texas Southern University
COLLEGE OF EDUCATION
Department of Educational Administration and Foundations

STATEMENT OF INTENT TO PARTICIPATE IN THE INTERNSHIP EXPERIENCE

NAME _____
 T# T _____ PHONE NUMBER (_____) _____
 TSU E-MAIL _____

STATEMENT OF INTENT

I would like to participate in the Internship during the Fall, Spring, Summer semester of _____, I have completed the required number of coursework hours, maintained at least a “B” average in all courses, and have an approved degree plan on file in the office of the Department of Educational Administrations and Foundations.

LIST THE COURSES YOU HAVE COMPLETED TOWARDS YOUR DEGREE AND/OR CERTIFICATION:

<u>Course Number</u>	<u>Course Title</u>	<u>Semester Completed</u>	<u>Grade</u>

INTERNSHIP SITE _____
 ADDRESS _____
 CITY _____ STATE _____ ZIP _____
 SUPERVISING ADMINISTRATOR _____ POSITION _____
 TELEPHONE NUMBER (_____) _____ EMAIL _____
 SCHOOL DISTRICT _____

I understand that I must have met all requirements set forth by the Department of Educational Administration and Foundations to participate in the internship experience. Upon receipt of this application, the internship supervisor will determine if I am accepted to the internship based on my credentials, program requirements, and course availability.

STUDENT SIGNATURE _____ DATE _____

Approved Not approved University Supervisor _____ Date _____

**if not approved please attach supporting documentation*



**PRINCIPAL INTERNSHIP
STUDENT INFORMATION FORM**

NAME: _____

CURRENT POSITION: _____

COURSE: **EDAS 781, Internship I** **EDAS 782, Internship II**

Semester/Yr.: **Fall** **Spring** **Summer** **YEAR** _____

SCHOOL: _____

SCHOOL DISTRICT: _____

SCHOOL ADDRESS: _____

CITY _____ **STATE** _____ **ZIP** _____

WORK PHONE: (____) _____ **OTHER PHONE:** (____) _____

WORK EMAIL: _____

TSU EMAIL: _____

CONFERENCE TIME (OR BEST TIME[S] TO VISIT) SCHOOL SITE:

DAY(S)	BEST TIME(S)
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

OTHER INFORMATION:



SUPERVISING ADMINISTRATOR FORM
Superintendent Internship
Doctoral Internship

Date _____ 20____

Dear Supervising Administrator,

Thank you for agreeing to supervise a candidate during his/her internship. The candidate will be required to complete various activities and projects under your supervision. This experience will provide candidates an opportunity to apply theories and practices learned in the classroom to real life situations. Selected activities will require the intern to submit a plan of action, a completed document accompanied by the appropriate verification signatures, materials and outcomes addressing the stated competencies. Forms will be provided to record the activities and signatures of the supervising administrator and the university professor.

Candidates enrolled in Internship are required to complete 150 hours engaged in activities at the site and other program experiences. Attached is a list of activities that address the competencies that candidates must master. Candidates, with the approval of the supervising administrator, may select from this list or you may recommend additional activities which will strengthen the knowledge base of the candidate. Both the supervising administrator and the university supervisor will discuss whether the student has successfully demonstrated the attitudes attributes and abilities necessary for entry into the profession. The final decision, however, will remain with the university professor.

University Supervisor

I agree to serve as administrative supervisor for _____ enrolled in
(Superintendent Internship, Doctoral Internship) during the **(Fall, Spring, Summer)** semester
of 20_____.

Supervising Administrator Signature *Date*

Intern Signature *Date*

ASSESSMENTS



_____EDAS 781, INTERNSHIP I

_____EDAS 782, INTERNSHIP II

SELF-ASSESSMENT OF INDIVIDUAL PROGRESS AND GROWTH

Name:

School:

Date Of Submission:

What administrative internship activities have you participated in since our last meeting?

What have you learned from your internship experience?

What skills have you developed from your internship experience?



SITE VISIT

_____ **EDAS 781, Internship I**

_____ **EDAS 782, Internship II**

Intern:	Semester: FALL SPRING 20____
Campus Supervisor:	University Supervisor:

Date of Visit: _____

What activities has the intern completed?

1. _____
2. _____
3. _____
4. _____
5. _____

Have there been any problems? If so, what are they?

How will they be resolved?

What is the administrator's assessment of the student's performance? Are there suggestions for further activities?

Are there suggestions for improvement?

Other Comments:



Texas Southern University
COLLEGE OF EDUCATION
Department of Educational Administration and Foundations

PRINCIPAL INTERNSHIP FINAL ASSESSMENT

EDAS 781, INTERNSHIP I

EDAS 782, INTERNSHIP II

NAME _____ DATE _____

SCHOOL _____

Please reflect on your internship experience and answer the following questions related to your internship experience.

Discuss one of the most significant experiences of your internship.	
Indicate at least 5 things you learned during this experience.	
What were your successes?	
Were there any problems?	
What would you do differently?	



Texas Southern University
COLLEGE OF EDUCATION
Department of Educational Administration and Foundations

3100 Cleburne
Houston, Texas 77004

Date: _____

Dear Administrator,

You are currently supervising a candidate for graduation and/or certification in Educational Administration in the Educator Preparation unit at Texas Southern University. We are currently evaluating our candidates' attainment of the knowledge, skills and dispositions expected of all our graduates as a result of their educational experience.

In order for us to assess the effectiveness of our programs, we are asking all supervising practitioners to complete the *External Practitioner's Perceptions Regarding the Candidate's Attainment of the Unit's Knowledge, Skills and Dispositions* and *Principal (68) Intern Rating* forms and return it to me no later than (date) _____. Thank you so much for your continued support of the aforementioned candidate and our efforts to evaluate the success of our program.

Please feel free to contact your internship supervisor.

Dr. Summer Pannell

summer.pannell@tsu.edu
713-313-7507

Sincerely,

Summer Pannell, Ph.D.
Assistant Professor/Internship Supervisor



Texas Southern University
COLLEGE OF EDUCATION
Department of Educational Administration and Foundations

3100 Cleburne
Houston, Texas 77004

Date: _____

Dear Administrator,

You are currently supervising a candidate in the (Doctoral Internship, Superintendent's Internship) from the Educational Preparation unit at Texas Southern University. We are currently evaluating our candidates' attainment of the knowledge, skills and dispositions expected of all our graduates as a result of their educational experience.

In order for us to assess the effectiveness of our programs, we are asking all supervising practitioners to complete the *Intern Rating* forms and return it to me. Thank you so much for your continued support of the aforementioned candidate and our efforts to evaluate the success of our program. Please feel free to contact your respective internship supervisor if you have any questions:

Dr. Jay Cummings

cummings_JR@tsu.edu
713-313-1186

Sincerely,

Jay Cummings, Ph. D.
Professor



Candidate Perceptions Regarding the Attainment of the Unit's Knowledge, Skills and Dispositions

Print Your Name: _____

Date: _____

Your T-Number _____

Department:

Certification area:

Indicate your status by **circling** one of the following options:

Junior
 Senior
 ACP Candidate
 Certification only
 M. Ed. Candidate
 Ed. D. Candidate

Instructions: Use the following scale to rate the Candidate by shading **●** the appropriate number for each items.

- ① = Strongly disagree
- ② = Disagree
- ③ = No Opinion
- ④ = Agree
- ⑤ = Strongly Agree

During my course work I demonstrated:

1. knowledge of the content that is being taught, and the ability to assist students in the process of mastering content through the use of research-based practices.	①	②	③	④	⑤
2. the capacity to problem solve and to think critically and reflectively.	①	②	③	④	⑤
3. an understanding of human development, and the ability to act on this understanding.	①	②	③	④	⑤
4. an understanding of classroom organization, planning, and management and the ability to act on this understanding.	①	②	③	④	⑤
5. an understanding of learning as a socially mediated, constructive process, and an ability to act on this understanding.	①	②	③	④	⑤
6. an understanding of effective communication and collaboration strategies.	①	②	③	④	⑤
7. an understanding of research, assessment, and evaluation as ongoing processes involving multiple sources of information and techniques.	①	②	③	④	⑤
8. an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding.	①	②	③	④	⑤
9. knowledge of current technology in educational practice and the ability to apply it in a classroom or school setting.	①	②	③	④	⑤
10. the ability to act on the belief that all students can learn, and create instructional opportunities that adapt to students from diverse cultural backgrounds and with exceptionalities.	①	②	③	④	⑤

11. understanding the right of all students to have access to a curriculum that allows them to develop to their fullest potential, and I am able to act as an advocate for students in this respect.	① ② ③ ④ ⑤
12. understanding of the urgency to accommodate the nature and needs of each student, and I am able to act on this understanding.	① ② ③ ④ ⑤
13. a commitment to high moral and ethical values.	① ② ③ ④ ⑤
14. accountability for the outcomes of instruction, and continually validating the effects of my choices and actions on others.	① ② ③ ④ ⑤
15. that I value and appreciate cultural differences within a classroom or school setting, and I am able to apply my understanding of cultural and linguistic diversity to the design and implementation of instruction.	① ② ③ ④ ⑤

Intern Signature

Date



External Practitioner's Perceptions Regarding the Candidate's Attainment of the Unit's Knowledge, Skills, and Dispositions

ELCC Assessment #6

Name of Candidate you are evaluating _____

Name of your School or Agency: _____

Your Role or Title: _____

Your relationship to the TSU candidate who is being assessed using this instrument: _____.

Instructions: Use the following scale to rate the Candidate by shading ① the appropriate number for each items.

① = Strongly disagree ② = Disagree ③ = No Opinion ④ = Agree ⑤ = Strongly Agree

During my interactions with this candidate, I observed that the Candidate:

1. Is knowledgeable of the content that is being taught, and the ability to assist students in the process of mastering content through the use of research-based practices.	①	②	③	④	⑤
2. Has the capacity to problem solve and to think critically and reflectively.	①	②	③	④	⑤
3. Has an understanding of human development, and the ability to act on this understanding.	①	②	③	④	⑤
4. Has an understanding of classroom organization, planning, and management and the ability to act on this understanding.	①	②	③	④	⑤
5. Has an understanding of learning as a socially mediated, constructive process, an ability to act on this understanding.	①	②	③	④	⑤
6. Has an understanding of effective communication and collaboration strategies.	①	②	③	④	⑤
7. Has an understanding of research, assessment, and evaluation as ongoing processes involving multiple sources of information and techniques.	①	②	③	④	⑤
8. Has an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding.	①	②	③	④	⑤

9. Has knowledge of current technology in educational practice and the ability to apply it in a classroom or school setting.	①	②	③	④	⑤
10. The ability to act on the belief that all students can learn, and create instructional opportunities that adapt to diverse cultural backgrounds and exceptionalities of students.	①	②	③	④	⑤
11. Understands the right of all students to have access to a curriculum that allows them to develop to their fullest potential, and I am able to act as an advocate for students in this respect.	①	②	③	④	⑤
12. Understands the urgency to accommodate the nature and needs of each student, and I am able to act on this understanding.	①	②	③	④	⑤
13. Has a commitment to high moral and ethical values.	①	②	③	④	⑤
14. Assumes accountability for the outcomes of instruction, and continually validating the effects of my choices and actions on others.	①	②	③	④	⑤
15. Values and appreciate cultural differences within a classroom or school setting, and I am able to apply my understanding of cultural and linguistic diversity to the design and implementation of instruction.	①	②	③	④	⑤

Campus Supervisor Signature

Date



Texas Southern University
COLLEGE OF EDUCATION
 Department of Educational Administration and Foundations

Faculty of Record's Perceptions Regarding Candidate's Attainment of the Unit's Knowledge, Skills and Dispositions

Faculty Member: _____

Candidate Name: _____

Candidate T#: T _____

Course Prefix and Number: _____

Semester: ___ Fall ___ Spring ___ Summer

Year: 20_____

Instructions: Use the following scale to rate the Candidate by shading **●** the appropriate number for each items.

① = Strongly disagree ② = Disagree ③ = No Opinion ④ = Agree ⑤ = Strongly Agree

During my supervision of this candidate, I observed that the Candidate:

1. Is knowledgeable of the content that is being taught, and the ability to assist students in the process of mastering content through the use of research-based practices.	①	②	③	④	⑤
2. Has the capacity to problem solve and to think critically and reflectively.	①	②	③	④	⑤
3. Has an understanding of human development, and the ability to act on this understanding.	①	②	③	④	⑤
4. Has an understanding of classroom organization, planning, and management and the ability to act on this understanding.	①	②	③	④	⑤
5. Has an understanding of learning as a socially mediated, constructive process, an ability to act on this understanding.	①	②	③	④	⑤
6. Has an understanding of effective communication and collaboration strategies.	①	②	③	④	⑤
7. Has an understanding of research, assessment, and evaluation as ongoing processes involving multiple sources of information and techniques.	①	②	③	④	⑤
8. Has an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding.	①	②	③	④	⑤
9. Has knowledge of current technology in educational practice and the ability to apply it in a classroom or school setting.	①	②	③	④	⑤

10. The ability to act on the belief that all students can learn, and create instructional opportunities that adapt to diverse cultural backgrounds and exceptionalities of students.	① ② ③ ④ ⑤
11. Understands the right of all students to have access to a curriculum that allows them to develop to their fullest potential, and I am able to act as an advocate for students in this respect.	① ② ③ ④ ⑤
12. Understands the urgency to accommodate the nature and needs of each student, and I am able to act on this understanding.	① ② ③ ④ ⑤
13. Has a commitment to high moral and ethical values.	① ② ③ ④ ⑤
14. Assumes accountability for the outcomes of instruction, and continually validating the effects of my choices and actions on others.	① ② ③ ④ ⑤
15. Values and appreciate cultural differences within a classroom or school setting, and I am able to apply my understanding of cultural and linguistic diversity to the design and implementation of instruction.	① ② ③ ④ ⑤

University Supervisor Signature

Date



INTERN RATING FORM
ELCC Assessment #4

- **Principal (68) Intern Rating Form**
- **Superintendent Intern Rating Form**
- **Doctoral Intern Rating Form**

Name of Intern: _____ Date: _____

Name of Cooperating Supervisor: _____

T Number of Candidate you are evaluating: T _____

PLEASE RATE THE INTERN ON EACH DIMENSION LISTED BELOW, ACCORDING TO THE INDICATOR PROVIDED. Please circle your response.

Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1	2	3	4	5

1. The intern applies effective leadership skills communicating and collaborating with students, peers and other members of the school community. (2)

1 2 3 4 5

2. The intern applies effective leadership skills by facilitating the development, articulation, implementation and stewardship of the campus vision (supports the achievement of the campus vision). (1)

1 2 3 4 5

3. The intern is a self-starter who requires a minimal amount of supervision.

1 2 3 4 5

4. The intern facilitates the design and implementation of curricula and strategic plans that enhance teaching and learning and ensure the alignment of curriculum, instruction, resources and assessment. (4)

1 2 3 4 5

5. The intern engages in and supports campus/district professional development activities. (6)

1 2 3 4 5

6. The intern skillfully applies appropriate decision-making and problem-solving skills to varied situations. (7)

1 2 3 4 5

7. The intern skillfully demonstrates the ability to organize command, follow and lead in successful task completion with students, peers and administrators.

1 2 3 4 5

8. The intern is effective in applying his/her human, technical and conceptual skills to varied real-life situations found in a typical school organizational setting. (7)

1 2 3 4 5

9. The intern promotes the success of all students by acting with integrity, fairness and in an ethical manner. (3)

1 2 3 4 5

10. The intern demonstrates the ability to apply principles of effective instruction to improve instructional programs, practices and curricular materials.

1 2 3 4 5

11. The intern understands and utilizes effective leadership and management in relation to resource utilization, financial management and technology use. (8)

1 2 3 4 5

12. The intern applies principles to ensure a safe and effective learning environment. (9)

1 2 3 4 5

Please give your overall rating of the performance of this intern during the past semester and his/her potential for future success.

Poor Fair Good Excellent

COMMENTS:

Printed Name

Signature

We appreciate your support and assistance.

Revised 08/16



Texas Southern University
COLLEGE OF EDUCATION
Department of Educational Administration and Foundations

INTERNSHIP PORTFOLIO SCORING RUBRIC

Criteria	Distinguished (4)	Target/Exemplary(3)	Acceptable (2)	Does Not Meet (1)
<p>(a) Intern activities (ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3)</p>	<p>Selected artifacts reflect a variety of meaningful and challenging activities, demonstrate thoughtful consideration in selection of all activities. (ELCC 3.1,3,2, 5.1, 7.2)</p> <p>Activities are challenging, meaningful and demonstrate participation in all TExES administrative competencies 1-9. There may be several additional activities in each competency. (ELCC 7.3a)</p> <p>Intern attends school board meeting submitting clearly organized, comprehensive summary of meeting, detailing important events and decisions. (ELCC 4.2b, 4.3, 6.1b &d, 6.2, 6.3b, 7.4a)</p> <p>Intern conducts interview with superintendent that demonstrates several thoughtful and reflective questions, submitting clearly organized, well written and comprehensive highlights of the interview. (ELCC 6.1b &d, 6.3a, 6.3b, 7.5)</p> <p>Intern's artifacts demonstrate participation in major activities that honor academic excellence for the entire school and demonstrate a commitment to the</p>	<p>Selected artifacts reflect a variety of meaningful activities; demonstrate thoughtful consideration in selection of most activities. (3.1,3.2, 5.1,7.2)</p> <p>Activities are meaningful and demonstrate participation in all nine TExES administrative competencies. There may be some additional activities. (7.3a)</p> <p>Intern attends school board meeting submitting clearly organized summary of the meeting, discussing important events and decisions with minimal detail. (ELCC 4.2b, 4.3, 6.1b, 6.2, 7.4a)</p> <p>Intern conducts interview with superintendent that demonstrates reflective questions, submitting clearly organized, well written highlights of the interview. (ELCC 6.1b &d, 6.3a, 6.3b, 7.5)</p> <p>Intern's artifacts demonstrate participation in activities that honor academic excellence in</p>	<p>Selected artifacts reflect variety and demonstrate participation in administrative tasks (3.1, 3.2, 5.1, 7.2).</p> <p>Activities are meaningful and demonstrate participation in all nine TExES administrative competencies. (7.3a)</p> <p>Student attends school board meeting submitting summary of important events. (ELCC 7.4)</p> <p>Intern conducts interview with superintendent, submitting well written report of the interview. (ELCC 6.1 b &d, 6.3b, 7.5)</p> <p>Intern's artifacts demonstrate participation in activities that honor academic</p>	<p>Selected artifacts lack task variety and do not demonstrate thoughtfulness in selection of activities. (7.2)</p> <p>Activities do not demonstrate participation in all nine TExES administrative competencies. (7.3a)</p> <p>Student does not submit evidence of attending school board meeting. (ELCC 7.4)</p> <p>Intern does not submit evidence of conducting superintendent's interview. (ELCC 7.5)</p> <p>Intern's artifacts reflect limited participation in activities that honor</p>

	<p>instructional goals of the campus. (ELCC 1.1a, 1.3b, 1.5b, 2.1,2.2,2.3)</p> <p>Intern works cooperatively with school administrator, offering meaningful suggestions and actively participating in planning all activities. (ELCC 1.1a, 2.4, 3.1a, 3.2a, 7.5a)</p> <p>Intern participates in all planned activities for one semester and volunteers to assist in extracurricular activities. (ELCC 7.1)</p>	<p>departments or within individual classrooms. (ELCC 1.1a, 1.3b,1.5b, 2.1,2.2,2.3)</p> <p>Intern works cooperatively works with school administrator to plan all activities. (ELCC 1.1a, 2.4, 3.1a, 3.2a, 7.5a)</p> <p>Intern participates in all planned activities for the entire semester. (ELCC 7.1)</p>	<p>excellence. (ELCC 1.1a, 1.2, 1.3b, 1.5b, 2.1,2.2,2.3)</p> <p>Intern works cooperatively with school administrator to plan most activities. (ELCC 1.1a, 2.4, 3.1a, 3.2a, 7.5a)</p> <p>Intern participates in internship activities for the majority of the semester. (ELCC 7.1)</p>	<p>academic excellence. (ELCC 1.1,1.2,2.3)</p> <p>Intern does not work with school administrator to plan activities. (ELCC 7.5)</p> <p>Intern is unable to participate in all activities during the majority of the semester. (ELCC 7.1)</p>
Criteria	Distinguished (4)	Target/Exemplary(3)	Acceptable (2)	Does Not Meet (1)
(b) Resume and Cover Letter	<p>Submits well developed, clearly written, resume and cover letter with no grammatical errors. Resume clearly presents meaningful educational and professional experiences of the intern.</p> <p>Uses compelling statements and demonstrates extremely effective writing organizational skills</p>	<p>Submits well developed, clearly written resume and cover letter with few grammatical or spelling errors. Resume clearly highlights candidate’s educational and professional experience.</p> <p>Demonstrates effective writing organizational skills.</p>	<p>Submits clearly written resume and cover letter with some grammatical and/or spelling errors. Resume highlights major professional experiences.</p> <p>Demonstrates effective writing organizational skills with some errors.</p>	<p>Does not submit resume or cover letter or submits product with several grammatical and spelling errors and does not clearly highlight the intern’s education or experiences.</p> <p>Artifacts are not effectively or clearly written.</p>
(c) Documentation and Log of Activities ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1,	<p>Evidence of each activity is presented. Selected artifacts reflect a variety of meaningful and challenging activities. (ELCC 3.1,5.1,6.2)</p> <p>Documentation supports interns’ participation in meaningful activities in all administrative competencies 1-9. There may be</p>	<p>Evidence of each activity is presented. Selected artifacts reflect a thoughtful consideration in most activities. (ELCC 3.1,5.1,6.2)</p> <p>Documentation supports interns’ participation in meaningful activities</p>	<p>Evidence of each activity is clearly presented. (ELCC 3.1,5.1,6.2)</p> <p>Documentation supports interns involvement in activities related to</p>	<p>Evidence of each activity is not presented.</p> <p>Documentation supports candidates’ involvement in</p>

<p>6.2, 6.3, 7.1, 7.2, 7.3)</p>	<p>several additional activities in each competency. (ELCC 1.2a, 1.3a, &b, 7.1a, 7.3 a.& b).</p> <p>Evidence supports that the intern has participated in a variety of planned and unplanned activities and assisted in the planning of all activities with the site administrator. The activities represented a strong balance of planned and unplanned activities. (ELCC 7.5)</p> <p>Log is thorough and demonstrates intern’s ability to manage time effectively as demonstrated through the use of a variety of time management tools, use of the daily log itself, to do lists, etc. Intern prioritizes tasks and completes tasks in a timely fashion (ELCC 3.1a, c, 3.3a, 5.1a,5.3a, 6.2a)</p>	<p>in all administrative competencies 1-9 with some additional activities. ((ELCC 1.2a, 1.3a, &b, 7.1a, 7.3 a. & b).</p> <p>Evidence supports that the intern has participated in a variety of planned and unplanned activities and assisted in the planning of these activities with the site administrator. There may not have been a clear balance of planned and unplanned activities. (ELCC 7.5)</p> <p>Log is thorough and demonstrates intern’s ability to manage time effectively as demonstrated through the use of time, at least one time management tools, and effective use of daily log. (ELCC 3.1 a,c, 3.3a, 5.1a,5.3a, 6.2a)</p>	<p>competencies. (ELCC 1.2,1.3, 7.1, 7..3)</p> <p>Evidence supports that the candidate has participated in a variety of activities, and participated in the planning of at least half of these activities with the site administrator. There may not have been a balance of planned and unplanned activities. (ELCC 7.5)</p> <p>Log supports candidates’ participation in activities, but does not thoroughly demonstrate effective use of log or time. (ELCC 3.1c, 3.3a, 5.1a,5.3a, 6.2a) 3.1c)</p>	<p>fewer than all competencies. (7.3)</p> <p>Evidence supports that the intern participated in a variety of activities but the activities were not well planned and did not regularly include the assistance of the site administrator. There was not a balance of planned and unplanned activities. (ELCC 7.5)</p> <p>Log is not thorough. Daily log is not used regularly and does not clearly demonstrate effective use of time. (ELCC 3.1a,c)</p>
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INTERNSHIP PORTFOLIO ASSESSMENT

Directions to Students

Field experiences are designed to address the state and national standards for the licensure of principals and administrators by the Texas State Board of Educator Certification. Candidates will be evaluated based on this experience. Experiences will be reviewed throughout the semester as needed and redesigned as necessary.

1. From the list of Intern Activities, choose at least (10) activities on which to work or with the aid of your cooperating principal. Complete the forms. Give one to your cooperating principal, one to your administrator decide on the activities you will complete during your experience. Submit a list of the activities to your university supervisor and keep one for your files.
2. Complete your resume and a cover letter. This is a good time to update your resume and to create your cover letter. Many students move quickly into an administrative position after completing the internship experience.
3. Maintain a daily log of your activities related to this course. The log will be checked in the school and at each TSU session. It should be brought up to date regularly. A model sheet for the log is included in your course syllabus. The log is to be completed and filed with your TSU instructor in your portfolio. The accompanying documentation of your activities, such as reports, office memoranda, reports, etc., should be supported in your portfolio.
4. Each intern is expected to develop an internship notebook that demonstrates your experiences during your field experience. This completed portfolio/notebook will represent what you have experienced during your internship. Your notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.

Intern activities	20
Resume and Cover Letter	20
Documentation of activities	40
Log of activities for one semester	20

TOTAL	100
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Texas Southern University
COLLEGE OF EDUCATION
 Department of Educational Administration and Foundations

INTERNSHIP PORTFOLIO ASSESSMENT

Name of Candidate: _____ TSU ID#: _____

Date: _____ Professor/Assessor: _____

4pts.	Distinguished: Exceeds expectation for standard; consistently superior performance; needs little, if any, support/guidance.
3pts.	Target/Exemplary: Meets expectations for standard: is confident and consistently meets the standard.
2pts.	Acceptable: Meets minimal expectation for standard; may need occasional support to perform at acceptable level.
1pt.	Does not meet the Standard: Needs further assistance. Does not consistently meet minimal expectations for standard.

<u>Professional Standards for School Administration (7.10):</u>					
(a) Intern activities					
1.	Activities reflect a variety of administrative tasks (ELCC 7.2)		①	②	③ ④
2.	Activities reflect administrative competencies related to the following: (ELCC 7.3)		①	②	③ ④
	<u>School Community Leadership</u>		①	②	③ ④
	• Facilitating the development and articulation of the vision (ELCC 1.1, 1.2, 1.3, 1.4, 1.5)		①	②	③ ④
	• Communicating and collaborating with members of the school community (ELCC 1.5, 4.1, 4.2, 4.3, 6.2, 6.3)		①	②	③ ④
	• Acting with integrity, fairness and in an ethical manner (ELCC 5.1, 5.2, 5.3, 6.3)		①	②	③ ④
	<u>Instructional Leadership</u>		①	②	③ ④
	• Facilitating the design, implementation and alignment of curriculum and instruction (ELCC 2.2, 2.3, 6.1)		①	②	③ ④
	• Sustaining the instructional program and staff professional growth (ELCC 2.2, 2.3, 5.2, 6.3)		①	②	③ ④
	• Assisting and supporting staff professional development and evaluation (ELCC 2.3, 2.4, 3.3)		①	②	③ ④
	• Applying organizational, decision-making and problem solving skills (ELCC 3.1, 3.3, 6.1)		①	②	③ ④
	<u>Administrative Leadership</u>		①	②	③ ④
	• Applying principles of effective leadership and management in various leadership and management functions (ELCC 3.3, 5.1, 6.2)		①	②	③ ④
	• Applying principles of leadership and management to the physical plant to ensure a safe and effective learning environment (ELCC 3.2, 3.3)		①	②	③ ④
3.	Student attends required school board meeting submitting summary of meeting. (ELCC 7.4)		①	②	③ ④
4.	Student conducts required interview with superintendent submitting summary. (ELCC 7.5)		①	②	③ ④
5.	Promotes activities that honor academic excellence. (ELCC 2.3)		①	②	③ ④
6.	Candidate works with school administrator to plan activities. (ELCC 7.5)		①	②	③ ④
7.	Candidate participates in EDAS 781 activities for one semester. (ELCC 7.1)		①	②	③ ④
Overall Rating for Standard (a)			①	②	③ ④

(b) Resume and Cover Letter				
1. Demonstrates effective written communication skills.		①	②	③ ④
2. Demonstrates effective writing organizational skills		①	②	③ ④
Overall Rating for Standard (b)		①	②	③ ④
(c) Documentation and Log of Activities				
1. Evidence of each activity is presented.		①	②	③ ④
2. Evidence supports candidates involvement in activities related to state competencies. (ELCC 7.3)		①	②	③ ④
<u>School Community Leadership</u>		①	②	③ ④
• Facilitating the development and articulation of the vision (ELCC 1.1, 1.2, 1.3, 1.4, 1.5)		①	②	③ ④
• Communicating and collaborating with members of the school community (ELCC1.5, 4.1, 4.2, 4.3, 6.2, 6.3)		①	②	③ ④
• Acting with integrity, fairness and in an ethical manner (ELCC 5.1, 5.2, 5.3, 6.3)		①	②	③ ④
<u>Instructional Leadership</u>		①	②	③ ④
• Facilitating the design, implementation and alignment of curriculum and instruction (ELCC 2.2, 2.3, 6.1)		①	②	③ ④
• Sustaining the instructional program and staff professional growth (ELCC 2.2, 2.3, 5.2, 6.3)		①	②	③ ④
• Assisting and supporting staff professional development and evaluation (ELCC 2.3, 2.4, 3.3)		①	②	③ ④
• Applying organizational, decision-making and problem solving skills (ELCC 3.1, 3.3, 6.1)		①	②	③ ④
<u>Administrative Leadership</u>		①	②	③ ④
• Applying principles of effective leadership and management in various leadership and management functions (ELCC 3.3, 5.1, 6.2)		①	②	③ ④
• Applying principles of leadership and management to the physical plant to ensure a safe and effective learning environment (ELCC 3.2, 3.3)		①	②	③ ④
3. Evidence supports candidates involvement in activities agreed upon by site administrator. (ELCC 7.5)		①	②	③ ④
3. Log demonstrates candidate’s involvement in a variety of planned and unplanned administrative tasks. (ELCC 7.5)		①	②	③ ④
4. Log demonstrates student’s ability to manage time effectively. (ELCC 3.1)		①	②	③ ④
5. Log demonstrates student has participated in activities related to state standards. (7.3)		①	②	③ ④
Overall Rating for Standard (c)		①	②	③ ④

RESOURCES

Nelda Cambron-McCabe, Luvern L. Cunningham, James Harvey and Robert H. Koff, (2005). *The Superintendent's Fieldbook "A Guide for Leaders of Learning*, California: Corwin Press

Patti L. Chance and Edward W. Chance, (2002). *Introduction to Educational Leadership & Organizational Behavior "Theory Into Practice"*, New York: Eye On Education

William G. Cunningham and Paula A. Cordeiro, (2000). *Educational Administration "A Problem Based Approach"*, Massachusetts: Allyn & Bacon



Texas Southern University
COLLEGE OF EDUCATION
 Department of Educational Administration and Foundations

EDAS 781 & EDAS 782 - Internship
Alignment Chart of COE, NCATE, ELCC and State Standards

Conceptual Framework Unit Learning Outcomes 4C's COE Proficiencies	National ELCC Standards	TE _x ES Domain Description	Alignment to TE _x ES Competencies	Student Learning Outcomes	Key Assessments	Descriptions
demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;	2.1 2.2 2.3 2.4	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)	Competency 004 Competency 005		Portfolio	Each intern is expected to develop an internship notebook that demonstrates your experiences during your field experience. This completed portfolio/notebook will represent what you have experienced during your internship. Your notebook should include documented evidence of your experiences, documents you may have created, memos sent and any other documentation that will support your experience.
demonstrates the capacity to problem solve, and to think critically and reflectively;	2.1 3.1 3.2 3.3 3.4	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development) Domain 3 Administrative Leadership (Resources, Facilities and Safety)	Competency 004 Competency 005		Disposition Survey	The following dispositions are expected upon completion of this course: -The candidate will work with students in a manner that demonstrates respect for diversity in students and their varied abilities and needs; The candidate values teachers and other staff and their contributions to the learning environment; The candidate believes in and is committed to working collaboratively

						with students, staff and all community stakeholders within the learning community to implement the campus vision; The candidate will reflect dispositions of a successful principal as outlined in the state standards.
demonstrates an understanding of human development, and the ability to act on this understanding;	1.1 1.2 1.3 1.4	Domain 1 School Community Leadership (Culture, Climate and Vision)	Competency 001 Competency 002 Competency 003		Principal Rating Form	Interns are rated by their designated supervising school administrator on seven dimensions of effective school leadership.
demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;	3.1 3.2 3.3 3.4	Domain 3 Administrative Leadership (Resources, Facilities and Safety)	Competency 004 Competency 006 Competency 007		Impact on Student Learning Instrument	Interns are rated by their internship faculty supervisor on seven items that demonstrate their impact on student learning.
demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;	2.1 2.2	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)	Competency 004 Competency 005			
demonstrates an understanding of effective communication and collaboration strategies;	1.1 1.2 1.2 1.4 4.1 4.2 6.1 6.2 6.3	Domain 1 School Community Leadership (Culture, Climate and Vision)	Competency 001 Competency 002			
demonstrates an understanding of research, assessment and evaluation as ongoing processes involving	6.1 6.2 6.3	Domain 1 School Community Leadership (Culture, Climate and Vision)	Competency 001 Competency 002 Competency 004			

multiple sources of information and techniques						
demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and	1.1 1.2 1.3 1.4	Domain 1 School Community Leadership (Culture, Climate and Vision)	Competency 001 Competency 002			
demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting	2.4 7.1 7.2 7.3	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)	Competency 008 Competency 009			
acts on the belief that <i>all</i> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities	2.1 2.2 2.3 2.4 7.1 7.2 7.3	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff)	Competency 003 Competency 004 Competency 005			
demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding	2.1 3.1 5.1 5.2 5.3 5.4 5.5	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff)	Competency 002 Competency 004			
demonstrates a commitment to high moral and ethical values	5.1 5.2 5.3	Domain 3 Administrative Leadership (Resources, Facilities and Safety)	Competency 003			
assumes accountability for the outcomes of instruction, and continually validates the	2.1 2.2 2.3	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff Development)	Competency 005			

effects of his/her choices and actions on others						
values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction	2.1 2.2 2.3 5.5 6.1	Domain 2 Instructional Leadership (Curriculum, Instruction and Staff)	Competency 004			

END OF INTERNSHIP MANUAL

