University of North Texas

EDLE 5500: Internship in Educational Leadership

Spring 2019

Course Syllabus

Instructor – Cheryl Jennings, Ed. D.

Contact Information

Email – cmjennings212@gmail.com, cheryl.jennings@unt.edu,

Canvas - Course Messages

Phone number – 972-989-0396

Office Hours: As needed before or after scheduled class meetings and site visits, or by phone, Face Time, online conferences or email.

Foliotek

This course includes two assignments that will be uploaded and assessed in the UNT Foliotek Assessment System. The Foliotek System can be accessed at https://www.coe.unt.edu/office-educator-preparation/foliotek

Scheduled Class Meetings (Required)

1. Orientation Meeting – Wednesday, January 9; 5:30 – 7:00 via Zoom
2. Mid-Course Meeting – March 7; 5:30 – 7:00 via Zoom
3. Final Meeting – Individually scheduled meetings with Interns. April 22 – May 3

The course officially begins on Jan. 14 and concludes on May 10.
Textbook – No textbook for the course

Communications

The Messages tool in Canvas will be the primary means of communications between the Interns and the Instructor. Please check your Messages daily during the course. Important Announcements related to this course will be posted in Canvas regularly. You may use alternate contact information for the Instructor (found on Page 1) in an emergency or when Canvas is not functioning. You may also text or phone the Instructor as you have the need.

Description/ Rationale of Course

The UNT Internship in Educational Leadership is required for completing the requirements for the Texas Standard Principal Certificate for students in the traditional and the AOP M. Ed. Programs, the Doctoral Program and the Post-Bac Program. The State of Texas requires an Internship that includes a minimum of 160 hours of documented administrative or leadership-related experiences at an elementary, secondary, alternative, or central office site under the supervision of both a university supervisor and school district administrator. The Internship can take place at a public, private, or charter school. Completing and submitting a Log of Hours and Activities during the Internship and having it signed by the supervising administrator at the conclusion of the Internship will document this requirement.

The goal of the Internship program is to provide an opportunity to observe or experience on-the-job, hands-on experiences while working under the direction of practicing and successful educational administrators. The Internship experiences are to be aligned with the current Texas Principal Competency requirements.

For those not currently employed or connected to a school or district, please contact the instructor for options.
Key Dates and Assignments

Key Dates

1. **January 9** - Attend the Orientation Meeting (required)

2. **By January 16** - Complete the “Internship Information Form” and return to the Instructor by email.

3. **January 14** – The course officially begins. **You may begin logging hours in administrative or leadership activities on the day following the Orientation Meeting (Jan. 9).** Your administrator should be aware of your participation in the Internship and approve all activities prior to the beginning of the internship. He or she must also approve all activities in which you participate during your Internship. You may document and “count” these hours toward the required 160 hours and include them in your Log of Hours and Activities.

4. **January 10 – January 25** – Initial Course Meeting - The instructor will meet with you and your supervising administrator to review the expectations and plan for your Internship program. Consult the calendar in Canvas to propose a day and time for meeting. Coordinate these visits with other Interns in your district or area, when possible (if meeting face-to-face). Refer to the Course Roster for a listing of all Interns and their schools/districts in this section of the course. **If you are not in the area, the meeting will be held via Zoom.**

5. **March 7** - Attend the required Mid-course Meeting.

6. **April 22 – May 2** - Final Course Meeting – The Final Course Meeting will be with individual Interns. The scheduling process for the meetings will be communicated in time to plan accordingly.
Assessments/Assignments

The following items should be completed and submitted by the dates found in the Assignments area of Bb. Assignments in Bb should be submitted by 11:59 pm on the date due.

1. **Plan of Action, Part 1** - Develop the Plan of Action Part 1 and upload the completed document into the Assignments area of Canvas. **Due – February 3**

   Before completing and uploading the finalized Action Plan Part 1 document, review the proposed Plan with your supervising administrator and course Instructor (at the initial meeting with the Instructor). In the finalized Plan include any suggestions for activities that may arise from those meetings.

   The completed Plan of Action Part 1 should include your planned activities, projects, and products that will be your responsibility during the course. **List a minimum of 3 tasks per competency.** You will use the list of current Texas Principal Competencies and the Action Plan Part 1 form found in Canvas to guide the planning of your activities for the term. Once completed and approved, this Plan should be submitted in the Canvas Assignments area by the due date to gain credit for this task.

2. **Executive Summary Reports** - Complete and submit in Bb by the dates due three Executive Summary Reports to your UNT instructor. Each Report should be a brief narrative that describes your participation in administrative-related and leadership-related-activities at the school site during the reporting period, includes a reflection/evaluation of the internship at this point, and a report of the total number of hours attained to the date of submission. **With each report, submit a completed copy of your Log to date that gives the details of the hours attained along with which TPC (s) link to the activity.**

   The Executive Summary Report will be due three times during the course. Submit each Report in Canvas by the date and time due. **Due Dates – February 17, March 24, April 28**

3. **Reports of Interviews of Administrators** - The Intern should **interview at least two administrators** during the course to learn about their experiences, perspective, philosophies, and advice about the roles and responsibilities of the school leader. A list of suggested questions that you may use for the interview are found in Canvas Assignments area and in the Intern Handbook. You should prepare a one to two page summary and reflective report of what
you learned for each interview or the questions asked and responses of each administrator, if you prefer. Submit the reports in Canvas by the date due. Include the name of the person interviewed, the position held, and the date of the interview **Due date – February 24**

4. **Report of Data Meeting** - The Intern should attend and observe a data meeting led by an administrator to gain a fuller understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the use of data to make instructional decisions.

Prepare and submit a one to two page report of your data meeting experience, including the name and title of the administrator observed, the date and location of the meeting, a description of the audience, the data presented, and related reflections. Submit the report to Canvas by the date and time due. **Due Date: March 24**

5. **Report of External School Experience** - The Intern should attend at least one of the following during the term: 1. A meeting of the local School Board, 2. A State or area educational-related conference, or 3. An administrative training related event or meeting – at the local district or at an ESC location. The Intern should prepare and submit in Canvas by the date due a one to two page summary and reflection of the event and the learning related to school leadership and administration attained by attending the event. The intern should also submit some type of artifact for the experience (i.e. agenda, certificate, etc). **Due Date: March 31**

6. **Report of TTESS Observation and Debrief** - The Intern should observe at least one teacher using the TTESS process (or district developed process), along side the supervising administrator, in order to gain a more complete understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the process used to evaluate teachers. The observation should be in a content area or grade level different from the intern’s current area. The Intern should seek approval and guidance from the supervising administrator as to the teachers to be observed. The observation is a learning experience for the Intern and does not count towards the teacher's official evaluation. Following the observation(s), the Intern and supervising administrator should debrief the observation and discuss what steps the supervising administrator would take next. Prepare and submit a one to two page Report of your TTESS observations and debrief experience, including the name and title of the
administrator you joined for the observation, the date and location of the observation, the position observed, and related reflections. Submit the report to Canvas by the date and time due. **Due Date: April 7**

7. **Report of Participation in Interview Process** - The Intern should attend and observe, or participate in, an interview of a potential employee for the campus or district in order to gain a more complete understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the process used to make employment decisions. Prepare and submit a one to two page report of your interview meeting experience, including the name and title of the administrator observed, the date and location of the interview, the position for which the interview was held, and related reflections. Include information regarding the process that occurred prior to the interview (screening applicants, committee formation, etc.) and the process that occurred after the interview (reference checks, how decision to hire was made, etc.) This information may be obtained by discussing the pre/post processes with the supervising administrator. Submit the report to Canvas. **Due Date: April 7**

8. **Report of Book Study or Professional Development** – The Intern should, with the guidance and approval of the supervising administrator, plan, prepare, and conduct a book study or professional development based on the needs of the campus. The presentation can be provided for a grade level, department, or the entire faculty. The presentation should be of value to the school, be substantive in nature, and have learning potential for the Intern. The Intern should create and submit a two to three page Report of the experience. The report should include a brief description of the book study or professional development, a brief description of the audience, the learning gained by the Intern, any supporting/documents/handouts/visuals (i.e. PowerPoint, Prezi, etc.), and a reflection of the overall experience. **Due Date: April 7**

9. **Self-Assessment** – Using the “Self-Assessment” form found in the Assignments area of Canvas or in the Internship Handbook, the Intern should complete the self-assessment by providing a rating for each of the TPCs. The purpose is for the Intern to identify and reflect on his/her administrative-related skills and knowledge. The outcomes of this assignment can be a basis for creating the personal Professional Development Plan. The completed form should be submitted in Canvas by the due date – **Due Date – April 14 (Submit with the Goal Setting Document)**
10. **Goal Setting Document** – Using the form found in the Assignments area of Canvas or in the Internship Handbook, the Intern should develop a goal based on his/her Self-Assessment Form, determine which Competency(ies) and Skill(s) are addressed in the goal, strategies/actions to complete the goal, expected outcomes, timeline for achievement, resources needed, and comments. The completed form should be submitted in Canvas by the due date. **Due Date – April 14** *(Submit with the Self-Assessment document).*

11. **Plan of Action, Part 2** - The Intern is to use the form located in the Canvas Assignment area to complete this assignment. Use Part 1 of the Action Plan as a beginning point, assess/reflect on which of the planned areas of activities or involvement were accomplished, which ones were not, and what experiences for each TPC areas occurred though not listed in the Part 1 of the Plan. Submit the completed form in the designated Assignment area in Canvas by the date due. **Due Date – April 28**

12. **Evaluation by Supervising Administrator** – The Intern should secure a copy of the *UNT Principal Intern Evaluation Instrument by On-Site Mentor/Supervisor* form from the “Internship Field Documentation” assignment in the Foliotek System or from the Internship Handbook and provide to his/her administrator for completion near the end of the term. The Intern should meet with his/her supervisor to review and debrief the experiences of the Internship. Submit the completed form in the Assignment area of Canvas and in Foliotek. If your supervisor prefers to submit the form confidentially to the Instructor, please make arrangements for emailing the completed form to the Instructor, whose email address is found on page 1 of this Syllabus.

The completed Evaluation Form should be scanned and uploaded into the Foliotek in the section titled, “Internship Field Documentation” and in Canvas. **Due Date – May 5**

13. **Attainment of at least 160 hours** – As indicated earlier in the Syllabus, the requirement is that at least 160 hours of active involvement, observations, leadership, or other approved activities are required of the Intern during the course. The Log will document the number of hours and the types of activities undertaken during the term. *The supervising administrator must sign and date the Log before final submission of Log in Canvas and in the Foliotek System.* **Due Date – May 5**

**Late Assignments** – Responses to assignments submitted past the due date will be subject to a reduction in the assigned point value for the assignment, depending on the date of submission (one point will be deducted for each day late). Contact your instructor
prior to late submissions for circumstances beyond your control (administrator cancelled, death in family, serious illness, etc.) All assignments must be submitted by the official end of the semester to obtain any credit.

**Performance Assessments – Grades**

Each assignment will have the indicated value.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan of Action, Part 1</td>
<td>15 points</td>
</tr>
<tr>
<td>Executive Summary Reports (3)</td>
<td>30 points (10 points each)</td>
</tr>
<tr>
<td>Reports of Administrative Interviews (2)</td>
<td>10 points (5 points each)</td>
</tr>
<tr>
<td>Report of External School Experience</td>
<td>10 points</td>
</tr>
<tr>
<td>Report of Data Meeting</td>
<td>15 points</td>
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<tr>
<td>Report of Book Study or PD</td>
<td>15 points</td>
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<tr>
<td>Report of Interview Observation</td>
<td>15 points</td>
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<tr>
<td>Report of TTESS Observation Process</td>
<td>15 points</td>
</tr>
<tr>
<td>Plan of Action, Part 2</td>
<td>15 points</td>
</tr>
<tr>
<td>Self-Assessment Plan</td>
<td>10 points</td>
</tr>
<tr>
<td>Goal Setting Document</td>
<td>10 points</td>
</tr>
<tr>
<td>Evaluation by Supervising Administrator</td>
<td>10 points</td>
</tr>
<tr>
<td>Attainment of Required Minimum Hours</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>185 points</strong></td>
</tr>
</tbody>
</table>
Letter Grades

Attainment of 166 - 185 points = A
148 - 165 points = B
132 - 147 points = C
Below 132 points = F

Class Evaluation: A student evaluation of the course and instructor 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. The feedback from students is very important to continuous improvement in teaching and the courses at UNT. Participation in the survey is an important part of your participation in this class.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and
delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations, which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.
Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments. (Not applicable to the internship class.)

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit [https://ltc.unt.edu/labs/unt-writing-lab-home](https://ltc.unt.edu/labs/unt-writing-lab-home).

**Teacher Education & Administration**

**Departmental Policy Statements**

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The
University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

**Attendance:** See the instructor’s attendance policy.

**Foliotek e-Portfolio:** Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on the site below:

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

**Cell Phones and Laptop:** Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

**SPOT:** The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online 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 SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Comprehensive Arts Program Policy.** The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy.** The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation.** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [http://www.coe.unt.edu/texes-advising-office/texes-exams](http://www.coe.unt.edu/texes-advising-office/texes-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).
“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

This Syllabus may be modified by the instructor as needed.