University of North Texas

EDLE 5500: Internship in Educational Leadership
Summer 2017

Course Syllabus – Section 080

Instructor – Bill Camp, Ed. D.

Contact Information

Email – bill.camp@unt.edu
Blackboard Learn (BbL) – Ask questions in course Messages
Phone number – 940-300-4034
Mailing Address – 5712 Balmorhea Dr., Argyle, TX 76226
Office Hours: As needed before or after scheduled class meetings and site visits, or by phone, Skype, Face Time, online conferences, or email.

Scheduled Class Meetings

1. **Orientation Meeting** – Wednesday, May 31, UNT Campus – Room 115, Wooten Hall (WH) 5:30 – 7:00 – See UNT campus map for location of building. Use one of the UNT parking garages northeast or southeast of Wooten Hall.

   **THIS IS A REQUIRED MEETING.**

2. **Mid-Course Meeting** – Tentatively scheduled for week of June 26-30. The specific location, date, and time to be determined and confirmed and communicated.

3. **Final Meeting** – Individual scheduled meetings with Intern and supervising administrator at school or by phone contact.

The course officially begins on Monday, June 5, 2017 and concludes on Thursday, August 10, 2017.
Textbook – There is no textbook for this course.

Tk20

This course includes three (3) assignments that will be uploaded and assessed in the UNT Tk20 Assessment System. You can access the Tk20 System at http://www.coe.unt.edu/tk20. If you are just beginning the AOP Program with this term, you will need to acquire a Tk20 account. The site has the needed details for both purchase and login.

Communications

The Messages tool in Blackboard Learn (BbL) 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 Bb Learn regularly.

You may use alternate contact information for the Instructor (found on Page 1) in an emergency or when Bb Learn is not functioning.

You also may text or phone the Instructor as you have the need.

Description/ Rationale of Course

The 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 for any student seeking the Principal’s certificate. The State of Texas requires an Internship that includes a minimum of 160 hours of documented administrative or leadership-related experiences at either an elementary, secondary, alternative, or central office site under the supervision of both a university supervisor and school district administrator. Completing and submitting a Log of your 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 a practicing and successful educational administrator. The Internship experiences should be aligned with the nine Texas Principal Competency requirements and integrated with selected ELCC standards. The Intern will plan activities cooperatively with a site-based supervisor based on the nine Texas
Principal Competencies, the targeted areas set out in the Action Plan, Part 1 form, the individual candidate's experiences, and the needs of the school site and administrators. (ELCC Standards 2.4, 7.1, 7.2, 7.3, 7.4, 7.5, and 7.6)

For those completing the Internship in the Summer, you must be "connected" to a school that is conducting a summer school program to maximize opportunities for you to observe or participate in administrative and leadership tasks in the school setting. For those not currently at a school, please contact the instructor for options.

Key Dates and Assignments

Key Dates

1. **May 31, 2017** – Attend the Orientation Meeting for the Internship program and course, if you are in the DFW area, if possible. If you do not live or work in the DFW area or you cannot attend the Orientation Meeting on the UNT campus due to conflicts, the orientation can be conducted by messages, phone calls, and meetings - as may be needed or possible. Contact your instructor.

2. **By June 2** – Complete the "Internship Information Form" and return to the Instructor at the Orientation Meeting or by Messages/emails, as soon as possible.

3. **June 5** – the course officially begins. **You may begin logging hours in administrative or leadership activities on the day of the Orientation Meeting or with instructor approval following phone contact with the Instructor.** Your administrator should be aware of your participation in the Internship and approve the activities. You may document and “count” these hours toward the required 160 hours and include them in your Log of Hours and Activities

4. **May 31 – June 9** – The instructor will meet with you and your supervising administrator to review the expectations and plan for your Internship program, if you are in the DFW area. Consult the calendar to be provided you to propose a day and time for meeting. Coordinate these visits with other Interns in your district or area, when possible. Refer to the Course Roster for a listing of all Interns and their schools/districts in this section of the course.
5. Attend a Mid-course Meeting for the course, tentatively scheduled for the week of June 26 - 30 with the meeting location and time to be determined and communicated to you well in advance of the meeting.

6. Final Course Meeting – The Final Course Meeting will be with individual Interns on their campus tentatively set for the week of August 7-10. 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 the BbL course. Assignments in the course should be submitted no later than 11:45 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 Tk20 System **and** into the Assignments area of the BbL course. **Due – June 11**

   **Before** completing and uploading the finalized Plan – Part 1 document, review the proposed Plan with your supervising administrator and course Instructor (at the initial meeting of the Instructor at the school site). Include in the finalized Plan any suggestions for activities that may arise from those meetings.

   The completed Action Plan – Part 1, should include your planned activities, projects, and products that will be your responsibility during the course. You will use the list of Texas Principal Competencies (9) and the Plan of Action – Part 1 form found in the Tk20 System to guide the planning of your activities for the term. Once completed and approved, this Plan should be submitted in the Tk20 System and used as a guide in planning activities during the term. It will also be submitted in the BbL course **Assignments area** by the date due to gain credit for this task.

   Please note that there are two templates available for you to use in developing your Plan. Choose one to complete. One template is in the Tk20 Assignment and the other is in the Internship Handbook. **Your administrator should email me at bill.camp@unt.edu and state they have reviewed your plan and approve your participation.**
2. **Executive Summary Reports** – Complete and submit in the course 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 Bb by the date and time due (provided in the BbL course). **Due Dates – June 18, July 2, and July 23**

3. **Log of Hours and Activities** – Maintain a Log of Hours and Activities. The Log will list the time you start and end your Intern work each day during the term. List the total time you spend in the intern activities for the day. Provide a brief description of each activity that you observed or in which you participated. List for each activity the Texas Principal Competency (TPC) that you believe best matches the activity in which you observed or participated. **You are encouraged to use the suggested template found in the TK20 System.** Submit the completed Log at the conclusion of the course by the date due in the course and also submit the Log in the Tk20 System. The Log should be signed by your supervising administrator before submitting the final document. **Due by August 6**

4. **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 the course Assignments area. You should prepare a two to three page summary and reflective report of what you learned in each interview and submit in the course by the date due. You may include the responses of each administrator to each question if you prefer, or submit a narrative report that summarizes your learning. **Due date – June 25**

5. **Report of Shadowing Experiences** – The Intern should spend at least 12 hours during the term shadowing one or more administrators to gain an enhanced understanding of the varied roles and responsibilities of the administrator. A one to two page Report of the shadowing experiences and related reflections should be prepared and submitted in the BbL course by the date due. **Date due – July 9**
6. **Evidence of Attendance at a local Board Meeting or Conference or Training Event** – 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 the course 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. **Due Date July 16**

7. **Report of Project(s)** – The Intern, with the guidance and approval of the supervising administrator, should identify at least one “Project(s)” for extended participation or leadership during the term. Each Project should involve at least 10 to 15 hours, be substantive, involve direct administrative- or leadership-related activities, be of value to the school or organization, and be approved by the supervising administrator and course instructor. A list of example topics for projects will be included in the Assignments area of Bb for this assignment. The completed Report should be submitted in Bb by the date due. **Date due – July 23**

8. **Plan of Action, Part 2** - The Intern may use either the form in the Tk20 System Assignment area for this course or the template in the course 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 ELCC or TPC areas occurred though not listed in the Part 1 of the Plan. Submit the completed form in the Tk20 system and in the designated Assignment area of the course by the date due. **Date due – July 30**

9. **Self-Assessment** – Using the “Self-Assessment” form found in the Assignments area of the course and in the Internship Handbook, the Intern should complete the form by providing a rating for each of the TPCs and selected ELCCs. The purpose is for the Intern to identify and reflect on her or his administrative-related skills and knowledge. The outcomes of this assignment can be a basis for creating a personal Professional Development Plan. The completed form should be submitted in course by the due date – **Date due – July 30** (Submit with the Professional Development Plan.)
10. **Professional Development Plan** – Using the form found in the Assignments area of the course or in the Internship Handbook, the Intern should identify plans of future professional development activities for each area described in the Texas Principal Competencies/ELCC Standards based on self-reflection and assessment of experiences in the Internship. The completed form should be submitted in the BbL course by the due date. **Date due – July 30** (Submit with the Self-Assessment document.)

11. **Evaluation by Supervising Administrator** – The Intern should secure a copy of the “Final Evaluation by Cooperating Administrator” form from the “Internship Field Documentation” assignment in the Tk20 System or from the Internship Handbook and provide to his or her administrator for completion near the end of the term. The Intern should meet with her or his supervisor to review and debrief the experiences of the Internship. You should submit the completed form in the Assignment area and in Tk20. If your supervisor prefers to submit the form confidentially to the instructor, please make arrangements for mailing the completed form to the Instructor, whose mailing address is found on page 1 of this Syllabus.

The completed Evaluation Form should be scanned and uploaded into the Tk20 System in the section titled, "Internship Field Documentation" and in the BbL course. **Date due – August 6**

12. **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 submitting the final Log in the BbL course (2 locations) and in the Tk20 System. **Date due – August 6**

**Late Assignments**

Responses to assignments that are 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. 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>10</td>
</tr>
<tr>
<td>Executive Summary Reports (3)</td>
<td>15</td>
</tr>
<tr>
<td>Reports of Administrative Interviews (2)</td>
<td>10</td>
</tr>
<tr>
<td>Report of Attendance at Meeting, Conference, or Training</td>
<td>5</td>
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<tr>
<td>Report of Shadowing Experiences</td>
<td>5</td>
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<tr>
<td>Report of Project</td>
<td>5</td>
</tr>
<tr>
<td>Plan of Action, Part 2</td>
<td>10</td>
</tr>
<tr>
<td>Self-Assessment Plan</td>
<td>5</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>5</td>
</tr>
<tr>
<td>Completed Supervisor Evaluation Form</td>
<td>5</td>
</tr>
<tr>
<td>Log of Hours and Activities</td>
<td>10</td>
</tr>
<tr>
<td>Attainment of Required Minimum Hours</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
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</tbody>
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Letter Grades

Attainment of 90 to 100 points = A  
80 to 89 points = B  
70 to 79 points = C  
Below 70 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 Blackboard Learn. 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 Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

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.

Teacher Education and 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." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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. 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.

**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.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.
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. 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. Additional test preparation materials (i.e. Study Guides for the TExES) are available at 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 and 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.

This Syllabus may be modified by the instructor as needed.