

Ashland University  
Dwight Schar College of Education  
**SYLLABUS for EDAD 736: Building Principal Internship** (revised 2008)

Graduate  
Credit Hours: 3  
Field/Clinical Hours: 90

**Course Number:** EDAD 736

**Course Title for the Catalog:** Building Principal Internship

**Catalog Description:** This Internship is the second course in a year-long planned, supervised, and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The Internship requires Interns seeking licensure as a building administrator (principal) in early childhood, middle childhood, or adolescence to young adult to work in a school setting and with cooperating administrators (site mentors) appropriate for the licensure sought. Interns will engage in administrative activities in at least two different buildings representing diverse student age populations. The Internship will allow Interns to observe the functions of principals, assume leadership in planning, implementing, and evaluating selected internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. EDAD 736 must be taken in conjunction with EDAD 735, Educational Administration Internship I, unless special permission is granted due to unique circumstances.

**The Prerequisites for the Course Are:** For Interns seeking the M.Ed., completion of CORE requirements and approximately 21 semester hours in educational administration is required prior to beginning the Internship, or the approval of the Educational Administration (EDAD) Department Chair.

**Course and Field/Clinical Experience Objectives (including knowledge, skills, attitudes, and values):** The Internship is a capstone experience that encompasses all of the ELCC Standards as outlined in the course syllabi for EDAD 735/736/737/739 field experiences. The Intern is responsible for highlighting in writing the areas of emphasis connected to the ELCC Standards within their specific activities and major project. The Intern must submit a one-page reflection, highlighting that the ELCC Standards have been met in their major project.

**KNOWLEDGE:** The graduate education student will have knowledge of:

1. Literature and research sources such as library, ERIC searches, interviews, computer data bases, professional publications, surveys, internet resources, and district and Ohio Department of Education publications.
2. Program evaluation procedures.
3. Individual, small group, and large group dynamics.
4. Writing and reporting techniques.
5. Opening school activities.
6. Student orientation/student-parent handbook/student due process.
7. New teacher orientation/entry-year program/faculty handbook.
8. Preparation of EMIS data.
9. Use of local, regional, and state EMIS data.
10. Classroom management/student discipline procedures.
11. Standardized testing program.
12. The teacher evaluation process.
13. Staff development/in-service program development.
14. Curriculum/course of study development.
15. Pupil placement/scheduling/IEP conferences/special student requirements.
16. School and community relations activities.
17. Building budget procedures and fund accounting, including grants and state/federal programs.
18. The building administrator's role in professional relations activities such as collective bargaining, unfair labor practices, etc.
19. School closing and year-ending activities.

**SKILLS:** The graduate education student will have skills to:

1. Observe the functions of an administrator.
2. Provide a positive change in leadership of the educational program.
3. Identify school problems and develop solutions to those problems based on research and theory.

4. Assume a leadership role in planning, implementing, and evaluating components of the educational program.
5. Demonstrate human relations skills necessary for leadership.
6. Plan and implement opening school activities.
7. Plan student orientation programs.
8. Plan and implement teacher orientations and entry-year programs.
9. Collect, enter, and use EMIS data.
10. Implement student services including student discipline, class and activity scheduling, and student placement.
11. Manage the standardized testing program and use the results to improve instruction.
12. Conduct the teacher evaluation process.
13. Conduct staff development/in-service program development.
14. Supervise curriculum/course of study development.
15. Supervise pupil placement/scheduling/IEP conferences.
16. Conduct effective school and community relations activities.
17. Prepare building budgets and monitor fund accounting including grants and state/federal programs.
18. Administer the collective bargaining agreement.
19. Plan and implement school closing and year ending activities.

**ATTITUDES AND VALUES:** The graduate education student will value:

1. That educational program improvement is achieved through change.
2. That improved professional skills lead to enhanced leadership roles.
3. The leadership role as it influences the climate for educational excellence.
4. The importance of the building principal as the instructional leader of the school building.
5. The unique characteristics and needs of the different schools that students attend.

**Selected Texts and/or References:** Journals such as *American School Board Journal*, *NASSP Bulletin*, *Principal*, *Educational Leadership*, *Kappan*, *Journal of School Business Affairs*, *Journal of Curriculum and Instruction*.

**Suggested Instructional Strategies:** Observation, practice, readings, and discussions

**Description of Field/Clinical Experiences:**

**Definitions:** **Intern** – the student enrolled in 735 and either 736, 737, or 739

**Site Mentor** – the principal or administrator acting as the key mentor for the Intern in the building(s)

**University Supervisor** – the mentor/supervisor from Ashland University, usually a faculty member

1. **Summary of Expectations:**

- a. **Administrative Activities (64** clock hours)
- b. **Principal Interviews (12** hours)
- c. **Conference (6** hours)
- d. **Seminars on Campus (6** hours)
- e. **In-District Visitation (2** hours)
- f. **TOTAL (90** hours)

2. **Administrative Activities (64** hours).

- a. The Intern will engage in a number of administrative activities. The activities should provide the Intern with an overview of the building administrator's responsibilities and duties.
- b. The Intern will identify a primary license emphasis (preK-6, 4-9, or 5-12) and the principal of that building will be the Intern's Site Mentor. A second license emphasis will be identified for additional administrative activities.
- c. The Intern and the Site Mentor should jointly define activities in each of the administrative areas listed in section 2. d. The majority of the activities should be conducted at the identified primary site. At least six (6) of the activities should be conducted at the identified second site. The activities should be designed so the Intern will gain an understanding of the building administrator's role in each of the areas.
- d. For each of the following administrative activities, the Intern will prepare a written report which includes a description of the activity, including dates and times and a reaction to or analysis of the activity.

- i. Opening school activities. Provide a listing of administrative activities performed in preparation for the opening of the school year and a brief description of each activity.
  - ii. Student orientation/student-parent handbook/student due process
  - iii. New teacher orientation/entry-year program/faculty handbook
  - iv. Analysis of school and district Report Cards and Continuous Improvement Plan data
  - v. Demonstration of data-driven decision-making using state reporting data
  - vi. Classroom management/student discipline procedures
  - vii. Understanding of the Standardized Testing Program
  - viii. Teacher evaluation process
  - ix. Staff development/in-service program development
  - x. Curriculum/course of study development and the use of state models
  - xi. Pupil placement/scheduling
  - xii. IEP conferences/special student requirements
  - xiii. School and community relations activities/partnerships
  - xiv. Building budget procedures and fund accounting, including grants and state/federal programs
  - xv. Building administrator's role in professional relations activities – for example, collective bargaining, unfair labor practices, contract administration, or labor-management committees
  - xvi. School closing and year-ending activities.
3. **Principal Interviews (12 hours).**
- a. This requires interviews with school administrators in a variety of school districts/buildings and a report on each visitation using the appropriate form.
    - i. Interns will interview a minimum of six (6) principals, and one may be the secondary site administrator. Three may be assistant principals.
    - ii. More interviews of in-district administrators may be approved by the University Supervisor in large urban districts where a diversity of leadership, faculty, and student populations may be observed.
    - iii. Out-of-district interviews must include principals of schools in rural, urban, and suburban districts. At least one-half of the interviews must be with public school principals.
    - iv. Prepare a list of twenty (20) questions to ask during the interviews. This list is to be included in the Portfolio.
    - v. Prepare a summary of each interview (see the appropriate form). These are to be included in the Portfolio.
    - vi. Interviews for those seeking preK-6 and 4-9 licensures – two interviews in each set of grade levels, with at least one of the grade levels listed:
      1. preK-3 (one school must have a preK class)
      2. 4-6 (the school must be organized as an elementary school)
      3. 7-9 (the school must be organized as a middle school)
    - vii. Interviews for those seeking 4-9 and 5-12 licensures – two interviews in each set of grade levels, with at least one of the grade levels listed:
      1. 4-6 (the school must be organized as an elementary school)
      2. 7-9 (the school must be organized as a middle school)
      3. 10-12 (the school must be organized as a high school)
    - viii. A total of at least 12 hours must be devoted to these interviews, including the actual interviews and preparation of the summaries.
4. **Conference Attendance: (6 hours).** Interns are expected to attend a state or regional conference/meeting of a professional administrative association. The meeting should be sponsored by the administrative group for which licensure is sought.
5. **Seminars on Campus: (6 hours).**
- a. In addition to the orientation meeting and the final individual evaluation conference, the Intern must attend one seminar that will be held each semester, one for 735 and a second seminar for 736 during the second semester. These seminars may include:
    - i. Project sharing
    - ii. Discussion of problems encountered
    - iii. Discussion of suggested solutions to problems
    - iv. Sharing of significant readings. Reading samples should be brought to the seminar
    - v. Other issues of interest, for example, licensure requirements, career development, etc.

- b. Interns who cannot attend the scheduled seminar(s) at their programs center must arrange to attend a corresponding seminar at another center, with documentation of attendance from the professor conducting the seminar.
6. **In-District Visitations (3 hours).** The University Supervisor will make at least one visit with the Intern and Site Mentor during each semester of the Internship experience.
7. **Internship Portfolio: for 735 and 736.**
- a. An Internship Portfolio will be developed and submitted to the University Supervisor to conclude the Internship. The Internship Portfolio will be arranged as follows:
    - i. Service Agreement
    - ii. Internship Log (735 and 736)
    - iii. School Improvement Project report and all related documents (735)
    - iv. Administrative Activity Reports (736)
    - v. Principal Interview Reports (736)
    - vi. Conference Report (736)
    - vii. Search of the Literature (8 Articles for 735 and 10 Articles for 736, 737, or 739)
    - viii. Case Study (replaces 2 of the 10 articles previously required for 735)
    - ix. Portfolio on a computer diskette, CD, DVD, or e-portfolio.
  - b. A Log will be kept detailing the hours spent on each component of the Internship. The dates and the amount of time spent on each individual activity must be clearly stated. Each subsection should be totaled and should include at least the minimum number of hours required.
8. **Portfolio on computer disk, CD, DVD, or e-portfolio: for 735 and 736.** At the final evaluation conference, each Intern shall submit a diskette containing all Intern-created materials and forms required in the portfolio. Each diskette should be labeled with the Intern's name and the computer program used.
9. **Internship Log: for 735 and 736.** A Log will be kept detailing the hours spent on each component of the Internship. Each subsection should be totaled and should include at least the minimum number of hours required. The following components should be clearly delineated:
  - a. **School Improvement Project (735)**
  - b. **Administrative Activities (736)**
  - c. **Principal Interviews (736)**
  - d. **Seminars on Campus (735 and 736)**
  - e. **In-District Visitations (735 and 736)**
10. **Evaluation by the Site Mentor and University Supervisor: for 735 and 736.** At the completion of the Internship experience, the Site Mentor and University Supervisor will both be asked to complete an evaluation instrument. The completed Portfolio is to be given to the Site Mentor prior to the final on-site conference and should be part of the final evaluation.
11. **Verification Form: for 735 and 736.** This form is provided at the second campus seminar and requires your district to certify your teaching and/or administrative experience. Your University Supervisor will also certify the completion of the Internship. This form is sent to the Department of Testing and Licensure on the main campus, as part of the Intern's licensure application process.
12. **Final Evaluation Conference: for 735 and 736.** A final evaluation conference will be scheduled near the end of the academic year to review the Intern's Portfolio and the Site Mentor's evaluation. The Intern will meet individually with the University Supervisor at the building site or at one of Ashland University's Centers. After the final evaluation conference, Interns will be asked to complete the Internship Evaluation form.

**Faculty Who Frequently Teach the Course:**

**Licensure Programs in Which Course Is Required:** Building Administrator; Administrative Specialist

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations.**

**Bibliography:**

Engler, C. (2000). *The ISLLC standards in action: A principal's handbook*. Larchmont, NY: Eye on Education.

Foundation Center: <http://foundationcenter.org/>

Hackmann, D.G., Schmitt-Oliver, D.M., and Tracy, J.C. (2002). *The standards-based administrative internship: Putting the ISLLC standards into practice*. Lanham, MD: Scarecrow Press.

Hessel, K., and Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC standards to practice*.

Princeton, NJ: Educational Testing Service.

Lipsitz, J. (1983). *This we believe: Successful schools for young adolescent—a position paper*. The National Middle School Association.

National Center for Educational Statistics: <http://nces.ed.gov/>

Ohio Department of Education: <http://www.ode.state.oh.us/>