## Wayland Baptist University

# Wayland Baptist University

Virtual Campus

School of Education

# 2. University Mission:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# 3. Course Prefix, Number, and Name:

EDAD 5348 – Principal Internship I

# 4. Session and Year:

Spring Session 1: January 10, 2022 through March 5, 2022

Online Course: **Material presented at noon on Saturdays**

Opening Material presented on the first day that classes are offered.

# 5. Full Name of Instructor:

Dr. Tim Powers

Associate Professor of Education

Lubbock Campus

# 6. Office Phone and WBU Email Address:

Office Phone: (806) 742-9516

**Cell Phone: (940) 631-1045**

Email: [tim.powers@wbu.edu](mailto:tim.powers@wbu.edu)

# 7. Office Hours, Building, and Location:

Office Hours: By Appointment

Building: WBU Lubbock Campus

801 North Quaker, Lubbock, Texas 79416

# 8. Class Meeting Time and Location:

Professor will meet with you individually at times agreed upon by the student and professor. These meetings will include observation and evaluation meetings.

Please be sure to check ALL of the information provided on Blackboard™ as it relates to this course. You are responsible for knowing what is required for this course and the requirements are contained in Blackboard™.

# 9. Catalogue Description:

Supervised experience in an educational setting leading toward principal certification.  This capstone course is for those individuals seeking state license.  The state examination or an approved alternative are part of the course and the course stands in place of the comprehensive examination.

# 10.Prerequisite:

Completion of (a) EDAD 5337 Application of Administrative Concepts coursework and (b) must have *attempted* the state TExES Exam #068 (state certification exam for the Principalship) must be accomplished before the Principal Internship begins. The internship is taken at the *end* of the student’s [Educational Administration] program.

# 11. Required Textbook and Resources:

**Book:** Explicit Instruction: Effective and Efficient Teaching

**Author:** Archer, Anita L.; Hughes, Charles A

**Copyright:** 2011

**ISBN:** 9781609180416

**Publisher:** The Gilford Press

**Book Type:** Paperback

*Note: VitalSource etextbooks.*

For student access:

1. Every Course in Blackboard has a link to eTextbook [Vital Source] embedded in the course menu, with basic instructions.
2. I encourage you to use this textbook.  Printed copies will NOT be available through our bookstore.  Students can purchase via Amazon or similar vendor but the cost is usually substantially more expensive.
3. Student will “register” to access your library.
4. You will be able to read and interact with your textbook from that location.

# 12. Optional Materials:

*The Pedagogy and Professional Practices Preparation Manual #068* (2011)may be downloaded from the SBEC website.

WBU Learning Resources:  [WBU Learning Resources](http://www.wbu.edu/lrc)

# 13. Course Outcome Competencies:

Each intern will…

1. Complete the required “First Wednesday” attendance assignment and submit to the appropriate Blackboard portal.
2. Complete **a minimum of 100 hours** of active involvement (involving the administrative areas specified) as a part of the responsibility within the district/campus assigned; each intern will plan, conduct, and document these experiences in a daily written log that is submitted on Blackboard upon completion. The hours must be signed by the administrator serving as the mentor and by you prior to submitting. Once received through Blackboard, you will receive a copy signed by the professor. [Competencies 0001-009]
3. There will be a minimum of **two** observations totaling 90 minutes with you during this course. You will complete the third and final observation in EDAD 5349. For each observation, there will be a pre-conference and a post conference. Depending on your location, all of the conferences will be completed through email. During the first part of the session, I would like to do either a face-to-face conference with you and your mentor or a phone conference, to outline course expectations for the Principal Internship. Please be thinking about who will be your mentor and when we would be able to meet, probably for a phone meeting. For the presentations, you may present in front of your peers of at least three other people, information that would be beneficial to the advancement of student success on your campus or in your district. The presentation must be able to be connected to one or more of the principal competencies. Before each observation, there must be a pre-conference using the email to discuss the presentation and its merits. The actual observation is to be recorded and a link provided using the instructions in Blackboard, for the professor to observe and evaluate**.** Professors do not have to be present for the presentations. After each of these observations and the pre and post-conferences, you will be sent an Observation/Conference form for review, a signature, to Blackboard in the appropriate selection under the Observation Forms located under the Content tab, for record purposes. *Any time spent in meeting with the professor may count toward the minimum cumulative 200 hours of required for Internship I and II.* A copy of the observation will be sent to your campus mentor.
4. Prepare and submit first 4 chapter summaries of the required reading material. [Competencies 001-009] These assignment pages will be listed individually under the “Content” portion of Blackboard. Once you have completed a chapter summary, please submit it under the same area you retrieved the assignment

# 14. Attendance Requirements:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# 15. Statement on Plagiarism and Academic Dishonesty:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# 16. Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# 17. Course Requirements and Grading Criteria:

Students will be expected to…

* Complete reading assignments from the designated text materials.
* Complete the required intern hours.
* Complete 2 observations that must be scheduled with the course professor in advance. Each observation must be a minimum of 45 minutes where the student is acting in the role of an administrator, presenting information to a group of other teachers and staff with a minimum of 3 participants. It is preferred that the group be larger if possible. The presentation can be less than 45 minutes, but the candidate will be required to have a minimum total of 135 presentation minutes with a minimum of three presentation by the end of EDAD 5349 – Principal Internship II.

## GRADING CRITERIA:

You will receive either Credit “CR,” No Credit “NCR,” or In Progress “IP” for the course.

In Progress will be given until all criteria for the course has been met.

Criteria:

* **PARTICIPATE IN THE BLACKBOARD COLLABORATE SESSION on the date and time listed in Blackboard under the “Content” tab.**
* Completion of the 100 clock hours
* Two presentations observed by the course professor
* Completion of 4 of the chapter summaries on the book: *Explicit Instruction*
* The Principal Intern Log turned in as described in the directions

In compliance with the WBU catalog, grades for courses shall be recorded by the symbols below: (Point totals for each letter grade MAY be modified, but a grading system MUST be maintained.)

## University Grading System:

A 90-100% Cr for Credit

B 80-89% NCR No Credit

C 70-79% I Incomplete\*

D 60-69% W for withdrawal

F below 60% WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **NCR**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.  Appeals  may  not  be  made  for  advanced  placement  examinations  or course  bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# 18. Tentative Schedule:

To be determined on an individual basis

# 19. How the Internship Works:

1. There is a Handbook for this course listed under the Content button. Please make sure you have read and understand all of the information in the handbook.
2. The internship is scheduled for the combined Fall 1 and 2 sessions and then again in the Spring 1 and 2 sessions and involves 16 weeks of participation at the assigned site by the intern.
3. The University Supervisor confirms (a) the approval of the cooperating school district and (b) the consent of the campus administrator who will be supervising the intern.  This campus administrator is often the principal of the school to which the intern is assigned.
4. The intern will begin work to make himself/ herself available for administrative work whenever he/she is not meeting regular contract responsibilities.  This includes before school, after school, and during conference periods.  Work on objectives may be completed outside the regular school day or during conference periods when the opportunity arises.  This pattern of work continues throughout the sessions identified for the Internship.
5. The University Supervisor (course professor) communicates with the intern and his/her campus administrator a minimum of two times during the term. One avenue of communication is a personal or a phone visit to review the objectives; another is an exit conversation in which the campus administrator and the university supervisor assess the intern’s performance and the quality of the Internship experience.
6. All information and attachments needed for this course as provided by the course professor, will be placed in Blackboard™ under the “Content” tab for the candidate’s use. Please contact the course professor if you cannot locate the attachments or information needed or if you have a question concerning the material and/or expectations.

# 20. Roles and Responsibilities:

The university supervisor…

* provides the general structure of the program and coordinates  the orientation/overview for the intern and the supervising administrator.
* administers the program.
* serves as consultant to the intern and supervising administrator in the development of the internship experiences and works with them in evaluating the intern’s growth and achievement.
* gives direction to the intern seminars that occur during the term.
* works with the university supervisor in establishing a framework for cooperation.
* allows the supervising administrator to work with the designated intern(s).

The campus administrator…

* serves as the immediate supervisor of the intern.
* works with the intern to develop objectives for the individual intern.
* uses the intern in ways that contribute to the intern’s professional growth and development as an administrator – and serves the needs of the campus involved.
* serves as a mentor to the intern by discussing administrative problems and his/her thinking regarding those challenges.
* encourages the intern to participate in the profession through attendance at various meetings of school administrators.
* clarifies the intern’s role to the faculty and staff, as necessary.
* assists in the evaluation of the intern’s development and performance.

The intern…

* demonstrates a desire to take full advantage of the learning opportunities that are available in the internship.
* keeps confidences and maintains ethical attitudes and behaviors.
* works with the supervising administrator to develop personalized objectives for the internship experience.
* is available to assist with incidentals and tasks beyond those indicated by the initial objectives.
* allocates and devotes sufficient time to the internship.
* participates in professional association (and other) meetings involving school administrators.
* participates actively in internship seminars.
* assumes leadership in planning and implementing designated seminar(s).
* maintains an internship notebook which includes his/her individual internship objectives, a reflective log, materials that the intern produces in the course of the internship, and other relevant materials suitable for future reference (e.g., schedules, memoranda, checklists, etc.) which will be useful to the intern upon assuming full-time administrative responsibilities.

# 21. TExES Principal Domains and Competencies:

Participants will plan experiences, secure information, and develop or refine skills that address the State Board for Educator Certification (SBEC) areas regarding the following administrator domains and competencies:

## DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

**Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

1. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.**

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
4. Ensures that parents and other members of the community are an integral part of the campus culture

## DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

**Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.**

1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
3. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
4. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

1. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
2. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
5. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

## DOMAIN III—HUMAN CAPITAL (Human Resource Management)

**Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

1. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
4. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

**Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

1. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
2. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

**Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.**

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
2. Develops and implements strategies for systematically communicating internally and externally
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

**Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

## DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

**Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

**Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

1. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
8. Articulates the importance of education in a free, democratic society

## God bless each of you!