

Texas Wesleyan University

EDU 6619 Administrative Internship and Application

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Catalog Description:

This course requires 150 clock hours of internship in a public school setting. Students will perform administration duties at a chosen school and participate in practical experiences as an administrator. Induction into the supervisory principal role is expected by the school officials and facilitated through seminars during the internship year. The internship requirement may continue through several semesters. (It is recommended that PDS training happened during internship from the Region Education Service Center.)

Prerequisites:

Acceptance into Graduate Studies in Education, and the Principal Certificate Program for either certification only or Masters Degree program. Student must apply for internship, present a work plan of activities that will be included in the internship, and present a letter of consent and support from his or her administrative mentor.

Candidates for principal certification will know and apply the following standards:

State Standard 1: Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness, and in an ethical manner.

State Standard 2: Learner-Centered Leadership and Campus Culture. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

State Standard 3: selects and implements appropriate models for supervision and staff Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, development, and applies the legal requirements for personnel management.

State Standard 4: Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

State Standard 5: Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

State Standard 6: Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

State Standard 7: Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Required Text: no formal text. Materials will be provided during the CTL Seminars.

Course Goals:

This internship course will enable the student to:

1. Gain practical knowledge of curriculum from EC-12th grade.
2. Learn how to conduct vertical planning, teaming, and curriculum alignment in a EC-12th grade school.
3. Understand teacher evaluation, models of effective teaching and how to guide teachers into becoming stronger teachers.
4. Learn how to incorporate curricular changes, assessment changes, read test scores, improve student learning.
5. Perform as an administrator in a public school setting.
6. Reflect on leadership development with peers in Courage to Lead Seminar.

Instructional Methods:

Instruction will be primarily a learning practicum in the field. Seminars will also be conducted so that student dialogue and reflection will occur.

Evaluation:

Credit (pass/fail) will be based upon faculty observations and administrative mentor evaluations. Students will be expected to submit a reflective portfolio documenting their hours, administrative experiences, and continued areas for professional growth while incorporating references to assigned readings from text.

Texas Wesleyan Policies: Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. This includes, but is not limited to, grade appeal, sexual harassment, student access to records, and other policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

Subject to Change Policy: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a “blue print” for the course; changes in the syllabus can be made, and students will be informed of any substantive changes concerning exams, the grading or attendance policies and changes in project assignments.

Sexual Harassment: In accordance with Texas Wesleyan University administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. The class will not tolerate such behavior as it creates an unacceptable educational environment.

Disabilities: Texas Wesleyan University adheres to a disability policy, which is in keeping with relevant federal law. The university will provide appropriate accommodation. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with the Career, Counseling and Testing Center.

Sequence of Events, Calendar:

1. Acceptance into program and enroll in courses. Apply for probationary certificate by completing #2 below. See Gail Stewart, gstewart@txwes.edu.
2. Present internship application (attached), which includes an outline of the work plan for 150 clock hours administrative activity and a letter of support from the mentor principal or administrator to Graduate Office.
3. Successfully complete courses (EDU 6315, 6316, 6317 and 6318). Successfully complete the internship, see #7 below.
4. Sit for the TExES Principal examination (068).
5. Receive news of passing scores! Cheers!
6. Attend two leadership seminars.
7. Complete Internship hours (150 clock hours). Turn in reflective portfolio to Graduate Office for committee review. Keep a documented, reflective log of activities that are performed during internship hours. Your mentor will sign off on these clock hours. Also include an updated vita in your portfolio. At that point, credit will be given for EDU 6619.
8. Become hired as Assistant Principal, or Principal!!!
9. Congratulations!! Celebrate!!!!

Texas Wesleyan University
EDU 6619 Administrative Internship Application

I. Candidate Information

Name of candidate: _____ SS# _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____(home) _____(work) _____(cell)

Emails: _____

Highest Degree Earned: _____ Date Degree Conferred: _____

University or College Attended: _____

School/Instructional Setting: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone Number of School: _____

Administrator of Setting: _____

II. Mentor Information

School District: _____

Name of Mentor: _____

Position: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone numbers: _____

Email: _____

III. Letter of Support

IV. Work Plan Outline

Attach an outline of work that lists/explains all activities that you and your mentor have determined as appropriate for you to handle with guidance during your internship semesters. Provide an approximate amount of time that will be spent on the activities. There may be additional activities that you do once you become more involved, and of course, the clock hours may change.