

1EDAD 5345 SYLLABUS

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<u>Course Title:</u>	EDAD 5345 Internship in School Administration (Practicum)
<u>Credits:</u>	3
<u>Meeting Day/Time/Room</u>	This is a Field-based course; A total of 6 meetings are required. • An Orientation Session will be held online via Zoom on August 23, 2025: Time: 9:00am Location: Online using the following link: https://tamusa.zoom.us/j/4134245999?omn=84328175339 • Each intern must schedule a meeting with their site supervisor and professor within the first week of class. The purpose of this meeting is to ensure all parties understand their responsibilities during the internship. • Each intern must schedule a total of 3 observations of 45 minutes each, at the beginning, middle and end of the semester. • Each intern must schedule a final meeting with the campus supervisor and professor within the final week of class. The purpose of this meeting is to review the site supervisor's final evaluation and recommendations for the intern.

Prerequisites before you can take this course: Master's candidates should have completed a minimum of 24 hours of EDAD coursework prior to registering for this course. Students enrolled in "principal certification only" should have completed a minimum of 18 hours of EDAD coursework prior to registering for this course.

Course Description: This course is designed to develop in school administrators the skills and competencies needed to provide leadership and direction necessary to carry out a school system's purposes, programs, policies, procedures, regulations, and agreements as they relate to the operation of the school. (K-12).

REQUIRED TEXTBOOKS: N/A

COURSE GOALS AND OBJECTIVES:

The purpose of the internship is to bridge the gap between theory and practice and students' academic and experiential learning. Through **160 hours** of field-based experiences based on ELCC and TExES standards, the student has the opportunity to work with and to learn from administrators in the schools.

STUDENT OUTCOMES:

Students will develop and extend knowledge of:

1. The responsibilities and duties of a school principal in the areas of shared vision which leads to mission statements and strategic planning where the focus is on teaching and learning.
2. The skills, abilities, and ethics necessary to function as proactive problem-solvers and leaders.
3. The tools required for maximizing student performance and academic achievement for all students.
4. The need for effective communication within the school and the broader community.
5. The appropriate use of leadership and management theories.
6. The strategies which might be used in facilitating and fostering a sense of community and collaboration within the school for all personnel, parents, and students.
7. The need for understanding, sensitivity, and acceptance in dealing effectively with diverse populations and their particular issues.

COURSE STANDARDS: This course covers the following Educational Leadership Constituent Council (ELCC) National Standards for Principals:

7.1 Internship

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.2 Substantial

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months (or equivalent) of full-time internship experience.

7.3 Sustained

- a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.4 Standards-based

- a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- b. Experiences are designed to accommodate candidates-individual needs.

7.5 Real Settings

- a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.6 Planned and Guided Cooperatively

- a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

This course covers the following domains and competencies set by the State of Texas for the Principal as Instructional Leader 268 TExES Exam:

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

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

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)

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

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

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.

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.

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.

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

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.

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.

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.

Course Requirements:

Students will be expected to provide documentation of performance activities in an online portfolio. Submissions must contain proper supportive documents as well as the completed Performance Activity Report Form explaining the contribution and involvement required to perform the specific duty, task, or activity.

The activities should be ones which go beyond what a teacher might regularly be expected to do. The required performance activities provide a variety of substantial in-school/district experiences in diverse settings planned cooperatively and supervised by university and school district personnel.

The intent of the required assignments and the performance activities is to allow students opportunities to become involved in the area of school administration and leadership; therefore, additional responsibility, time and commitment, on the part of the student interns, will be necessary. Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided in the Online Portfolio, and evaluations of the candidate's performance. The final grade and determination of successful completion of the internship will be made by the university professor.

Instructional Process or Delivery:

Interns will complete an online portfolio documenting their reflections and learning throughout the internship. The portfolio will be scored based on the TExES competencies. Instructional strategies will empower the interns to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Performance activities linked to the Principal TExES standards provide the interns the opportunity to experience the realities of educational administration by applying classroom knowledge and theory to actual administrative situations.

Evaluation Policy:

Documentation of performance activities should convey an understanding of the experience, the contribution and involvement required in the performance of the activity by you, linkage to the TExES standards and reflections and responsive comments of any insight or knowledge which might have been gained through participation in the activity. Clarity of thought, originality, and quality of written responses will be important.

Strategies for Success

- ✧ It is the expectation that all assignments are written at a professional graduate level using correct English grammar and syntax, organized thought and higher-level thinking skills.
- ✧ Keep a copy of all assignments until the course is completed and final grades are recorded.
- ✧ Proofread carefully. Graduate work should be as close to error-free as is humanly possible. All written work should be typed and submitted with correct spelling, grammar, style and syntax. Bibliographic entries should be utilized when appropriate. The American Psychological Association's Publication Manual (7th edition) is recommended as an approved guide.



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Course Deliverables:

1. **Campus Supervisor Request Form** This form must be signed by the intern and uploaded into Blackboard the first week of class (2% of total grade).
2. **Campus Supervisor Permission Form**: This form must be signed by the intern and the site supervisor. This form must then be uploaded into Blackboard in the first week of class (**3% of total grade**).
3. **Internship Plan**: This form must be signed by both the intern and the supervisor/site administrator. This form must be completed and signed by the supervisor/site administrator and uploaded into Blackboard in the first week of class (**5% of total grade**).
4. **Complete 15 Weekly Journal Reflection Activity Logs**: This weekly log will be kept by the intern. They will become a part of the online portfolio. A minimum of 15 weekly logs must be turned in to receive full credit for this activity (**30% of total grade**). Note: The total number of hours must equal **160 or higher** to receive a passing grade in this course.
5. **Complete 2 Activities on Emotionally Intelligent Leadership**: These activities will become a part of the online portfolio. Note: This assignment is explained in greater detail later in the syllabus (**10% of total grade**).
6. **Complete 33 Final Documentation of Performance Activities**: 33 of these forms will be completed by the intern (3 for each TExES competency) and will become a part of the online portfolio. Please note your role in each activity and how the activity connects with a principal competency. (**40% of total grade**). Note: The total number of hours must equal **160 or higher** to receive a passing grade in this course.
7. **Evaluation by Campus Supervisor**: This form must be signed by both the intern and the supervisor/site administrator (**10% of total grade**).

Grades will be based on a percentage scale:

A 90% and up **B** 80% - 89% **C** 75% - 79% **D** 70% - 74% **F** 69% or below **I** Incomplete*

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Adherence to the Following Guidelines for Compliance with the State Board for Educator Certification/Texas Education Association:

1. The Internship Supervisor will guide the candidate throughout the internship by meeting with the intern to ensure success prior to the initial internship placement. This orientation meeting will be mandatory for all interns.
2. The Internship Supervisor will meet again with the intern within the first month of the internship. **(Required on-site meeting must include intern, supervisor, and university professor.)**
3. The Internship Supervisor will observe the intern on-site for a minimum of three 45 minutes observations during the semester. These observations will be documented following the state prescribed standards for Principals in alignment with the Texas Administrative Code and the TExES examination. Feedback will be provided in writing and face to face. **(Observations will include specific and meaningful feedback in writing and verbally.)**
4. The Internship Supervisor will meet with the Principal Intern's supervisor a minimum of once per semester to ensure the intern's success and provide the opportunity to address any potential areas of growth. During this meeting, the supervisor will be provided with a written form documenting the strengths and areas of continuing development as identified both by the Internship Supervisor and the campus/district supervisor. **(Required on-site meeting must include site supervisor, intern, and university professor.)**
5. In the event that candidates struggle during the internship, support will be provided in the form of additional site-visits (as needed) and additional individual advising (as needed). Ultimately, if it is determined that the candidate cannot be successful in their current placement, the intern will be removed from their current assignment and placed in a different internship location to provide maximum opportunity for student success.

Academic Dishonesty/Plagiarism: You are expected to practice academic honesty in every aspect of this course and all courses. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet

and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by

another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (7th ed.).

Non-Academic Misconduct

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

1. the instructor's ability to conduct the class
2. the ability of other students to profit from the instructional program, or
3. campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

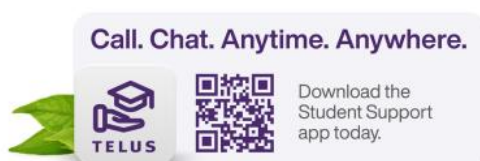
Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are

experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their

written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can

support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or

ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Option 1 - No Use of Generative AI Permitted

EDAD 5345 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

August 25	First day of class
September 1	Labor Day Holiday
November 10	Last day to drop with an automatic "W"
November 18	Last day to drop a course or withdraw from the University
November 26	Study Day – No classes
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

Texas A&M University-San Antonio
Educational Administration
Campus Supervisor Permission Form

_____ has enrolled this semester in EDAD 5345 Internship in School Administration. The department requests the intern actively participate in a minimum of 160 hours to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. These hours can be arranged at the convenience of the public school cooperating administrator and the intern.

The quality of the internship is related to support provided by the campus site administrator and university professor. The following are expectations for you, the cooperative administrator, based on prior successful internships.

- Be willing to make the internship a valuable experience for the aspiring administrator.
- Explain to the faculty the role and responsibilities of the intern.
- Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Many aspiring administrators have benefited from the opportunity to work in the office substituting in the absence of the principal or assistant principal. Many have allowed the student to use professional business days.
- Be honest with your feedback. Constructive feedback will help the aspiring administrator address areas of growth.
- Allow the intern to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the aspiring administrator with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the aspiring administrator. While the aspiring administrator is available to assist you with a variety of tasks, please try to vary the assignment so that the intern gets diverse experience.

The Texas Education Agency requires that campus/site supervisor meets the following 3 criteria:

- 1) That the campus supervisor holds a current Texas Principal Certificate;
- 2) That the campus supervisor has a minimum of 3 years 'experience as an administrator; and
- 3) That the campus supervisor has demonstrated a positive impact on student learning.

In the space below, please indicate one way in which you have demonstrated a positive impact on student learning:

I, the undersigned cooperative administrator, do hereby accept the above-named intern. I have met with the University Supervisor who has provided information and training regarding my role as a campus supervisor. I confirm that I meet the TEA requirements to serve as a site supervisor. I understand my responsibilities and agree to meet with him/her periodically to assess and guide the internship activities.

Signature of Cooperating Administrator /Site Supervisor

Date

Signature of Campus Principal

Date

Position held by Site Supervisor

District/School

Telephone Number

TEA ID of Site Supervisor (4-7 digit number)

Email address of Site Supervisor

**Texas A&M University-San Antonio
Educational Administration
Internship Plan**

This is a planning document for the intern to use in determining how each TExES Domain and Competency will be addressed. Each TExES Domain and Competency has a selection of activities that demonstrate learning has occurred supporting that standard. The site supervisor's signature indicates approval of the Internship Plan.

TExES Competency 1

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 2

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 3

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 4

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 5

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 6

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 7

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 8

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 9

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 10

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

TExES Competency 11

Performance Activity 1 _____
Performance Activity 2 _____
Performance Activity 3 _____

Supervising Administrator Signature: _____ **Date:** _____

Intern Signature:_____ **Date:** _____

**Texas A&M University-San Antonio
Educational Administration
Documentation of Performance Activities**

TExES Domain and Competency:

Description of Activity:

Date/Time/Location:

Number of Hours for Activity:

Summary including a description of your actions:

Reflections including what you demonstrated or learned:

Linkage to TExES Competency:

Example - Documentation of Performance Activities

TExES Domain and Competency: Domain 5, Competency 10

Description of Activity: Involvement in the development of the master schedule

Date/Time/Location: Oct. 2012 /Planning time, before and after school, Sample Middle School

Number of Hours for Activity: 8+ hours

Summary including a description of your actions:

To start, I had to identify any anticipated changes in the number of classes at each grade level based on projected enrollment. I had to consider the amount of time to be allocated to the traveling teachers who teach Music, Art, Honor Choir, Strings, and Speech. Lunch and recess for the different grade levels also affected the schedule because Sooner Elementary has two separate lunch and recess periods.

The staff advisory committee had to be consulted because they are in charge of making any adjustments or changes in teaching assignments. The prior year's master schedule was used as a start and then the teachers on the committee were given the option of having the same schedule or changing it by necessity or desire. Early morning and late afternoon slots are the most undesirable because they are usually interrupted by assemblies and special programs. In addition, these time slots make for a long day for students and/or teachers as they do not provide a break in the day.

All teachers and staff had to be accounted for on the master schedule with no overlaps. There must be specific allowances for planning time/breaks and lunch which are mandatory as part of the district's negotiated agreement.

Reflections including what you demonstrated or learned:

This is a very time consuming task. At first I thought this would be an easy "management" task. I quickly learned that when the human factor is added in, and strong personalities exert their opinions, scheduling can become extremely challenging. Decisions were based on what was in the best interest of the students rather than what was the desire of the faculty member.

Linkage to TExES Competency:

Developing the master schedule provided me an opportunity to manage the organization, operations, and resources and provide the students at Sample Middle a safe, efficient, and effective learning organization. The master schedule that was developed was fair and did not demonstrate favoritism towards a certain teacher or group of teachers, and maximizes the use of the physical plant.

