

Principal Internship Handbook



Texas A&M University – Kingsville
College of Education and Human Performance
Kingsville, Texas

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Welcome

Welcome to the Texas A&M University-Kingsville principal internship EDAD 5345. You have absorbed all of that administrative theory, analyzed those tricky case studies, and mentally projected yourselves into key coordinator roles. Now will be your chance to put theory into practice as you work closely with your mentor in an active leadership situation. This is a time to excel since many high producing interns soon move into regular administrative positions. Please read this handbook carefully since important information, policies, and procedures are discussed.

Dr. La Vonne Fedynich

Director Principalship Program

Preparing for the Principal Internship

Educational Administration 5345

1. To take the principal internship the student should be in the last six hours of the program
2. The candidate shall have maintained high academic standards on previous courses.
3. The candidate shall have demonstrated exceptional ethical and moral behavior.
4. Before signing up for the internship, the student will secure permission from an experienced school principal who had agreed to serve as mentor.
5. A letter of verification from the prospective mentor will submitted to the university supervisor before the semester begins.
6. Student will participate in the practice principal exam at TAMUK prior to registering for the Principal Examination.
7. Student is required to pass the Principal Examination prior to signing up for the Internship class.
8. The student may go online and register for the course after passing the Principal Examination and after showing proof of passing score to Program Coordinator.
9. The candidate should check before the beginning of the semester to be certain of access to Blackboard.

Assignments for the Internship

1. Working with the principal and members of the leadership team, the intern will document at least 160 clock hours of activities that demonstrate proficiency in the Texas Competencies.
2. The candidate will submit electronic monthly logs of administrative activities.
3. The intern will submit electronic periodic assignments based on the Texas Competencies. The assignments may be such items as school leadership, curriculum, school-community events, conferences, and self-evaluations.
4. The candidate will arrange for three forty-five minute sessions of intern leadership demonstration for the university supervisor's observations.
5. At the end of the semester the candidate will submit an electronic portfolio to the university supervisor and the Coordinator of the Educational Administration Program containing:
 - A. Leadership time log indicating activities, competencies, and time.
 - B. Daily journal, including the competencies addressed.
 - C. Special projects of the intern, including documentation of competency proficiencies.
 - D. Reflections of internship activities based on the Texas Competencies.
 - E. Any other deliverables assigned by university supervisor.

Internship Project Proficiency Activities

The candidate's log and special projects must document activities demonstrating proficiency with each competency.

Texas Competencies		Suggested Activities
001	<p>Knowledge of vision of learning</p> <p>The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ul style="list-style-type: none"> • Participate in the development of a campus vision • Participate in the selection and survey of a campus culture • Create a process for recognizing faculty and students • Provide a written 5 year vision if you were principal
002	<p>Knowledge of communication and collaborative skills</p> <p>The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.</p>	<ul style="list-style-type: none"> • Participate in principals' meetings with parents and staff • Assist with school-community programs and projects • Attend PTA and booster meetings where appropriate • Assist in conducting a needs assessment • Plan activities to increase parent involvement • Prepare a monthly newsletter to staff and parents • Prepare news releases or articles for various media • Prepare written communication for faculty, students, parents and community • Prepare a plan to market your campus to the community. • Meet with community agencies concerning available services and funds
003	<p>Knowledge of ethics and integrity</p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> • Accompany administrator to court hearing related to a school problem • Review and analyze the campus ethics • Participate in ethical decision-making • Review district and school's policies and procedures • Assist in conducting review and submission of all necessary reports of accidents • Review school responsibilities involved with federal programs • Make report to faculty on a recent legal decision
004	<p>Knowledge of curriculum, instruction, and assessment</p> <p>The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.</p>	<ul style="list-style-type: none"> • Relate benchmark data to needed intervention • Assist in administration of standardized test • Participate in long range planning • Participate in the co-curricular and extracurricular programs • Participate in the development of action research • Attendance at meetings of curriculum committee

005	<p>Knowledge of effective instructional program and campus culture</p> <p>The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p>	<ul style="list-style-type: none"> • Create a cultural analysis of the campus • Assist in preparing a master schedule • Participation in scheduling activities • Participate in implementation of a curricular change • Discussion of curriculum development with administrators • Review tardy and absentee policies • Develop a positive reward program for improving tardy and absentee rates • Participate in student conduct interventions and hearings
006	<p>Knowledge of staff evaluation and development</p> <p>The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.</p>	<ul style="list-style-type: none"> • Conduct teacher appraisal or walk-through visits • Present staff development sessions • Sit in on interviews with prospective faculty and staff • Review resumes to select interview candidates • Conduct a study personnel turnover for the past five years • Develop a conference or staff development program • Analysis/revision of non-certified staff job description • Development and revision of rules, requirements and policies
007	<p>Knowledge of decision making and problem solving</p> <p>The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> • Serve as mediator for teacher-parent disputes • Participate in site-based decision making committee meeting • Suggest strategies to assist teachers with a problem area
008	<p>Knowledge of finance, personnel, and technological use</p> <p>The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> • Assist in budget preparation • Participate in interviews for teaching positions • Demonstrates use of technology to teachers or staff • Analyzes student or faculty handbook • Participate in the location and utilization of computers • Review school/district management information systems
009	<p>Knowledge of physical plant and safety knowledge</p> <p>The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>	<ul style="list-style-type: none"> • Check campus facilities • Organize and supervise a school event • Assist in coordinating and supervising testing • Participation in administrative team activities • Review safety/health procedures and reports; disaster plans • Interview a member of the custodial staff • Review order for plant maintenance supplies

Objectives

It is anticipated that the principal interns will be able to demonstrate competence in each of the nine objectives included in the recommended Texas listing.

Educational Administration Crosswalk of Competencies and Standards

Texas Competency	ELCC Standard	Course Number	Title
Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	EDAD 5342	Principalship-Elementary and Secondary Schools
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.	Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	EDAD 5382	School Public Relations
Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.	Standards 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.	EDAD 5383	School Law

<p>Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.</p>	<p>Standard 2: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by promoting a positive school culture, providing and effective instructional program, applying best practices to student learning.</p>	<p>EDAD 5302</p>	<p>Elementary and Secondary Curricula</p>
<p>Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p>			
<p>Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.</p>	<p>NA</p>	<p>EDAD 5344</p>	<p>Supervision (ILD) (PDAS)</p>
<p>Competency 007: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<p>NA</p>	<p>EDAD 5341</p>	<p>School Administration</p>
<p>Competency 008: The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<p>Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that</p>	<p>EDAD 5343</p>	<p>Managing School Resources</p>

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.	promotes a safe, efficient, and effective learning environment.		
NA	Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	EDAD 5330	Multicultural Education for Educators
Competencies 001-009	Standard 7: 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.	EDAD 5345	Internship in School Administration
Competencies 001-009	All ELCC Standards	EDAD 5301	School Behavior and Organization

Roles of Participants

Role of the Intern

1. Arranges for the internship placement with a qualified school administrator.
2. Registers during the fall or spring semester for the internship course EDAD 5345 after passing the Principal Examination.
3. Maintains a harmonious, cooperative attitude with the mentor, university supervisor, and other school personnel.
4. Adheres to the policies and traditions of selected school.
5. Shadows school administrators to learn organizational procedures and strategies.
6. Assumes increasing responsibility for administrative tasks as confidence grows.
7. Submits periodic online assignments related to leadership, organization, and community documenting proficiency in the Texas Competencies
8. Completes 160 clock hours of administrative focus and assignments to document proficiencies in the Texas Competencies
9. Submits an electronic portfolio at the semester's end to the University Supervisor containing: permission letter, principal internship information form, leadership activity time log, daily journal, special projects of the intern, reflection discussion of internship activities and individual differences.

10. Submits an electronic portfolio at the semester's end to the Program Coordinator via coordinator's university email containing the following completed forms:

- **Principal Internship Information Form**
- **Principal Internship Time Logs**
- **3 Principal Internship Observation Forms (with all required signatures)**
- **Mentor Summative Evaluation Form (completely filled out with all required signatures).**

Role of the Mentor

1. Provides an orientation to the faculty and staff of the school concerning the intern's role.
2. Plan a work schedule for the intern that enhances learning experiences.
3. Integrates experiences that parallel the TExES objectives and allows opportunities for the intern to demonstrate proficiency in the Texas Competencies.
4. Provides a statement or letter to the university supervisor verifying an agreement to mentor the intern.
5. Confers with the university supervisor concerning the intern's progress, growth and proficiency in the Texas Competencies.
6. Schedule periodic conferences with the intern to explain and clarify administrative strategies and procedures.
7. Submits final assessment forms and participates in summative conference with the university supervisor and the intern.

Role of the University Supervisor

1. Facilitates placements of the intern in a productive, nurturing administrative environment.
2. Verifies the letters of intern acceptance by the administrators.
3. Promotes friendly and healthy relations between the intern and school and between the school and university.
4. Adhere to required schedule of 3 observations during the semester:
Observation 1 – First third of practicum
Observation 2 – Second third of practicum
Observation 3 – Last third of practicum
Minimum of 135 total Observation Minutes
One observation must be on-site in a face-to-face format
5. Observes and evaluates three forty-five minute administrative situations with the intern taking major roles to demonstrate proficiency in Texas Competencies.
6. Maintains lines of communication with the intern through emails, telephone, and face-to-face conferences.
7. **Assists in storing internship records from semester to semester. This includes follow up with student to confirm digital portfolio has been submitted to Program Coordinator's university email address prior to University Supervisor submits a final grade. (See point #10 on "Role of Intern" page)**
8. **Submits a final grade for the intern only after #6 above has been fully completed.**

Appendices

Texas A&M University-Kingsville

EDAD 5345 Principal Internship Information Form

1. _____
Last Name First Middle

2. _____
Mailing Address City State Zip

3. _____ 4. _____
Cell Phone Email

5. _____
Position School District City

6. _____
Internship Campus Name Address & Zip Code

7. _____ 8. _____
Internship Campus Phone Name of Certified Principal
with whom you will be working

9. Have you received permission from the above person to do your internship under his/her supervision?
Yes _____ No _____ (If no, attach a detail explanation)

10. Has the above person provided you with written permission in a letter to do your administrative internship at that school under his/her supervision?

_____ Yes. I have already submitted it.

_____ No. I will request that a letter be sent to you immediately.

11. Have you already begun some administrative internship activities?

Yes _____ No _____ (If yes, please attach a brief description of the activities)

12. Please provide directions to internship campus, including a physical address and parking instructions..

Texas A&M University-Kingsville

EDAD 5345 Principal Internship Evaluation Form

Mentor Summative Evaluation of Intern

Mentor, please rate the intern (hereafter referred to as principal) on the TEA principal competencies and return to the university supervisor.

- 5 = Clearly outstanding
- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Below Expectations
- 1 = Unsatisfactory

1. The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and support by the school community.

1 **2** **3** **4** **5**

Comments: _____

2. The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

1 **2** **3** **4** **5**

Comments: _____

3. The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

1 **2** **3** **4** **5**

Comments: _____

4. The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

1 **2** **3** **4** **5**

Comments: _____

5. The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

1 **2** **3** **4** **5**

Comments: _____

6. The principal knows how to implement a staff evaluation and develop a system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

1 **2** **3** **4** **5**

Comments: _____

7. The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

1 **2** **3** **4** **5**

Comments: _____

8. The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

1 **2** **3** **4** **5**

Comments: _____

9. The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

1 **2** **3** **4** **5**

Comments: _____

Intern _____

Mentor _____ Date _____

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

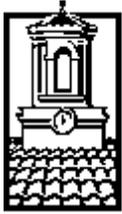
(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242



AFFIRMATION

to uphold the Texas Educators' Code of Ethics

I, _____,

(Printed name)

affirm that I have read and understood and will uphold

the Texas Educators' Code of Ethics.

I shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom.

I shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession.

In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.

In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

Signature _____