A Member of the Texas State University System

Department of Educational Leadership
Sam Houston State University
INSL 6372 PRACTICUM/INTERNSHIP
IN INSTRUCTIONAL LEADERSHIP

COURSE/TITLE: **INSL 6372** INSTRUCTIONAL LEADERSHIP PRACTICUM
DEVELOPMENT

COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP

PROFESSOR: Fred C. Lunenburg, Ph.D.
                 Merchant Professor

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OFFICE HOURS: By appointment and online

CLASS LOCATION: Course is 100% online

COURSE DESCRIPTION:
Using an interactive format and the data from a simulated Texas school, participants will become adept in the basic tenets and requirements of school leadership: 1) data-driven decision making; 2) curriculum, instruction, and assessment; 3) supervision; 4) professional development; 5) communication and community partnerships, and 6) organizational management. Thirty-six hours of this 45 hour course are a prerequisite to the training for the Texas Teacher Evaluation and Support System (T-TESS) and is a state requirement for school administrators who evaluate teacher performance. Besides a principal certificate, school administrators who supervise teachers are expected to have ILD and T-TESS (or other state approved appraisal) training once employed in that leadership position. Emphasis is placed on the improvement of instruction through research findings, the demonstration of instructional improvement in various curricular offerings, and the development of leaders who can facilitate the process of educational change. The curricula for this course includes the knowledge of the literature, ongoing student engagement in research and appropriate professional practice and training experiences in educational leadership.

ABOUT YOUR COURSE PROFESSOR:
My philosophy of educational administration is that a school is only as good as its principal. Quality principals are imperative for two main reasons. First, the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider, since it was first identified in a large-scale study (Coleman et al., 1966). Many students are constantly subjected to inequality of educational opportunity, which limits their future opportunities. Second, quality school systems, with quality leaders, benefit our society. Selecting quality principals and quality superintendents must be paramount when hiring school leaders. My own experience includes positions as high school English teacher and reading specialist in a medium-sized, suburban school district (K-12 = 12,000); assistant principal of a large, urban high school (9-12 = 2,500); principal of a large, suburban high school (9-12 = 3,500); and superintendent of a medium-size suburban school district (K-12 = 15,000). For further information on my experience and qualifications, visit my personal website: www.shsu.edu/~edu_fcl/

Course Description:
This course provides a field practicum for students seeking a position as an instructional supervisor. It is designed to provide intensive study of the field of instructional leadership and is the last core course to be taken in the instructional leadership sequence of courses. This course may be taken with one other minor or cognate course.

Goals and Objectives:
This course provides a field practicum for students seeking a Master of Education in Instructional Leadership. It is designed to provide intensive study of instructional supervision in an educational setting (i.e. public school, private school, recreational, church, higher education)

A. The major goals include:
1. To assist the sponsoring higher education entity or agency in training current or prospective instructional supervisors.

2. To aid the student in developing confidence in performing instructional leadership tasks.

3. To provide the student with a variety of experiences needed to develop skills in instructional leadership.

4. To aid the student in making professional career choices based upon analysis of his/her demonstrated competencies.

5. To assist the student in gaining a realistic perspective of instructional supervision as a result of working with experienced career personnel in higher education.

6. To assist the student with opportunities to apply instructional and supervisory theory in the solution of practical problems. (Supervision is a process including all efforts of school officials directed toward providing leadership to teachers, staff, and other educational workers in the improvement of instruction.)

B. The following general goals serve as the basis of the entire instructional leadership program:

1. Understand the holistic approach to the learning process, and the relationship between student success, retention, and the learning process.

2. Understand educational objectives, the methods and processes used in implementing educational objectives, and the techniques of evaluation of these objectives in order to improve the achievement of students.

3. Understand instructional materials, the relationship between teaching strategies and instructional materials, and the appraisal process utilized in the selection and implementation of instructional materials.

4. Understand human relationships, the appraisal process, points of conflict within human organizations, and the ability to skillfully utilize the dynamics of group processes so that an ample and effective performance of the human resources within the higher education community can be achieved.

III. Materials & Texts

Brown, G. H., & Irby, B. (2001). *The Principal's Portfolio* 2nd ed. Thousand Oaks, CA: Corwin Press. ISBN 0761977007

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

TK20 Account required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. The one-time fee for TK20 is $111.50. Account information can be found at: https://**tk20**.shsu.edu/ or http://www.shsu.edu/~edu_tk20/documents/HowtoActivateYourTk20Account_001.pdf. Please contact Andy Oswald (telephone: 936-294-4891; email: aao004@shsu.edu) or his staff assistant (telephone: 936-294-4070) with uploading your materials if needed.

Course Format: Discussion and field-based activities will be utilized in this online class.

Course Content: Students will further refine their skills as educational leaders charged with the responsibility of developing and implementing quality educational programs, including how to meet state and federal requirements regarding how best to enhance student achievement and performance in their given educational setting. Students work closely with a Cooperating/Site Supervisor to develop activities that will enhance the leadership skills of the intern. In addition, discussions in the class promote an exchange of ideas and further reflection on how to improve. Conferences with the Course Instructor

provide feedback to the student as the progress throughout their practicum/internship experience. These experiences culminate in both a log of activities and a portfolio containing projects and documentation of embedded activities acquired throughout the entire internship program.

PREREQUISITE COMPETENCIES

To fulfill the stated goals, the student in the Instructional Leadership Degree Program should have already completed learning experiences designed to develop competencies in the following areas:

1. Curriculum Theory
2. Administrative Theory and Practice
3. Special and Compensatory Programs
4. Communication Skills, including Facilitating Change
5. Consulting and Conferencing Skills
6. Evaluation
7. Technology Applications
8. Instructional Leadership and Supervision
9. Educational Research

REQUIREMENTS FOR THE PRACTICUM IN INSTRUCTIONAL LEADERSHIP

Students must have met the academic and experience requirements necessary for admittance into the Instructional Leadership Degree Program at Sam Houston State University. Final approval for admission rests with a faculty committee. Specifically, the following requirements must be met.

1. The student must have completed all of the coursework required for the instructional leadership degree or must be able to complete any additional course work needed during the semester of the practicum or the following semester.

2. The student must secure approval from the university professor to enroll in INSL 6372.

3. The student must be approved by the local school district or agency administration for a practicum assignment. An agreement form with the appropriate signatures must be returned to the university supervisor.

4. The student must attend ALL scheduled seminars during the semester.

5. The student must complete all assigned tasks and submit a final report of his/her activities to the university professor.

6. The student must exhibit a willingness to make schedule adjustments for observation and conference purposes during periodic visits by the university professor.

7. The student and local school supervisor(s) must agree that a minimum of ten hours per week will be spent on practicum activities. The activities shall be completed in one semester unless approval is received from the university supervisor for additional time.

8. The student shall complete any additional requirements outlined by the local higher education supervisor or university supervisor.

EDUCATIONAL SETTING-UNIVERSITY AGREEMENT

The Educational Setting-University Agreement Form must be completed and returned to the university supervisor as soon as possible. The practicum has not officially begun until this form is returned. This agreement acknowledges that the school district and the appropriate administrator(s) agree to assist and supervise the intern and to validate or certify the intern has completed the activities listed on the Log of Activities.

PRACTICUM REQUIREMENTS

I. Seminars

Three seminars are scheduled in order to give interns an opportunity to share experiences and concerns with other interns and the university faculty. Attendance at all seminars is required for full credit, and documentation of attendance should be noted in the internship portfolio. Internship orientation also counts as the first seminar. All seminars are conducted through Blackboard Discussions, face to face, Video Conferencing, and/or telephone depending on location of student.

II. Log of Activities

The log of internship activities serves to assist the candidates with tracking their daily activities as they relate to educational leadership that positively affects school culture (ELCC 2.1) and promotes student learning (ELCC 2.3). University supervisors can also use the logs to monitor candidates' needs and assist them in designing comprehensive growth plans (ELCC 2.4).

The student will keep a **log of 100 hrs** of practicum activities, accumulated over the semester. The activity log should include: a) brief (4-10 words) descriptor of the task, b) the ELCC Standard(s) associated with the activity, c) the date, and d) the amount of time involved (expression in fraction of an hour, EX. 2.25 hrs). The cooperating higher education administrator will certify the log of activities by signing the logs. The log is to be given/or faxed to the university supervisor according to the published schedule.
Please submit a final log of the "on the job" activities related to building leadership activities. The log should contain the date, activity name/description, hours, and reference to an ELCC standard. Your log should include a variety of activities related to the

principal's role. Please ensure that some of your hours relate to the role of the leader in improving student achievement and school climate. Limit hours related to duty supervision.

A form has been included, but you may create a spreadsheet to utilize calculations functions. Your total hours should equal a minimum of 150 hours; 100 hours from your Practicum/Internship and 50 hours worth of previous work on your embedded internship activities. Your university supervisors may ask for periodic log reports for monitoring and assisting you with future growth opportunities.

Example Format:

Date	Total time (In hrs.)	ELCC Standards (1-6)	Description of Activity
	50	*1-6*	*Embedded Internship Activities (19) (Already credited!!)*
	1	3	Interviewed secretary about enrollment procedures for LEP students.
	2	2	Attended testing coordinator meeting at central office.
	1.5	2,3	Interviewed Asst Principal about placement ARD meetings.
	4	1	School Improvement Project Planning, meeting with principal & draft of plan
Total Time	50+ 8.5= 58.5		**should total 150 on last page of log**

III. Instructional Leadership Projects

The intern will be expected to complete **two** instructional leadership projects during the internship, each designed to demonstrate skills as an instructional supervisor. One is in the area of determining *current needs* (State of Education) and the other in the implementation of an *instruction improvement* activity or initiative (Instructional Improvement/Research).

A. State of Education--30 Points

Goal: Interns will analyze the *State of Education* within a specific program area in their school/district/educational/other professional setting.

Description: A 3-prong approach will be used to analyze data at three levels in the organization (i.e. the District/Central Office, Campus, and Classroom Levels.
This project will include the following components:

1. Develop 4 questions regarding barriers, issues, and strategies/solutions to helping students achieve high performance gains.

Sample interview questions:

(1). What barriers do you face in helping students identified with special needs succeed?

(2). What other issues (in and outside of school) impact your position/role to help students succeed?

(3). What strategies do you use to address these barriers and issues?

2. Interview personnel from 3 different levels of the organization (i.e. teachers, campus principal, district leaders) using the above questions to address their perceptions of the issues, barriers and strategies related to increased student performance.
3. Analyze responses to interviews by comparing and contrasting the responses (similar to triangulating data in research). Describe similarities and differences and how these may impact student performance gains. Write general conclusions derived from the interviews.
4. Provide a brief history of the current program area being reviewed as it has changed over time in their district/educational setting (past 5-10 years). This may include major initiatives attempted in the past, a summary of steps that have been taken to overcome barriers to success, past involvement with outside entities to incorporate strategies or programs for improvement, etc. Summarize this information into the following categories:
   What's been tried, What Worked, What Didn't Work, What Needs to Happen Next (your informed opinion)
5. Describe briefly any legal issues, policy or legislative mandates at the local, state and national level that relate to improving student performance in the given area. (i.e. NCLB and how it impacts improving reading in schools).
6. Describe briefly (2-3 paragraphs) what research says about improving student performance in the selected area.
7. Summarize your findings in terms of the current *State of Education in* _____ (selected area) for your campus/district/educational setting.

B. Instructional Improvement/Research Project (Student Performance)—30 Points

Working with the cooperating supervisor or administrator and the university professor, the intern will plan, design, and execute an instructional/educational improvement project which will be of benefit to both the intern and the school/district/educational/other professional setting in which the intern works. The Instructional Improvement/Research Project includes an action-research design, field-based study related to a problem or concern in the school, district, educational, or other professional setting affecting student or other professional performance. The project must include identifying, researching, collecting/analyzing data, and presenting the findings. This activity will be planned in cooperation with the cooperating administrator and the university supervisor and must be approved by the university supervisor before the student begins the work.

Interns will submit a written report describing their project at the end of the semester. In addition, parts of the report will be submitted throughout the course for feedback from the

Professor. The components of the written report are: (a) Purpose, (b) Steps Completed, (c) Timeline, (d) Budget Considerations, and (e) Evaluation of Effectiveness.

IV. Embedded Internship Activities (Previously completed in other coursework)

Internship activities are to be completed and summarized by the candidates. The purpose of the activities is to give the candidates an inside look at issues that impact the decisions of school leaders. This activity supports the design of comprehensive professional growth plans (ELCC 2.4) by focusing on observations and reflective practice.

Candidates have used a variety of formats to document reflections. Summaries of each activity or the use of the *Reflection Cycle* (Brown & Irby, 2001) is an acceptable format for each activity. It is not a requirement that the documents have a grade from a previous instructor. Additionally, it is not necessary to rewrite the document, but spelling and/or grammatical errors must be corrected.

Please include the internship activities by ELCC standard area. For example, all reflections in each Standard area should be merged (copy and paste all activities into one document) before submitting to Blackboard/TK20).

The reflection and summary requirements encourage candidates to develop a vision for learning (ELCC 1.1) and explore how their portfolio activities help implement (ELCC 1.3) and steward the vision (ELCC 1.4) for student success. Through the portfolio activities and reflection, candidates seek ways to promote positive school culture (ELCC 2.1), provide effective instructional strategies (ELCC 2.2), apply best practice to student learning (ELCC 2.4), and seek ways to collaborate with community members (ELCC 4.1)

After you organize your 19 activities, you are required to write a **full reflection** of ELCC standards 1, 2 and 4 (See syllabus for listing.). The Reflection Cycle, Brown & Irby (2001) *The Principal Portfolio (2nd ed)* will be used to complete the reflection assignment of the designated ELCC standards. The artifacts will be the activities completed. This reflection should: (a) reflect on the activities and what you learned; (b) identify strengths you have in that area (methodology, advisement, and organizational development); and (c) identify activities in which you can participate to strengthen your competency in that area. The following questions **may** assist you in completing the reflection piece:
1. What about this area is most relevant to me?
2. How has this contributed to my understanding of the role of supervisor?
3. Is there a difference in what I know and what I found out?
4. What more do I need to know about this?
5. What change(s) would I make?
6. How would I handle this differently?
7. Did anything happen during this experience that conflicted with my personal vision of the role of an instructional leader?

V. Intern Portfolio (Uploaded to TK20)—20 Points

The intern will upload the following components from the intern portfolio to the university supervisor or TK20. This portfolio must include the following:

   A. The Introduction. This section of the portfolio should include the following *updated* documents:

   Resume**-** Please submit a current resume that outlines your background and experiences in education. Please include your certifications, extensive training, awards, and applicable leadership experiences.

   Five Year Goals**-** Please reflect on your plans for the future and professional goals for the coming years. Submit a document with a list of your professional goals for the next five years. These goals should be an update of the previous five year goals that were developed in EDAD 6368 or EDAD 5332, if there are any changes.

   Leadership Framework**-** Please submit a document that describes your leadership framework, explained in Brown and Irby's (2001) *The Principal Portfolio (2nd ed)*. Include a philosophy of education, philosophy of leadership, vision for learners, vision for teachers, vision for the organization, and method of vision attainment. If there are any changes since the development of your Leadership Framework in INSL (EDAD) 6368, those changes should be documented in this version.

   B. **Instructional Development/Action Research Project (State of Education and Instructional Improvement).**
   C. **Log of Activities (Signed by the Site Supervisor)**
   D. **Collection of embedded internship activities organized by ELCC Standards (See chart in appendix.)**
   E. **Reflections over each of the ELCC seven standards**

VI. Diversity and Dispositions Assessment

This self-assessment is required of all degree and certificate seeking candidates in the College of Education. The following steps are to be completed as part of this self-assessment process. Review all of your assignments and embedded internship activities from all of your classes you have completed in your program. You may also reflect on any professional or personal experiences. Use the Diversity and Dispositions materials in the appendices for additional information. Write a brief description which answers the following 6 questions below. When completed upload to TK20.

   1.   In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.

2. How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?

3. What issues did you confront relating to diversity that affected student learning?

4. What strategies did you develop for improving student learning?

5. How did this experience help you grow as an education professional and person?

6. Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

VII. At the end of the internship, the cooperating administrator will complete the evaluation form found in Appendix 3 of this handout and return it to the university supervisor.

VIII. Evaluation of INSL 6372 Practicum/Internship

Participation in Seminars	30
Instructional Improvement/Research-based Project All required information included (Including submission of Plan) Additional information included to support learning Quality of presentation	30
State of Education Project All required information included (Including submission of Questions) Additional information included to support learning Quality of presentation	30
Log of 100 hrs of Activities	30
Portfolio (Introduction, Reflections over Embedded Activities and Standards)—Uploaded to TK20 under Standards	20
Additional TK20 Uploads as Required	10
Diversity and Disposition Scale (Self-Assessment)- Upload to TK20	10
Total Points	160
GRADING: A = 144-160; B = 128-143; C = Below 128	

INSL 6372 Class Assignment Schedule
Assignment Due Dates
(Dates may be changed to accommodate needs of the class.)

Unit 1: Week 1-3 (8/23-8/29, 8/30-9/5, 9/6-9/12)

Activity	Due Dates	Submit to:
Review syllabus and **post questions to discussion** in SHSU Online (if any).		SHSU Online
/30-9/5, 9/6-9-12Email Intern Info Sheet (Appendix D), School/University Agreement (Appendix E). and Intern Agreement Form (Appendix F). Signatures are required.	9/5	Instructor
Begin Activity Log of hours for instructional leadership duties (with On-site Cooperating Supervisor approval)	Begin 8/23 and ongoing	
"Meet" with your onsite/campus administrator to discuss projects and log (Onsite Meeting).	8/23-9/12	
Conference with Dr. Lunenburg (Call or email) concerning project.	8/23-9/12	Instructor
Participate in **Seminar 1-- Discussion** in SHSU Online: Topic Sharing and Recommendations—Post and Respond to each class member at least once.	9/12	SHSU Online
Post Plan for Instructional Improvement Project in (See Appendix G.)	9/12	SHSU Online
Review & locate the activities listed in Embedded Internship activities. Identify those that you have not completed.	Throughout semester—due at end of semester	

Unit 2: Week 4-6 (9/13-9/19, 9/20-9/26, 9/27-10/3)

Begin Instructional Improvement Project Begin State of Education Historical Background			Upon approval	
Submit Activity Log #1 (at least 25 hours)			9/26	SHSU Online
Register Master's Comp Exams (if not done previously—Dr. George Moore).				
Revise (if needed) Resume, 5 yr goals, Revised Leadership Framework (Introduction to Portfolio)			ongoing	SHSU Online
Continue Activity log			ongoing	

(Scheduled continued on next page.)

INSL 6372 Class Assignment Schedule
Assignment Due Dates (Continued)

Unit 3: Week 7-9 (10/4-10/10, 10/11-10/17, 10/18-10/24)

Participate in Seminar 2 – Discussion in SHSU Online: Refining of Interview Questions—Post and Respond to each class member at least once.	10/24	SHSU Online
Submit Activity Log #2 (at least 50 hrs) to SHSU Online	10/24	SHSU Online
Submit revised questions (final) for interview for State of Education Project for feedback from University Supervisor.	10/17	SHSU Online/ Instructor
Continue School Improvement and State of Education Projects	ongoing	
Continue Activity log	ongoing	

Unit 4: Week 10-12 (10/25-10/31, 11/1-11/7, 11/8-11/14)

Continue Instructional Improvement and State of Education Projects	ongoing	
Continue Activity log	ongoing	
Post Instructional Improvement Project Overview (PPT Presentations)—SHSU Online	11/14	SHSU Online
Submit embedded internship activities to TK20 (as detailed in directions).	11/14	TK20

Unit 5: Week 13-15 (11/15-11/21, 11/22-11/28, 11/29-12/5)

Post State of Education Project Overview (PPT Presentations)	12/1	SHSU Online
Participate in Seminar 3-- Discussion in SHSU Online— Review and respond to assigned class member's projects at least once.	12/1	SHSU Online
Submit Activity Log #3 (culmination of all 100 log hours (with final signature of Site administrator—fax)	12/1	Instructor
Submit State of Education Project and Instructional Improvement Projects-Written Reports	12/1	SHSU Online
Submit Student Diversity and Disposition Self-Assessment	12/1	SHSU Online
Email Self Evaluation and Cooperating/Site Administrator evaluation	12/1	Instructor

APPENDIX A
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

Educational Leadership Constituency Council (ELCC) Standards
Standards for Advanced Programs in Educational Leadership
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Standard 1.0: 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.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: 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 promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: 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, fairly, and in an ethical manner.

Standard 6.0: 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.

Standard 7.0: 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 setting, planned and guided cooperatively by the institution and school district personnel for graduate credit

APPENDIX B

INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

EMBEDDED INTERNSHIP ACTIVITIES (BY ELCC STANDARD)

Standard	Activities (# and Descriptor)
1	7. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners.
1	13. Analyze the process for using information on various student groups to improve student achievement at the campus.
1	3. Review the campus improvement plan. Describe how this plan was developed, what strategies are planned to implement this plan, how this plan correlates to district goals, and how the plan will be evaluated.
1	18. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision, Communication, and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets)
1	19. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students.
1	20. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas
2	2. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.
2	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?
2	8. Analyze the professional development plan for the district.
2	9. Describe and critique the process used at the campus for determining the professional development needs.
2	11. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum change.
2	12. Participate in and critique a curriculum-planning meeting at the building or district level.
2	14. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.
2	15. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual lower socio-economic).
2	16. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.
3	1. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).
3	3. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.
4	4. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community. (Optional: Attend and critique two school board meetings from different school districts. Compare and contrast communication in the two school boards).

4	6. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.
4	10. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.
6	17. Participate in and critique an Admission, Review and Dismissal (ARD) meeting as to compliance with the Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services.

APPENDIX C
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

EMBEDDED INTERNSHIP ACTIVITIES (BY COURSE)

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TExES COMPETENCIES
EDAD 5332 (Organizational Management)		
3.1 Manage the Organization 3.3 Manage Resources	1. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).	6.4 Recruit, Select, Evaluate Personnel-Legal
2.4 Design Prof. Dev. Growth Plans	2. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.	6.1 Collaboratively Develop Prof. Dev. Plan
3.1 Manage the Organization 3.2 Manage Operations	3. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
4.1 Collaborate w/ Site-based Committee Mobilize Community Resources	4. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community. (Optional: Attend and critique two school board meetings from different school districts. Compare and contrast communication in the two school boards).	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations
2.1 Promote Positive School Culture	5. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
4.1 Collaborate w/ Site-based Committee	6. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations
EDAD 6368 (Instructional Leadership I)		
1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	7. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data
EDAD 5378 (Curriculum Planning)		
2.4 Design Prof. Dev. Growth Plans	8. Analyze the professional development plan for the district.	6.1 Collaboratively Develop Prof. Dev. Plan
2.4 Design Prof. Dev. Growth Plans	9. Describe and critique the process used at the campus for determining the professional development needs.	6.1 Collaboratively Develop Prof. Dev. Plan

4.1 Collaborate w/ Site-based Committee	10. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.	2.1 Communicate w/Families 2.8 Communicate w/Diverse Groups
2.2 Instructional Programs	11. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum change.	4.2 Monitor/Revise Curriculum-Student Data
2.2 Instructional Programs	12. Participate in and critique a curriculum-planning meeting at the building or district level.	4.3 Implement/Monitor Curriculum
1.2 Articulate the Vision	13. Analyze the process for using information on various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions
EDAD 5386 (Special Populations)		
2.1 Promote Positive School Culture 2.2 Provide Effective Instruct. Programs	14. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	15. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual lower socio-economic).	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.2 Provide Effective Instructional Programs	16. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.	3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences 5.4 Ensure Quality Programs for Students
6.3 Influence Legal, Political, Social, Economic Context	17. Participate in and critique an Admission, Review and Dismissal (ARD) meeting as to compliance with the Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services.	3.4 Legal/Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences
EDAD 6394 (Instructional Leadership II) (if not taken, contact professor)		
1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization	18. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision, Communication, and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets) 19. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students.	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans

	20. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas	

APPENDIX C
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

EMBEDDED INTERNSHIP ACTIVITIES (BY COURSE)

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TExES COMPETENCIES
EDAD 5332 (Organizational Management)		
3.1 Manage the Organization 3.3 Manage Resources	21. Develop a two-page vita or resume which could be used in making application for an administrative position (this will need to be updated during your final semester/internship).	6.4 Recruit, Select, Evaluate Personnel-Legal
2.4 Design Prof. Dev. Growth Plans	22. State your professional goals for the next five years. Develop a specific professional growth plan which you feel must be accomplished to obtain these goals.	6.1 Collaboratively Develop Prof. Dev. Plan
3.1 Manage the Organization 3.2 Manage Operations	23. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	6.4 Recruit, Select, Evaluate Personnel-Legal 6.5 Use Evaluations to Enhance Personnel
4.1 Collaborate w/ Site-based Committee Mobilize Community Resources	24. Attend and critique two school board meetings. Describe the techniques used to communicate the school board's action to employees and to the community. (Optional: Attend and critique two school board meetings from different school districts. Compare and contrast communication in the two school boards).	2.1 Communicate w/Families 2.3 Implement Communication System 2.5 Develop Community Relations
2.1 Promote Positive School Culture	25. Using a learning community climate/culture survey, analyze the climate/culture of the school community. What suggestions do you have to improve the climate/culture of the school community?	1.9 Assess/Modify Plans 1.2 Involve Parents & Community Members
4.1 Collaborate w/ Site-based Committee	26. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	2.2 Build consensus/ Conflict mgmt. 2.5 Develop Community Relations
EDAD 6368 (Instructional Leadership I)		
1.2 Articulate the Vision 1.4 Steward for the Vision 2.2 Instructional Programs	27. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners. 28. Conduct a teacher observation using the developmental supervision process, including: a) Conduct Pre-observation, b) Observe/Collect Data, c) Analyze Data d) Conduct Feedback, e) Develop Growth Plan Ideas.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction 5.5 Use student assessment data
EDAD 5378 (Curriculum Planning)		
2.4 Design Prof. Dev. Growth Plans	29. Analyze the professional development plan for the district.	6.1 Collaboratively Develop Prof. Dev. Plan

2.4 Design Prof. Dev. Growth Plans	30. Describe and critique the process used at the campus for determining the professional development needs.	6.1 Collaboratively Develop Prof. Dev. Plan
4.1 Collaborate w/ Site-based Committee	31. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.	2.1 Communicate w/Families 2.8 Communicate w/Diverse Groups
2.2 Instructional Programs	32. Critique the process used at the campus level to assess and modify curriculum. Address how the principal employs collaborative planning processes to facilitate curriculum change.	4.2 Monitor/Revise Curriculum-Student Data
2.2 Instructional Programs	33. Participate in and critique a curriculum-planning meeting at the building or district level.	4.3 Implement/Monitor Curriculum
1.2 Articulate the Vision	34. Analyze the process for using information on various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions
EDAD 5386 (Special Populations)		
3.1 Manage Organization 3.3 Manage Resources	35. Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction.	6.4 Recruit, Select, Evaluate Personnel-Legal
3.3 Manage Resources	36. Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.	9-1 Implement Operations of School Plant/ Systems 9-4 Apply Laws to Support School Programs
2.1 Promote Positive School Culture 2.2 Provide Effective Instruct. Programs	37. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	38. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual lower socio-economic).	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.2 Provide Effective Instructional Programs	39. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.	3.9 Promote Awareness of Multicultural/Ethnic/ Learning Differences 5.4 Ensure Quality Programs for Students
6.3 Influence Legal, Political, Social, Economic Context	40. Participate in and critique an Admission, Review and Dismissal (ARD) meeting as to compliance with the Texas Administrative Code (TAC) Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services.	3.4 Legal/Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/ Learning Differences

EDAD 6394 (Instructional Leadership Development) (if not taken, contact professor)		
1.1 Develop the Vision 1.2 Articulate the Vision 1.3 Implement the Vision 1.4 Steward for the Vision 3.1 Manage the Organization	41. Examine a variety of types of data from all components of a school system to determine needs of the campus for each of the following areas: Curriculum Instruction & Assessment, Professional Development, Supervision, Communication, and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets) 42. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students. 43. Conduct a teacher observation (video) using the developmental supervision process, including: a) Conduct Pre-observation b) Observe/Collect Data c) Analyze Data d) Conduct Feedback e) Develop Growth Plan Ideas	1.1 Create Campus Culture that Promotes Learning 1.6 Involve Stakeholders 1.8 Align Resources to Implement the Vision 1.9 Assess/Modify Plans

APPENDIX D
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

INTERNSHIP INFORMATION SHEET

Intern's Name   _____

Home Address   _____

_____

Home Phone (_____) _____

Cell Phone (optional) _____e-mail _____

District: _____

School: _____

Address_____ _____

School Phone (____) _____ FAX (____) _____

Office or Room Number _____

Times Available for Conferences _____

Position_____

Cooperating/Site Administrator:

Name   _____

Position _____

Phone (_____) _____ e-mail _____

Address (if different from school) _____

_____

Directions to your school/educational setting: Give specific directions/map to your school from the Clear Lake area. Please include your office or room location and number. Use back of sheet if necessary.

APPENDIX E
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

SCHOOL-UNIVERSITY AGREEMENT FOR

PRACTICUM IN INSTRUCTIONAL LEADERSHIP

Intern's Name_____

Position_____Campus_____

District_____

Cooperating/Site Administrator's Name_____

Position_____ Office/Room No. _____

As the Cooperating Administrator, I recommend the above named Instructional Leadership candidate for acceptance into the internship/practicum program in our district. I understand this program will require the intern to perform some of the duties during the regular school day. I will provide the assistance and opportunities necessary to fulfill the requirements of the internship.

_____

Cooperating (Site) Administrator's Signature

APPENDIX F
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

INTERN AGREEMENT FORM

I understand that I am participating in an internship sponsored by the Department of Educational Leadership and the _____ School District. I recognize that in the internship I am subject to the rules, regulations and policies of Sam Houston State University as well as those that the field supervisor deems appropriate for the school system.

I understand that in the internship I will be representing both Sam Houston State University and the Department of Educational Leadership and Counseling; I will do nothing that would adversely affect the image of either unit. I agree that if any of my behavior is deemed improper, detrimental to the school district or Sam Houston State University, I will withdraw from the internship and not receive credit.

I understand that failure to abide by the policies and procedures of the internship program will result in termination of the internship.

I further agree that I will:
    a. Avoid becoming involved in ideological disputes.
    b. Maintain the confidentiality of records and internal matters at all times.
    c. Not be in possession of or use any item which is considered a controlled substance (except under the direction of a physician), alcohol, or firearm, while on school or university property, during my internship.
    d. Always dress professionally in accordance with the school district policies.

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME, AND I AGREE TO ABIDE BY THEM.

Intern's Name _____

Signature _____ Date _____

_____

University Supervisor's Signature

APPENDIX G
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

INSTRUCTIONAL IMPROVEMENT/RESEARCH PROJECT

Name_____ Semester/Year_____

School_____ District _____

Specific Area of Focus _____

Purpose(s):

Steps to Complete:

Timeline:

Budget:

Evaluation:

APPENDIX H
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

STATE OF EDUCATION PROJECT PLAN

Name_____ Semester/Year_____

School_____ District _____

Program Area to be Reviewed:

Educational Setting of Program (Campus, District, etc.):

Questions to be Used for Interviews:

People to be Interviewed (Include Title and Role):

Other Data to be Collected/Analyzed:

Timeline:

Sources to be used for History of Program Area:

APPENDIX I
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University
LOG of ACTIVITIES
(Note: An Excel spreadsheet may be created using the following format)

Beginning date: _____ Ending date: _____

Date	Time (Hrs)* Record in dec. fract. of an hour (i.e. .25 hrs)	Standard Area	Description of Activity

Total Time: _____

I certify that, to the best of my knowledge, the intern has completed all of the above activities.

_____   _____
           Intern   Cooperating/Site Administrator

APPENDIX J
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

STUDENT EVALUATION FORM (Used by Instructor)

_____   _____

NAME   **Semester/Year**

Participation in Seminars	30
Instructional Improvement/Research-based Project All required information included (Including submission of Plan) Additional information included to support learning Quality of presentation	30
State of Education Project All required information included (Including submission of Questions) Additional information included to support learning Quality of presentation	30
Log of 100 hrs of Activities	30
Portfolio (Introduction, Reflections over Embedded Activities and Standards)—Uploaded to TK20 under Standards	20
Additional TK20 Uploads as Required	10
Diversity and Disposition Scale (Self-Assessment)- Upload to TK20	10
Total Points	160
GRADING: A = 144-160; B = 128-143; C = Below 128	

Comments:

_____   _____

University Supervisor's Signature   Date

APPENDIX K
EDAD 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

ELCC Assessments 4.6 & 4.7 Data Table (Used by Instructor)

Leadership Framework, Resume, 5-yr goals	**Below Expectation (does not meet)**	**Meet Expectations (partially meets)**	**Target Expectations (completely meets)**
ELCC 1.1…develops a vision for learners (sub element a, b)			
ELCC 1.1 …develops a vision for teachers (sub element a, b)			
ELCC 1.1 develops a vision for organization (sub element a, b)			
ELCC 1.1 develops a vision for professional growth (sub element a, b)			
ELCC 1.1 …develops a method of vision (sub element a, b)			
Demographic Study	**Below Expectation (does not meet)**	**Meet Expectations (partially meets)**	**Target Expectations (completely meets)**
ELCC 1.4…analyze school & community for improvement areas (sub element a, b, c)			
ELCC 1.5 uses the demographic study to recruit support of vision (sub element a, b)			
ELCC 2.4 …creates professional development tool to identify improvement areas (sub element a, b, c)			
Internship Activities and Reflections	**Below Expectation (does not meet)**	**Meet Expectations (partially meets)**	**Target Expectations (completely meets)**
ELCC 1.1 develop vision for learning (sub element a, b)			
ELCC 1.3 implements vision for learning (sub element a, b)			
ELCC 1.4 stewards a vision (sub element a, b, c)			
ELCC 2.1 strategies for positive school culture (sub element a)			
ELCC 2.2 strategies for effective instruction (sub element a, b, c)			
ELCC 2.4 design comprehensive professional growth plans (sub element a, b, c)			
ELCC 2.3 strategies to apply best practices of learning (sub element a, b, c)			
ELCC 4.1 collaborate with community (sub element a, b, c, d, e, f, g, h)			

ELCC 5.1 integrity & fair (sub element a)			
ELCC 6.2 respond to larger contexts (sub element a)			
ELCC 6.3 influence larger contexts (sub element a, b, c)			
Log of Internship Activities	**Below Expectation (does not meet)**	**Meet Expectations (partially meets)**	**Target Expectations (completely meets)**
ELCC 2.1 track promotion of positive culture (sub element a)			
ELCC 2.3 track strategies impacting student learning (sub element a, b, c)			
ELCC 2.4 design growth activities for adults (sub element a, b, c)			
School Improvement Project: Assessment 4.7	**Below Expectation (does not meet)**	**Meet Expectations (partially meets)**	**Target Expectations (completely meets)**
ELCC 1.1 match project to vision (sub element a, b)			
ELCC 1.2 articulate project vision to others (sub element a, b, c)			
ELCC 1.4 gather support for project (sub element a, b, c)			
ELCC 2.1 project accommodates diverse backgrounds (sub element a)			
ELCC 2.4 use professional growth to enhance project (sub element a, b, c)			
ELCC 3.2 include student equity & safety (sub element a, b, c)			
ELCC 3.3 maintain appropriate resources (sub element a, b, c)			
ELCC 4.1 promote parent & community involvement (sub element a -h)			
ELCC 5.1 integrity (sub element a)			
ELCC 5.2 ethical decisions (sub element a)			
ELCC 5.3 equity & fairness (sub element a)			
ELCC 6.1 uses demographic study (sub element a-h)			
ELCC 7.3 relates project to Ed Leadership standards (sub element a)			

APPENDIX L
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

Cooperating Site Administrator Evaluation of Intern-ELCC Standards

(Email to Fred C. Lunenburg, Ph.D., Internship Supervisor: edu_fcl@shsu.edu)

Name of Intern: _____

Cooperating Administrator: _____

Please use the chart below in evaluating the performance of the student who has been an intern under your supervision by placing an "X" in the appropriate column. Upon completion of this evaluation form, please return to the university supervisor.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: 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.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: 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 promotes a safe, efficient, and effective learning environment.			
4.0: 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.			
5.0: 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, fairly, and in an ethical manner.			
6.0: 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.			

Cooperating Site Administrator Evaluation (Cont.)

Cooperating Site Administrator Evaluation of Intern-Behaviors/Skills
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

Name of Intern: _____

Cooperating Administrator: _____

Please rate the intern on the following criteria:

	Above Average	Average	Below Average	Did Not Observe
Cooperation				
Community Involvement				
Ability to Organize/Perform Assignments				
Problem Analysis				
Decisiveness				
Ability to Use Supervision				
Personal Motivation				
Judgment				
Written Communication				
Oral Communication				
Sensitivity				
Ability to Relate to School Staff				
Stress Tolerance				
Ability to Relate to Students				
Educational Values				
Range of Interests				
Overall Performance				
Ability to Assume Administrative Assignments				

Additional Comments:

_____

_____

_____
Signature of Cooperating Site Administrator   Date

Please return this form to:
Fred C. Lunenburg, Ph.D., Internship Supervisor: edu_fcl@shsu.edu

APPENDIX M
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

Intern Self Evaluation (Place in Portfolio)

Name of Intern: _____

Cooperating Administrator: _____

Please use the chart below in evaluating your performance by placing an "X" in the appropriate column. Upon completion of this evaluation form, please return to the university supervisor.

ELCC STANDARDS	Above Average	Average	Below Average
1.0: 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.			
2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.			
3.0: 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 promotes a safe, efficient, and effective learning environment.			
4.0: 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.			
5.0: 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, fairly, and in an ethical manner.			
6.0: 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.			

* Place form in your internship portfolio.

Self Evaluation (Cont.)

Name of Intern: _____

Cooperating Administrator: _____

Please rate yourself on the following criteria:

	Above Average	Average	Below Average	Did Not Observe
Cooperation				
Community Involvement				
Ability to Organize/Perform Assignments				
Problem Analysis				
Decisiveness				
Ability to Use Supervision				
Personal Motivation				
Judgment				
Written Communication				
Oral Communication				
Sensitivity				
Ability to Relate to School Staff				
Stress Tolerance				
Ability to Relate to Students				
Educational Values				
Range of Interests				
Overall Performance				
Ability to Assume Administrative Assignments				

Additional Comments:

_____
_____
_____
_____
_____
_____

Signature of Intern   Date

* Place form in your internship portfolio.

APPENDIX N
INSL 6372 Practicum in Instructional Leadership
Department of Educational Leadership
Sam Houston State University

SHSU Advanced Dispositions and Diversity Proficiencies

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**. Additionally, you will complete written reflections highlighting your experiences.
The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the *SHSU Advanced Dispositions and Diversity Proficiencies*. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term "field experience" may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences:

0. In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
1. How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
2. What issues did you confront relating to diversity that affected student learning?
3. What strategies did you develop for improving student learning?
4. How did this experience help you grow as an education professional and person?
5. Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

REMEMBER to document diverse experiences and your reflections in TK20. The assignment will be sent to you as determined by your program requirements. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College