

## MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 671

CREDIT HOURS: 3

I. **TITLE:** Principal Internship II

II. **COURSE DESCRIPTION AND PREREQUISITE(S):** This course prepares school leaders to engage stakeholders in the strategic dialogue regarding the vision and mission of the organization, and the allocation of resources and decision-making authority accordingly. Field experience required.

**Prerequisite(s):** Admission to program

III. **COURSE OBJECTIVES:**

ELCC 7.1 requires that the principal preparation program provide significant field experiences and clinical internship experience for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences.<sup>1</sup> As noted, the internship experience may include two noncontiguous clinical internships of either six-months each, or two four-month clinical internships with four months of field experiences, or another equivalent combination, with 9-12 hours each week.

As described in Anchor Assessment 5 - Creating Organizational Structures and Operations - this course prepares school leaders to engage stakeholders in the strategic dialogue regarding the vision and mission of the organization, and the allocation of resources and decision-making authority accordingly. Best practices will be modeled through field experiences, in-basket exercises, and case studies. This course synthesizes critical skills and knowledge base introduced in previous courses.

Upon successful completion of this class, the student will be able to...

- A. identify the purpose and processes related to strategic planning (ISLLC I; KDF 5.2a,b,c; 5.3a,b; 5.4a; TSSA I, III & IV);
- B. apply strategies for developing consensus around shared mission and vision (ISLLC I; KDF 4.1a,f,g; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 6.1a,b,d,e,f,g,h,i; TSSA I, III & IV);
- C. understand the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement (ISLLC I & V; KDF 4.1a,f; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 6.1a,b,d,e,f,g,h,i; TSSA III);

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<sup>1</sup>National Policy Board For Educational Administration (NPBEA). November 2011. *2011 ELCC (Educational Leadership Constituent Council) Building Level, Educational Leadership Program Standards*. November 2011. pps. 27, 28.

- D.** identify a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission (ISLLC I & III; KDF 5.1c; 5.2a,b,c; 5.3a,b; 6.1c; 6.2a,b,c,d; 6.3a,b; TSSA I, III & IV);
- E.** lead the development of a component of a strategic plan (ISLLC I, II & III; KDF 4.1a,f; 4.2a,b,c,d; 4.3a,b,c,d; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 6.1a,b,c,d,e,f,g,h,i; 6.2a,b,c,d; 6.3a,b; TSSA I, III & V);
- F.** demonstrate skills necessary to identify, assess and alter the school organizational structure and culture to improve the conditions for learning and teaching (ISLLC I, II, III, V & VI; KDF 2.2a,d,e; 3.3a,b,c,d; 4.1a,b,c,d,e,f,g,h; 4.2a,b,c,d,e; 4.3a,b,c; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; TSSA I, II, III, IV & V);
- G.** identify and apply strategies to manage conflict (ISLLC III; KDF 3.3b,d; 4.1f,g; 4.2a,b,c,d; TSSA III);
- H.** apply best practices in decision-making (ISLLC II, III, IV & V; KDF 2.2a,b,c,d,e,f; 3.3b; 4.2a,b,c,d; 4.3a,b,c,d; 5.2a,b,c; 5.3b; 5.4a; TSSA I & V); and
- I.** planning and implementation of change in school programs for increased student achievement (ISLLC I, II, III, IV & V; KDF 2.2a,b,c,d,e,f; 3.3b; 4.2a,b,c,d; 4.3a,b,c,d; 5.2a,b,c; 5.3b; 5.4a; TSSA I, III & V).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through internship experiences.

#### **IV. CONTENT OUTLINE:**

This course will include the following:

- A.** Organizational change as context for strategic planning
- B.** Defining strategic planning
- C.** Identifying problems
- D.** Structuring groups and communication
- E.** Leading groups through conflict
- F.** Evaluation and development of beliefs and mission
- G.** Developing mutual commitments and expectations
- H.** Implementing and monitoring strategic plans
- I.** Application of strategic planning principles to other planning processes
- J.** Strategic planning and change

#### **V. INSTRUCTIONAL ACTIVITIES:**

Lectures, readings, discussions, problem-based papers and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

- A.** Creating Organizational Structures and Operations (Anchor Assessment 5)
  - 1.** Select one high priority issue/problem at the school that needs to be addressed (e.g., issue/problem could come out of the school improvement plan, a

discussion with the principal relative to current trends, needs, etc.). The issue/problem needs to be supported/justified by varied and relevant data

2. Operate within the framework of existing policies, and convene a team of stakeholders (e.g., teachers, parents, administrators, community members, etc.) to study and address the identified problem. The makeup of the committee should be appropriate given the specific issue/problem. The candidate shall present the findings from the data analysis and the rationale for the selection of the issue/problem to the team of stakeholders
  3. Lead a team review of the vision and mission statements of the school ensuring that the issue will be framed within this context. Additionally, the candidate will lead the team in the development of a vision and mission statement for the team (e.g., team building process)
  4. Lead the team through a problem solving/planning process that will:
    - a. Define the problem within the school, district, community or state context
    - b. Detail a plan for addressing the problem (e.g., including specific implementation activities, timeline, staff considerations, budget issues, impact on student learning, barriers, data, etc.)
    - c. Describe how the plan will be strategically implemented (e.g., gaining support, navigating the change process, staff development).
    - d. Develop an evaluation plan including strategies for monitoring over time
    - e. Design the plan within the boundaries of the laws, regulations, and policies within which the school operates
  5. Initiate the implementation of the plan.
  6. Present a report on the plan/findings/implementation to the appropriate audience (staff, council, department, district level group, etc.).
- B.** Develop written responses to simulations, role play and scenarios.

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will complete 150 internship hours of instructor-approved field experiences that address Critical Success Factors 1, 5, 6, 7, 8, 10, 11, and 12, inclusive of Anchor Assessment 5 at the Leading Level. Students will submit to the instructor for approval a plan for internship field-experiences within the third week of the semester. Up to 25 hours can be used for Parts I and II, and up to 50 hours can be used for Part III of the Capstone.

#### **VII. TEXT(S) AND RESOURCES:**

No textbooks are needed for this course.

#### **VIII. EVALUATION AND GRADING PROCEDURES:**

- A. Complete Capstone Part I – Demographics section
- B. \*Complete Capstone Part II – Need section
- C. Complete Capstone Part III – Research solution and Plan of Action section 100 of the 150 internship hours can be used to complete Anchor Assessment 5 - Creating Organizational Structures and Operations.
- D. \*The other 50 internship hours will be used to complete the student’s involvement

with instructor-approved field experiences that address Critical Success Factors 1, 5, 6, 7, 8, 10, 11, and 12 (see attached CSF 1, 5, 6, 7, 8, 10, 11, and 12 suggested developmental activities).

- E. \*Final Presentation – Presentation of Capstone Parts I – III to class. In Powerpoint, no more than 15-20 minutes total

\* Denotes Signature Assignments to be submitted on Livetext.

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).