

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 682 CREDIT HOURS: 3

I. TITLE: Principal Internship III

II. COURSE DESCRIPTION AND PREREQUISITE(S): This internship is taken concurrent with ADM 681 and provides students with opportunities to implement and evaluate interventions for diverse learners, as well as support for the completion of the capstone project. 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.¹ 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 a capstone, completion of this assessment will require the student to apply a broad spectrum of knowledge and skills in an in-depth way. The focus of this capstone is the evaluation of instructional practices for diverse learners. Candidates will select a specific subgroup or content area, will research best practices, develop observation instruments, compile assessment data, evaluate current practices and develop recommendations.²

The purpose of this course is to operationalize skills and competencies in leading instruction to meet the needs of diverse learners. Specific aspects of the instructional program, such as Response to Intervention will be addressed, as well as cultural aspects of the instructional program. Students will have opportunity to complete the Capstone project through this internship for presentation during the final semester.

¹National 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.

²Kentucky Dimensions and Functions (KDF)

2.2d Understands how to conduct and interpret research to improve student performance;

2.2e Understands how to be a good consumer of research.

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

- A.** articulate the role of a school leader in advocating for the rights of all students (ISLLC V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III);
- B.** recognize school policies and practices on a continuum from culturally destructive to culturally proficient and facilitate dialogue regarding these practices. (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & VI);
- C.** develop leadership behaviors to support culturally proficient policies and practices (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & V);
- D.** identify learner characteristics and developmentally appropriate instruction for preschool through adulthood (ISLLC II; KDF 1.2a,c; TSSA III);
- E.** evaluate school policies and practices from with regard to developmental appropriateness (ISLLC II & III; KDF 1.2a,b,c,d; TSSA II & III);
- F.** characterize the nature and needs of students with disabilities (ISLLC II; KDF 5.4a; TSSA III);
- G.** identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III);
- H.** evaluate policies, practices and systems in terms of the needs of students with disabilities (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V);
- I.** characterize the nature and needs of gifted and talented students (ISLLC II; KDF 5.4a; TSSA III);
- J.** identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III);
- K.** evaluate policies, practices and systems in terms of the needs of gifted and talented students (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V);
- L.** develop an instructional program that is responsive to the needs of diverse learners (ISLLC I, II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III, IV, V & VI); and
- M.** complete the capstone project for the program (ISLLC I, II, III, IV, V & VI; KDF PT- This course provides students with professional training.

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 gap closure are explored through an exploration of cultural proficient practices in public schools.

IV. CONTENT OUTLINE:

This course will include the following:

- A.** The advocacy role of the school leader
- B.** Defining cultural proficiency

- C. Evaluating policies and practices for cultural proficiency
- D. Psycho-social developmental benchmarks of children
- E. Evaluation of policies and practices for developmental appropriateness
- F. Characteristics and identification of students with disabilities
- G. Accommodations for students with disabilities
- H. Characteristics of gifted learners
- I. Accommodations for gifted learners
- J. Organizational responses to diverse learners' needs
- K. Build a coalition/team to make change by working with PLCs and SBDM

V. INSTRUCTIONAL ACTIVITIES:

Students will submit to the instructor for approval a plan for field-experiences within the first three weeks of the semester.

- A. *Capstone Project: Assessing the Instructional Program and Monitoring Student Performance.* This is the capstone activity for the program and will be presented/defended as exit criteria. The candidate will conduct, lead and evaluate a strategy for school improvement (e.g., guided self-study, Red Flag analysis, implementation/impact checklist, walkthrough data) that assesses the instructional program and monitors student performance. Particular attention will be paid to the performance of subpopulations, and consensus reached as to a specific problem to be addressed as follows:
 - The student will identify and recruit stakeholder groups to participate in the pilot process, including the design/selection of the intervention.
 - The student will coordinate and direct the intervention process by leading stakeholders groups to collect data, prioritize and report findings from the pilot.
 - Based upon the pilot findings, the student will lead the development of next steps for additional piloting or implementation to scale. The final report will include a review of literature.
- B. *Development/Evaluation of Response to Intervention Plan.* Candidates will examine their districts/school's Response to Intervention (RtI) policies, practices and associated data to determine the effectiveness of the plan. Improvements will be suggested.
- C. *Diverse Learner Shadowing.* Candidates will shadow learners from diverse backgrounds and with diverse characteristics through a school day. The nature of educational experiences will be noted.

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

Students will complete 150 internship hours of instructor-approved field experiences that address Critical Success Factors, including the Capstone Project (Anchor Assessment 2). Up to 25 hours can be used for Part IV, 25 hours for Part V, and up to 30 hours can be used for Part VI - VIII. Up to 15 hours can be used for diverse learner shadowing. Up to 5 hours can be used for Development/Evaluation of RtI plan. The other 50 hours will be field experience activities that address Critical Success Factors 1, 2, 3, 4, 5, 9 & 13 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.

VII. TEXT(S) AND RESOURCES:

No textbooks are needed for this course.

VIII. EVALUATION AND GRADING PROCEDURES:

Your course grade will be determined using the following criteria:

- A. *Capstone Project presentation: *Assessing the Instructional Program and Monitoring Student Performance*.
- B. *Completion of Critical Success Factors 1, 2, 3, 4, 5, 9 & 13 field experiences at the Leading level, including log.
- C. *Development/Evaluation of RtI (Response to Intervention) Improvement Plan.
- D. *Diverse Learner Shadowing reflection log/paper.

* 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).