

*Southern Utah University
Beverley Taylor Sorenson College of Education and Human Development
Department of Graduate Studies in Education*

Leadership in Education and Administrative Development

≈ LEAD ≈

Program Handbook

and

Syllabus for EDUC 6898 and EDUC 6899

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Overview of the LEAD Program

The Southern Utah University Leadership in Education and Administrative Development (LEAD) Program was approved by the Utah Board of Regents of Higher Education and complies with the requirements of Utah State Board of Education Rule 277-505. The LEAD Program is accredited by the Teacher Education Accreditation Council (TEAC).

Admission Requirements

To be admitted to the LEAD Program, applicants must fulfill the following requirements:

1. Completed application (all requested information must be filled in) submitted.
2. Non-refundable application fee paid.
3. Official transcripts from all institutions of higher education attended. One must show proof of Bachelor's degree.
4. GPA requirement: 3.25 for the most recent 60 credit hours.
5. Completion of LEAD Program Orientation.
6. Proof of Level II teaching license.
7. Proof of three years of experience.
8. Two references, one from current Administrator/Principal.
9. Official transcript showing Master's degree if applying for 33 credit hour course of study, unless M.Ed. earned at SUU.
10. Superintendent contact information.

Application Deadlines

To Begin Taking Classes in:	<u>Complete</u> Application Submitted by:
Spring	November 15
Summer	April 15
Fall	July 15

Course Requirements

The LEAD Program offers two courses of study: the 42 credit hour Master of Education degree with the Administrative License Area of Concentration and the 33 credit hour program for the Administrative License Area of Concentration only, available for students who already hold a Master's Degree.

Course Requirements

42 Credit Hour M.Ed. with Administrative License		33 Credit Hour Administrative License (Must hold a Master's Degree)	
Coursework: (Semesters offered)	Hrs	Coursework: (Semesters offered)	Hrs
EDUC 6000 (Sp/Su) Issues in Psychology and Measurement	3	EDUC 6000 (Sp/Su) Issues in Psychology and Measurement	-
EDUC 6380 (F/Su) Ethics and Decision Making	3	EDUC 6380 (F/Su) Ethics and Decision Making	-
EDUC 6410 (F/Sp/Su) History of Educational Philosophy	3	EDUC 6410 (F/Sp/Su) History of Educational Philosophy	-
EDUC 6036 (F/Su) Leadership in Technology	3	EDUC 6036 (F/Su) Leadership in Technology	3
EDUC 6080 (Sp/Su) Leadership and the School Principal	3	EDUC 6080 (Sp/Su) Leadership and the School Principal	3
EDUC 6100 (Sp/Su) Practices in Instructional Supervision	3	EDUC 6100 (Sp/Su) Practices in Instructional Supervision	3
EDUC 6500 (F/Su) School Finance	3	EDUC 6500 (F/Su) School Finance	3
EDUC 6540 (F/Su) Organization of American Schools	3	EDUC 6540 (F/Su) Organization of American Schools	3
EDUC 6560 (Sp/Su) Leadership of Pupil Services and Programs	3	EDUC 6560 (Sp/Su) Leadership of Pupil Services and Programs	3
EDUC 6740 (Sp/Su) School Law	3	EDUC 6740 (Sp/Su) School Law	3
Internships:		Internships:	
EDUC 6898 (F/Sp) Elementary Administrative Internship (<i>Not offered in Summer</i>)	6	EDUC 6898 (F/Sp) Elementary Administrative Internship (<i>Not offered in Summer</i>)	6
EDUC 6899 (F/Sp) Secondary Administrative Internship (<i>Not offered in Summer</i>)	6	EDUC 6899 (F/Sp) Secondary Administrative Internship (<i>Not offered in Summer</i>)	6
Total Credit Hours	42	Total Credit Hours	33

Program Master Plan

It is advised that all LEAD students create a master plan for program completion. Be aware that most school districts begin the administrator hiring process and request proof of completion of the licensure program long before school begins each year, with late winter and early spring deadlines for applying. While most courses except Internships are offered each summer, only certain courses are offered each Fall and Spring. Be sure to consult the SUU Catalog and Registration information for full details on when courses are offered. **Register early**- it will help guarantee you a seat in the course.

Consider these suggestions to ensure your successful completion of the program:

- It is recommended to take EDUC 6540 and 6036 as early in the program as possible.
- As working professionals, no more than 6 credit hours can be taken in a Fall or Spring semester.
- No more than 12 credit hours are allowed during the Summer semester. Taking no more than 9 credit hours is recommended.
- If you anticipate major time consuming events such as coaching, a wedding or any other major event, plan on reducing your course load that semester.
- Coursework must be completed before beginning taking EDUC 6898 and 6899. No exceptions.
- Internships are offered only in the Fall and Spring semesters.
- Only one internship can be taken at a time.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Important Note on Academic Integrity: The Department of Graduate Studies in Education supports and encourages dialogue and collaboration among its students. We believe that candid exchange of ideas among professional educators is a benefit to learning. However, the AAA template must be done by the individual student submitting it. Occasionally, the product or artifact for the AAA assignment will be a group product, but the template will still be an individual activity. Suspected violations of academic integrity will be investigated and if substantiated, appropriate action will be taken. Possible sanctions include an F in the course and/or removal from the program.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Applied Administrative Assignments (AAA's)

Assignments in most LEAD courses are done in the form of “AAA’s.” These assignments have a precise format that must be followed exactly. Templates are provided for

most AAA's in the electronic classroom. AAA's are aligned with national standards to promote comprehensive learning experiences in all administrative areas.

Course Descriptions (as stated in the SUU Catalog)

EDUC 6898 Administrative Capstone Part 1 (Elementary Internship)

Administrative/supervisory capstone experience. Required for licensure. Coursework includes school/district approved internship, preparation/completion of capstone project & administrative assignments. (Fall, Spring)

EDUC 6899 Administrative Capstone Part 2 (Secondary Internship)

Administrative/supervisory capstone experience. Required for licensure. Coursework includes school/district approved internship, preparation/completion of capstone project & administrative assignments. (Fall, Spring)

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>.

Exit Interview

An Exit Interview will be conducted with the Intern upon completion of all program requirements. This may be done by mail, and will follow the posting of your final grades.

Grading Explanation

EDUC 6898 and EDUC 6899 are graded Pass/Fail. You must satisfactorily complete all requirements for a "Pass" grade. If anything is missing from the requirement list, the Intern may receive an **"I" or "Incomplete" in unusual and extenuating circumstances**, or an "F" for failing grade. Incompletes need to be completed within the time period specified in the Incomplete Contract. The Intern **must have 75% of the course completed and be passing to qualify** for an "Incomplete." A checklist of requirements for the Internships and program completion is provided in the Appendix.

Incomplete Grade

An “I” or **“Incomplete” grade is only used in extreme and unusual circumstances** such as severe illness, accident, etc. To be eligible for an Incomplete, **a student must have completed at least 75% of the course requirements and be passing.** An “Incomplete” contract is completed and filed with the Registrar’s office.

HEOA Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html> .

Internship Courses EDUC 6898 & EDUC 6899

Please note these specific requirements for Internship Courses:

- Internship courses EDUC 6898/9 are not offered during the summer semesters.
- All other coursework must be completed before being approved for the internship courses, EDUC 6898/9.
- Internship courses are graded Pass/Fail. **All** requirements must be completed to earn a passing grade.
- All required internship forms must be completed before being approved for the internship classes and before being registered for EDUC 6898 or 6899.
- Only one Internship course can be taken at a time.
- Some districts have specific procedures and forms. If you are in the Canyons, Jordan, and Washington school districts, please contact your district’s Human Resources Office.

USOE Rule

The LEAD program is compliant with S. R. 277-505 which specifies the requirements for administrative licenses. For complete USOE requirements, please visit <http://www.rules.utah.gov/publicat/code/r277/r277-505.htm> .

Requirements for Internships

- A minimum of 450 total hours required
- SUU requires:
 - A minimum of 150 hours logged in an Elementary school setting
 - A minimum of 150 hours logged in a Secondary school setting
 - A minimum of 50 hours logged in a school district office or USOE
- Campus hours (minimum 150 hours Elementary and 150 hours Secondary)

- Must include a clinical internship experience in a different school than where the intern may be employed as a teacher
- Require a mentor principal who is properly licensed
- At least 50%, but no less than 100 hours, of the internship hours must be logged in blocks of at least 3 hours of time during the school day when students are present
- Central office hours (minimum 50 hours)
 - No official mentor
 - Log may be signed by district administrator, but signatures are not required
- All internships
 - Require completion of internship orientation before logging hours
 - Require supervision by SUU faculty

Logging Internship Hours

An Excel spreadsheet Log is provided in the pre-Internship course shell. Entries should be made each day as intern hours are accumulated. A review of the hours by the mentor principals should be conducted at intervals agreed upon. For instance, the mentor principal may want to see the log each week, or possibly each month. Each time the mentor principal reviews the log, the Mentor Principal Log Verification Form should be signed. The Intern should maintain a Mentor Principal Verification Form for each mentor principal. The SUU supervisor will also request to review your log periodically. **It is the responsibility of the Intern to maintain the log and to keep appropriate backups. The log and verification forms will be requested for review periodically throughout the program, and submitted at the end of each Internship.**

Before logging internship hours, certain requirements must be met. These include:

- Complete a required internship orientation assessment in the pre EDUC 6898/9 electronic classroom. You will be placed in this electronic classroom during your first semester in the LEAD program.
- Obtain the required Internship Log in the electronic classroom.
- Submit the log for review to your pre-Internship supervisor as required.

Logging District Level Hours

Hours may be logged at school district offices and departments, the State Office of Education, City and County Governments, the State Office of Education and/or the federal Department of Education. The purpose of logging hours at the institutional level is to inform interns on the structure and operation of the institution.

When logging district hours, observe these guidelines:

- Be aware that you are not a “Central Office” or “USOE” intern, and do not present yourself in that light.
- You are completing requirements for your administrative license and are interested in learning about the functions of the various departments to facilitate your effectiveness as an administrator.
- Your presence must be unobtrusive.
- Your presence must not detract from the work being done.
- Appointments must be scheduled in advance.
- If the person is not receptive to your request, thank them kindly and pursue other opportunities.

Suggestions for Logging District Hours

Each intern has an individual and unique situation. These ideas are suggestions only, and may not work in every situation.

- Attend meetings of:
 - District School Boards
 - State School Board
 - City and County Governments
 - State Legislature
- As you interact with your district human resources office on any personal issues, such as medical insurance or other needs, observe and learn. Document the experience from an administrative perspective.
- Request to “shadow” administrators with the promise to not impose on their time. Ask if you may simply quietly observe for a defined period of time, or during a certain activity such as a meeting.

Course Assignments

Applied Administrative Assignments (AAA's)

The AAA's are for EDUC 6898 and 6899 are summarized here. Complete assignments are included in the electronic classroom.

AAA 6898-1 and 6899-1 Project Proposal: Confer with your mentor principal to identify an instructional leadership project that will help improve student achievement in your internship school and lighten the load for your mentor principal. This project is to be a significant piece of administrative work that will lead to lasting, systemic improvements on the campus. The mentor principal, the intern, and the SUU supervisor must agree to the project. The principal's signature must be submitted by fax or mail to the professor by the end of the second

week. Your project must help improve student achievement. These examples are neither required or recommended, but are offered to generate ideas: establish a peer mediation program; set up a student mentoring program; mentor identified teacher/s in a non-evaluative manner; curriculum to assessment alignment; data analysis and instructional adjustment; create a parent/volunteer program; revise/update handbook/s; revise/update school safety plan; create a system for improving student attendance/punctuality or any other project you and your mentor principal identify. The intern must present the project proposal (results will be presented and reported in Assignment 6890-4) at a Community Council, PTA, faculty, school board or other meeting approved by the University supervisor. Aim for the project to require approximately 50 hours, which will count toward the 200 hours required for the internship. Among the supporting documents, include relevant documents that led to the identification of your project and Action Plan, if any. List the documents you are including:

AAA 6898-2 and 6899-2 Curriculum Audit: Focusing on the four core curricular areas (language arts, social studies, math and science), conduct a mini curriculum audit and write a report for each area at your internship campus. Use available curriculum documents, conduct interviews, observe classrooms, review lesson plans, and other methods for gathering information. Include the following for each content area in your report:

- Name of Content Area. (There will be four sections in the report, one for each area.)
- Description of any district or campus wide benchmarking systems used.
- Describe degree of alignment with Utah core curriculum, including evidence of alignment.
- Brief review of student performance data.
- Who is the “go to” person on the campus for this area? What makes them the “expert?”
- Description and brief summary of documents reviewed.
- Summary of interviews conducted, including date/s, time/s, name/s of person/s.
- Summary of classroom observations, including date/s, time/s, etc.
- Report of findings from lesson plan reviews.
- Three recommendations for “next step” action that would benefit the campus.

Among the supporting documents, include your mini curriculum audit report and any key documents or sections of documents that would be helpful for the professor to see. List the documents you are including:

AAA 6898-3 and 6899-3 Project Report: Report the results of the Internship Project. This assignment is expected to be a comprehensive report of a minimum of 10 pages in length. Among the supporting documents, include example/s of written communications, PowerPoint presentations, handouts or other products developed during the project. Possible report locations could include Community Councils, PTA meetings, faculty, school board or other meetings.

AAA 6898/9 Portfolio: At any time during the two internship courses, one portfolio must be submitted through Optimal Resume. The portfolio will include a one or two page resume, your educational leadership philosophy and a number of feature pages on your accomplishments. The feature pages may include anything you choose, such as photographs of

you at work, news articles about your work, products you have created, accounts of special events in your career, etc. The feature pages should be aligned with the first six ISLLC standards, demonstrating your administrative experience and knowledge in these areas. These should be items that display your administrative abilities. The portfolio may be hard copy or electronic. It is strongly recommended that the Portfolio be completed during your first Internship course.

AAA 6898/9 MED Capstone Project – Topic Brief: This is not required for License Only students. It is required for students earning the M.Ed. Complete instructions for this 20 page scholarly assignment are provided in the Canvas classroom.

Praxis Exam

During the internship courses, candidates will be required to complete the Educational Leadership Administration and Supervision Praxis Exam. The Website for this test is www.ets.org.

The Praxis II Test code is 0411. It is recommended that you do not take the Praxis II 0411 until you are completing your first or second internship. For SUU accreditation, you are required to take the PRAXIS II 0411. SUU will not accept the PRAXIS II 1011. ETS will only send the score to SUU- not the full report with ‘points earned’. **You must send a copy of the EXAMINEE SCORE REPORT (ALL pages) to the Graduate Studies in Education Office.** The SUU school code is A4092. The USOE agency code is R8375.

Professional Dispositions

Throughout the program, students must demonstrate professional behavior. Part of the grade in each course will be based on exhibited behaviors, including but not limited to the following:

- Model effective interpersonal communication skills.
- Use good written communication skills, i.e., good spelling and grammar.
- Demonstrate respect for the views and opinions of others.
- Meet deadlines and due dates, be prompt and on time.
- Submit quality work and demonstrate preparedness for class activities.
- Honor the academic integrity policy.
- Dress as a professional administrator.

Seminars – Data and Multicultural

Each Fall and Spring semester, Data Seminars and Multicultural Seminars are scheduled for LEAD students. Usually, these seminars will be offered in one Northern Utah location and one Southern Utah location. Students are required to attend one Data Seminar and one Multicultural Seminar at any time before completing the program. Information regarding date, time and location is emailed to students as soon as it becomes available.

Standards

The LEAD Program is aligned with the nationally accepted standards. These are the Interstate School Leadership Licensure Consortium (ISLLC) Standards and the Praxis Topics. These are included in the Appendix.

Textbooks

The requirement for textbooks varies from course to course within the program. When textbooks are required, they can be ordered through the SUU Bookstore by calling 435-586-7995 or through email at bookstore@suu.edu, or purchased from any vendor you choose. Be sure to order your textbooks early, as they will be needed immediately when the semester begins.

For EDUC 6898 and 6899, no textbooks are required. However, you may find it helpful to refer occasionally to the textbooks from other courses in the program.

For courses with Topic Brief assignments, one of these resources is highly recommended:

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Perrin, R. (2012). *Pocket Guide to APA Style* (4th ed.). Boston, MA: Wadsworth Cengage Learning.

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LEAD Program Assignments

The Department of Graduate Studies in Education supports and encourages dialogue and collaboration among its students. We believe that candid exchange of ideas among professional educators is a benefit to learning. However, the AAA template must be done by the individual student submitting it. Occasionally, the product or artifact for the AAA assignment will be a group product, but the template will still be an individual activity.

AAA	Topic	Description
EDUC 6036	Leadership/Technology	
AAA-1	Website	Develop a website designed to provide information for parents regarding school programs and activities.
AAA-2	Multimedia Presentation of Data Mined	Develop a multimedia presentation on student performance by grade level at your study school over the past three years. You may use COGNOS or any tool which your district uses to disaggregate your data. You may use Excel to tabulate your data. Use Powerpoint to create your Multimedia presentation. If applicable, be sure to include citations for quotations and paraphrases with references in APA format and style. Length – no more than 8-10 slides.
AAA-3	Designing Tutorials	This assignment is related to the use of presentation software in order to design an effective technology based-tutorial/presentation for your students or staff. The software that you will use to design your tutorial is Captivate. It is essential that Captivate be used due to its video capture capabilities.
AAA-4	Seminar Presentation – Applied Emerging Technologies	The best way to understand how technology can support curriculum is by examining actual implementations. Here is your opportunity to share with your colleagues an example of how technology is successfully supporting your educational curriculum and increasing student achievement. A rich resource for viewing how technology can support curriculum is <i>UNI's InTime</i> website. Spend a few minutes reviewing some of the videos in the <i>InTime</i> collection. (http://www.intime.uni.edu/)
AAA-5	Administrative/Supervisory Electronic Portfolio Requirement.	Create an ePortfolio. Go to chalkandwire.com/suu.edu Include 4 required artifacts. Upload the Address to your instructor.
EDUC 6080	The Principalship	<i>Note: During the Spring, 2012 semester, this course will pilot Topic Brief assignments, replacing the AAAs listed here. Instructions provided in the Canvas classroom.</i>
AAA-1	Leadership Theories	Research and review at least four leadership theories. Describe the elements from each theory that you might apply to your emerging leadership style(s). Select two leadership issues and describe the leadership theory(ies) associated with each.

AAA-2	Leadership, Management, Communication and Interpersonal Skills	Compile lists of leadership skills, interpersonal skills, management skills, and personal qualities and characteristics that effective leaders use. Review the lists with a principal and note his/her comments about each list.
AAA-3	School Vision and Mission	Review at least three school vision and mission statements. What were the strengths and weaknesses of each? As a principal, describe the process you will use to develop/review your study school's vision and mission statements. As a principal, describe your administrative actions to articulate, promote, and implement your study school's vision and mission.
AAA-4	School Climate and School Culture	Describe school climate and school culture. What are the differences between these two important elements of a school? As a principal, what will you do to ensure that academic, physical, organizational, and psycho-social climates in your study school that are conducive to teaching and learning? How would you develop a school culture that is focused on student achievement as contrasted with a focus on athletics?
AAA-5	The Change Process	Describe stages of the change process. What are the procedures/processes that you will use to implement effective change in your study school? Describe a significant change that you were involved with and discuss the processes that were used to make the change(s).
EDUC 6100	Supervision	<i>Note: During the Spring, 2012 semester, the 70Y section of this course will pilot Topic Brief assignments, replacing the AAAs listed here. Instructions provided in the Canvas classroom.</i>
AAA-1	Styles of Supervision	Research models or styles of supervision. List four and describe two in depth. For each of these two, describe an administrator who has displayed behaviors typical of the model or style. Which do you believe would have the greatest impact on improving instruction? Cite references.
AAA-2	Purposes of Teacher Supervision and Evaluation	List and describe at least five purposes of teacher supervision and evaluation. Describe at least eight major administrative/leadership activities that a principal will perform as an instructional leader to improve instruction and student achievement. Describe the difference between teacher supervision and teacher evaluation and cite examples that illustrate the difference. How can a principal reduce the adversarial element inherent in most teacher supervision and evaluation systems?
AAA-3	Staff Development	Research and describe the elements of an effective staff development program. Describe the leadership theories and styles that a principal might find most effective in developing a staff development program. What sources of data would be useful to a principal to help with decision making about an effective staff development program? How does a program of teacher supervision relate to a staff development program? How would student assessment (test scores) be used by a principal planning a staff development program?

AAA-4	Scripted Classroom Observation and Conference Report	Research and describe at least five characteristics of sound, useful documentation. Research and describe effective conferencing techniques. Describe the components of clinical supervision. When and why would you use clinical supervision? Just as teachers are expected to differentiate instruction, administrators must use differentiated supervision approaches for teachers. Describe the supervision style you would use with a master teacher, an average teacher, a marginally effective teacher, and an incompetent teacher. Conduct a scripted classroom observation (50 minutes or more) and write a Classroom Observation and Conference report which you will share with the teacher you observed.
AAA-5	Instructional Improvement Plan	Develop a comprehensive Instructional Improvement Plan that will improve student achievement for all students. A major emphasis of your plan should focus on improving achievement of students in the lower quartiles. You are the principal of a school (high school, middle school, or elementary school – your choice). Select a “real school” in a lower socioeconomic racially diverse community and schedule a meeting with the principal to obtain the contextual and test data you will need to complete your instructional improvement plan. As the instructional leader who is charged with the responsibility/goal of ensuring every student is successful in achieving to his/her potential, (No Child Left Behind) describe your Instructional Improvement Plan that you would implement in your study school. You have a faculty that includes some master teachers, many adequate teachers, some marginal to incompetent teachers, and some recalcitrant teachers as well as some first year teachers.
EDUC 6500	School Finance	
AAA-1	Revenue Report	Create a district financial revenue report on Fund 10, General Fund. Form a group of at least 4 students from the class. Have each person select a different school district to research. Set up timelines and procedures for your group.
AAA-2	Expenditure Report	Create a district financial expenditure report on Fund 10, General Fund and Function 1000, Instruction. Form a group of at least 4 students from the class. Have each person select a different school district to research. Set up timelines and procedures for your group.
AAA-3	Purchasing Flowchart	Create a flowchart of the steps in the process for the purchase of an instructional item. Independently, research the steps in the process of acquiring an item used for instruction on a campus and in a district. Begin with the identification of the need for the item, and end with that item in the classroom and paid for.
AAA-4	Budget Planning Process	Develop a budget planning process you would like to use as a campus principal. Independently, research budgeting processes and cycles. Design a process that includes: 1. input from all stakeholders, 2. consideration of student performance, 3. ability to achieve the greatest impact on student achievement, 4. roles and responsibilities and 5. approximate timelines.

AAA-5	Sound Practice and Ethics	Research and report on the importance of sound practice and ethical behavior when working with public funds. Independently, research: 1. sound practices of financial accountability, and 2. current (last 3 years or so) incidents of fraud, embezzlement and other unethical, financially related incidents in public education.
EDUC 6540	Organization of American Schools	
AAA-1	Philosophy of Leadership	Reflect on your personal core beliefs that form the foundation of your thinking on how you, as an educational leader, would like to make your decisions and base your actions. Draft your personal philosophy of educational leadership statement, which should be about one-half to one full page, double spaced. Include the statement among your supporting documents.
AAA-2	Board Meetings	Attend at least two school board meetings and write a summary report on the two meetings which describes each agenda item and any action taken.
AAA-3	Organizational Structure/Admin. Duties	Part I: Research district organizational charts and select one that is comprehensive, detailed and informative AND obtain or create an organizational chart for a school. Part II: Conduct an interview to learn about administrative assignments in a school or district.
AAA-4	Vision/Mission	Locate your study school or district vision/mission statement. If one does not exist, develop a plan for creating one.
AAA-5	ESEA/NCLB	Study the relevant portions of the NCLB Act at www.ed.gov . Summarize the requirements for meeting AYP, improvement plans if AYP is not met, and highly qualified teachers. Among the supporting documents, include: 1. Your summary of the NCLB requirements for the requirements for meeting AYP, improvement plans if AYP is not met, and highly qualified teachers as the artifact.
EDUC 6560	Leadership of Pupil Services and Programs	<i>Note: During the Spring, 2012 semester, the 71Y section of this course will pilot Topic Brief assignments, replacing the AAAs listed here. Instructions provided in the Canvas classroom.</i>
AAA-1	Facilities	Survey the building(s) and consider space utilization, space needs, and needed maintenance. What procedure is in place for repair request approval and financial support?
AAA-2	Student Accounting	Demonstrate familiarity with accounting and recording systems used for students. Describe their effectiveness.
AAA-3	Grading	Demonstrate familiarity with the grading system and be able to give data supporting or opposing it. How do you feel about your study school's grading system? Does it provide any motivations for students to improve?
AAA-4	Agencies	Evaluate various agencies that relate to the operation of the school. List them and their functions.
AAA-5	Community Relations	Develop a plan whereby school and community relations might be improved.

EDUC 6740	School Law	<i>Note: During the Spring, 2012 semester, this course will pilot Topic Brief assignments, replacing the AAAs listed here. Instructions provided in the Canvas classroom.</i>
AAA-1	Behavior Management/Due Process	Both Building and District administration are involved in the area of student behavior management, closely following due process procedures.
AAA-2	Human Resource Policy	Some of the major functions in the human resource area include 1. equity and diversity 2. Recruitment 3. Selection 4. Employment 5. professional development 6. evaluation 7. remediation 8. Dismissal 9. reduction in force.
AAA-3	Safe School Policy	Utilizing the Utah SOE Safe School Model Policy from the Media Library, analyze, compare and contrast your study school's or district's Safe School Policy.
AAA-4	Compliance with Regulations	Responding to the prompts below, describe how your study school meets federal and state, constitutional, judicial decisions, and statutory and regulatory provisions governing education.
AAA-5	Policy/Procedure Assessment	Conduct a needs assessment of a district's School Board Policies and/or Administrative Procedures. Part I: Choose a specific topic from a Student, Employee, and Instruction policy. (You will choose three topics total, one from each category.)
EDUC 6898	Administrative Capstone, Part 1	
AAA-1	Project Proposal	Confer with your mentor principal to identify an instructional leadership project that will help improve student achievement in your internship school and lighten the load for your mentor principal. This project is to be a significant piece of administrative work that will lead to lasting, systemic improvements on the campus. The mentor principal, the intern, and the SUU supervisor must agree to the project.
AAA-2	Curriculum Audit	Focusing on the four core curricular areas (language arts, social studies, math and science), conduct a mini curriculum audit and write a report for each area at your internship campus. Use available curriculum documents, conduct interviews, observe classrooms, review lesson plans, and other methods for gathering information.
AAA-3	Project Report	Report the results of the Internship Project. This assignment is expected to be a comprehensive report of a minimum of 10 pages in length. Among the supporting documents, include example/s of written communications, PowerPoint presentations, handouts or other products developed during the project.
EDUC 6899	Administrative Capstone, Part 2	
AAA-1	Project Proposal	Confer with your mentor principal to identify an instructional leadership project that will help improve student achievement in your internship school and lighten the load for your mentor principal. This project is to be a significant piece of administrative work that will lead to lasting, systemic improvements on the campus. The mentor principal, the intern, and the SUU supervisor must agree to the project.

AAA-2	Curriculum Audit	Focusing on the four core curricular areas (language arts, social studies, math and science), conduct a mini curriculum audit and write a report for each area at your internship campus. Use available curriculum documents, conduct interviews, observe classrooms, review lesson plans, and other methods for gathering information. Include the following for each content area in your report:
AAA-3	Project Report	Report the results of the Internship Project. This assignment is expected to be a comprehensive report of a minimum of 10 pages in length. Among the supporting documents, include example/s of written communications, PowerPoint presentations, handouts or other products developed during the project. List the documents you are including:
Complete during EDUC 6898/9		
	Portfolio in Optimal Resume	
	20 Page Topic Brief - Capstone Project for MED Candidates	
Complete during the program		
	Internship Orientation Assessment	
	Data Seminar	
	Multicultural Seminar	
	Praxis Exam	

Candidate Information	
Intern:	
Email:	
Cell:	
Work:	
Home:	
Program:	MEd or License Only
Notes:	

Program/Internship Requirements Not Tied Specifically to a Course	
<i>Requirement</i>	<i>Date Completed</i>
Data Seminar	
Multicultural Sem.	
Portfolio in Optimal Resume which has:	
2 page resume	
Philosophy	
ISLLC Standard 1	
ISLLC Standard 2	
ISLLC Standard 3	
ISLLC Standard 4	
ISLLC Standard 5	
ISLLC Standard 6	
MED Capstone Requirement:	
20 page Topic Brief	
Log showing at least 50 capstone hours	
PRAXIS Scores**	
Exit Interview*	

6898	Sem:	
District:		
Campus:		
Mentor Prin:		
6890-1 Project Proposal		
6890-2 Mini Curriculum Audit		
6890-3 Project Report (can log up to 50 hours)		
Col/Orientation Meeting 1		
Collaboration Meeting 2		
Collaboration Meeting 3		
Midterm Evaluation Signed by Mentor Principal*		
Final Evaluation Signed by Mentor Principal*		
Log Verification Signed by Mentor Principal/s*		
Log with at least 200 hours		
Professor Signature Verifying Completion of Requirements and Posting of Course Grade		

Professor Signature Verifying Completion of Program Requirements and Recommendation for Licensure
M:Lead Intern Tracking Sheet-Last updated 1/6/12

6899	Sem:	
District:		
Campus:		
Mentor Prin:		
6890-1 Project Proposal		
6890-2 Mini Curriculum Audit		
6890-3 Project Report (can log up to 50 hours)		
Col/Orientation Meeting 1		
Collaboration Meeting 2		
Collaboration Meeting 3		
Midterm Evaluation Signed by Mentor Principal*		
Final Evaluation Signed by Mentor Principal/s*		
Log Verification Signed by Mentor Principal*		
Log with at least 450 hours		
Professor Signature Verifying Completion of Requirements and Posting of Course Grade		

*Auditable documents - Originals required, and submitted before Exit Interview
 **EXCEPT - A copy of ALL pages of the Praxis report is acceptable. Send to professor.

ISLLC Standards

Standard 1:

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Administrative Intern Log Example

SUU Administrative Intern Log of Hours EDUC 6898 and EDUC 6899

Enter Your Name: Joe Rivers

Date - (Include Year)	Elementary Minimum 100 Hours Needed (Enter # of Hours)	Elementary Running Total	Tally of 3 Hour Blocks at least 50% of Elementary hours	Secondary Minimum 100 Hours Needed (Enter # of Hours)	Secondary Running Total	Tally of 3 Hour Blocks at least 50% of Secondary hours	District Minimum 20 Hours Needed (Enter # of Hours)	District Running Total	Combined Running Total - Minimum 450 Hours Needed	Detailed description of activities. If completed as a course assignment other than 6898/9, specify the course. If activity was electronic, specify format.	Others present/ Verifying Administrator
Jan 27, 2013	1	1	12	1	1	0	1	1	3	Elem- Observed Sp Ed Teachers... Sec- Met with Principal about duties... District-Observed Bus Barn...	Prin Billing Prin Crews Trans Director
2-4-13	3	4		2	3			1	8	Supervised registration, assisted students and parents, learned from counselor, M. First Met with parents about an honor roll referral.	Principal Billings
March 17, 2013	5	9			3			1	13	Conducted awards ceremony for Honor Roll, presented medals. Coordinated timelines, did program	Jack Crews
4/3/14	1	10			3		4	5	18	Attended Board Meeting. Agenda was primarily on budget issues. Tax payers expressed opinions.	Asst. Supt. Garcia
	4	14			3			5	22		
		14			3			5	22		
		14			3			5	22		
		14			3			5	22		
		14			3			5	22		

Praxis Exam

Praxis 0411 Topics:

	Approximate Number of Questions	Approximate Percentage of Examination
I. Vision and Goals	18	19%
II. Teaching and Learning	24	25%
III. Managing Organizational Systems and Safety	13	14%
IV. Collaborating with Key Stakeholders	12	13%
V. Ethics and Integrity	16	17%
VI. The Education System	12	12%

For a complete list of Praxis Topics and Subtopics and a free study guide, go to

<http://ets.org/s/praxis/pdf/0411.pdf> .