



A Member of the Texas State University System

**ASE 672 Practicum in Supervision  
Syllabus and Guidelines**

**Sam Houston State University  
Educational Leadership and Counseling Department**

**2007**

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Sam Houston State University  
 Educational Leadership and Counseling Department  
 ASE 672 Course Syllabus  
 Practicum in Supervision

**I. Instructor Information**

The university supervisor will be \_\_\_\_\_  
 Contact information is (phone, email, mailing address).

The internship coordinator is:

Dr. Julie Combs

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**II. Course Description & Objectives**

This course provides a field practicum for students seeking a master's degree in instructional supervision. It is designed to provide intensive study of the field of school and instructional supervision.

Supervision is a process including all efforts of school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction.

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

**A. Course Goals**

1. To assist the sponsoring school 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 school personnel.
6. To assist the student with opportunities to apply instructional and supervisory theory in the solution of practical problems.

**B. Course Outcomes:** Upon successful completion of this course, students will be able to demonstrate their skills, knowledge, and application:

1. Understand the learning process, and the relationship between teaching behaviors 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 be able to utilize skillfully the dynamics of group processes so that an ample and effective performance of the human resources within the school community can be achieved.

Various components of the program are based upon the Standards for Advanced Programs in Educational Leadership (National Policy Board for Educational Administration, 2002). See complete report at <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

To fulfill the stated goals, the student in the Instructional Supervision 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
5. Consulting and Conferencing Skills
6. Evaluation
7. Computer Applications
8. Instructional Leadership and Supervision
9. Educational Research

### **C. IDEA Objectives**

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives described below and general effective teaching practices at the end of the course. Students are encouraged to provide feedback during the course which will be used to make needed adjustments.

Essential Objectives:

3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objectives:

9. Learning how to find and use resources for answering questions or solving problems.

## **III. Materials**

### **A. Required Texts**

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

### **B. Required Tools**

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see [http://www.shsu.edu/~ucs\\_www/](http://www.shsu.edu/~ucs_www/)).

2. Blackboard: Students may be expected to utilize Blackboard. Please visit <http://www.shsu.edu/administrative/training/guides/blackboard.html> for training guides and tutorials.

#### IV. SHSU Policies

Please see <http://www.shsu.edu/syllabus/>

#### V. Assessment and Summative Evaluation of Learning Objectives

1. **Seminars** are scheduled in order to give interns an opportunity to share experiences and concerns with other interns and the university supervisors. Attendance at all seminars is required for full credit.
2. **Demographic Study Presentation:** Early in the internship semester, candidates complete a demographic study of their school and community and present their findings in a 10-minute oral presentation. See Appendix for more information.
3. **Supervision Projects:** During the internship, the candidate will conduct 3 projects. The student will be expected to develop a major activity in each of the following domains of the instructional supervisor: Instructional Development, Teacher Development, and Curriculum Development.

Working with the cooperating supervisor or administrator and the university professor, the student will plan, design, and execute an activity in each of the three domain areas. These activities should be related to the various roles of an instructional supervisor. They may be completed on a single topic or on separate topics. They should be actual activities which will be of benefit to the student and the school or district. See Appendix for plan form.

4. **Activity Log:** During the one semester internship, the candidate will engage in 100+ hours of “on the job” activities. See Appendix for form.
5. **Academic Portfolio:** The academic portfolio project is a key assessment component and includes internship activities and reflections and other components described in the Academic Portfolio. See Appendix.

Assessment Guide:

Assignments	Possible Points	Points Earned
Seminars	200	
Demographic Study Presentation	100	
Supervision Projects	300	
Activity Log	100	
Academic Portfolio	300	
<b>Total</b>	<b>1000</b>	

## VI. ASE 672 Class Schedule

### A. Course Meetings & Due Dates

**TBA** #1 Orientation

**TBA** #2 Demographic Study Presentations with University Supervisor (Date and location may be changed by university supervisor)

**TBA** #3 Supervision Projects & Academic Portfolio Presentation with University Supervisor (Date and location may be changed by university supervisor)

**TBA** #4 Campus Visitation by University Supervisors (Date and time scheduled by university supervisor)

### B. Assignment Due Dates (to be determined by university supervisor):

Intern Information Sheet \_\_\_\_\_

Cooperating Site Administrator Agreement \_\_\_\_\_

Internship Agreement \_\_\_\_\_

Curriculum Development Project Plan \_\_\_\_\_

Teacher Development Project Plan \_\_\_\_\_

Instructional Development Project Plan \_\_\_\_\_

Demographic Study Presentation \_\_\_\_\_

Activity Log check #1 \_\_\_\_\_

Project Presentation \_\_\_\_\_

Activity Log check #2 \_\_\_\_\_

Academic Portfolio Presentation/Check \_\_\_\_\_

Cooperating Administrator Evaluation of Intern \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

### C. Other Important Dates

1. Deadline to Register for Graduation: see Registrar's office

[http://www.shsu.edu/~reg\\_www/graduation/prepare.html](http://www.shsu.edu/~reg_www/graduation/prepare.html)

2. Registration for Masters' Comprehensive Exams: \_\_\_\_\_

SHSU campus: Administration of Comprehensive Exams

## VII. Principal Certification

Upon completion of a master's degree in Instructional Leadership, students may decide to pursue the requirements for Texas Principal certification by seeking faculty advisement and a written certification plan. To be certified, students need at least 2 years experience as a classroom teacher. Additional courses required include Role of the Principal (ASE 671), School Law (ASE 572), School Finance (ASE 664), and others as specified. In addition, students will enroll in a one-hour ASE 510 course to complete additional internship requirements listed in the ASE 662 syllabus. Students enrolled in ASE 672 are welcome to secure the 662 handbook, review additional requirements, and participate in TExES review sessions with the ASE 662 students, as space

permits. Contact the intern coordinator for a copy of the ASE 662 handbook and for dates of TExES review sessions.

**Appendix A: Expectations for ASE 672 Students**  
**REQUIREMENTS FOR THE PRACTICUM IN SUPERVISION**

Students must have met the academic and experience requirements necessary for admittance into the Instructional Supervision 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 course work required for the instructional supervision 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 apply and secure approval from the university professor to enroll in ASE 672.
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. The intern must consult with the supervisor in advance if there is an unavoidable need for an absence.
5. The student must complete all assigned tasks and submit a final report of his/her activities to the university professor by the deadlines.
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 100 hours 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 school supervisor or university supervisor.

## Appendix B: Academic Portfolio Project

### ELCC Standards: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 5.1, 6.2, and 6.3

The academic portfolio project is a key assessment component of the program. The academic portfolio provides benefits in two ways to our instructional leadership preparation program: (a) candidate evaluation and (b) program evaluation (Brown & Irby, 2001). In addition, the portfolio is designed to help candidates synthesize theories and strategies from graduate coursework and apply them in the field.

The academic portfolio project is initiated in ASE 668, Instructional Leadership and is completed during ASE 672 Practicum in Supervision.

The intern will submit the completed portfolio (in a binder no larger than three inches) or electronically on a CD (see directions for creating the electronic portfolio in *The Principal Portfolio* Brown & Irby, 2001). Interns who submit an electronic portfolio may submit a folder with the required forms to be submitted if unable to copy or scan the forms onto the CD. If a binder is submitted, the intern is responsible for retrieving the binder from the supervisor within 6 weeks after the course.

Please note that most university supervisors would prefer the electronic portfolio, however binders will be accepted. The pickup time should be arranged with your university supervisor. The completed portfolio will include the following:

**I. Title Page-** Your Name, Practicum in Supervision Academic Portfolio, Sam Houston State University Educational Leadership and Counseling Department, Date.

#### **II. Table of Contents**

**III. Introduction-** The first section, no more than one page, explains the purpose and organization of the portfolio and also briefly introduces the candidate to the reader and describes the information contained in the following sections.

**IV. Resume-** A current resume which presents the candidate's education, a list of certifications or endorsements, details of the candidate's professional career, areas of concentration, and strengths.

**V. Five Year Goals-** This section includes the candidate's reflection on the professional progress that he/she would like to make within the next five years. These goals should be an update of the previous five year goals that were developed in ASE 668 or 532, if there are any changes.

## Academic Portfolio Project (cont)

**VI. Leadership Framework-** includes a comprehensive analysis (one or two paragraphs for each component) of the candidate's primary beliefs and attitudes regarding leadership. Seven suggested components of the Leadership Framework are as follows: philosophy of education, philosophy of leadership, vision for learners, vision for teachers, vision for the organization, vision for professional growth, and method of vision statement. If there are any changes since the development of your Leadership Framework in ASE 668, those changes should be documented in this version.

**VII. The Demographic Study-** Early in the internship semester, candidates complete a demographic study of their school and community. The objective of the demographic study is to obtain data which enables the candidate to better understand the school and community and potential areas for improvement (ELCC 1.4). The demographic study provides a professional development tool for candidates to identify areas to improve student achievement (ELCC 2.4). This demographic analysis identifies potential community stakeholders and facilitates the stewarding of a school vision that capitalizes on diversity (ELCC 1.5). See Demographic Study in appendix for more information.

**VIII. Internship Activities and Reflections-** *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 use the *Reflection Cycle* (Brown & Irby, 2001) to guide their reflections and summaries of each activity. 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), seek ways to collaborate with community members (ELCC 4.1), reflect on how to act with integrity and fairness (ELCC 5.1), and understand how schools respond to (ELCC 6.1) and influence the larger context (ELCC 6.3). See Appendix for information on activities and ELCC Standards.

Upon completion of each activity, the intern is to briefly summarize the experience (1/2 – 1 page). Many of the activities have been completed during previous course work and should be included as completed for the previous class. Some of the activities will need to be completed during this course. The portfolio should include summaries of all activities.

**IX. Instructional Development Project-** Working with the cooperating supervisor or administrator and the university professor, the student will plan, design, and execute an activity related to instruction. Upon completion of the activity required, write a reflective statement. This reflection should (1) reflect on the activities and what you learned; (2) identify strengths you have in that area (instructional, teacher, and curriculum development); and (3) 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:

- a. What about this area is most relevant to me?
- b. How has this contributed to my understanding of the role of supervisor?
- c. Is there a difference in what I know and what I found out?
- d. What more do I need to know about this?
- e. What change(s) would I make?
- f. How would I handle this differently?
- g. Did anything happen during this experience that conflicted with my personal vision of the role of an instructional leader?

X. Teacher Development Project: The student will plan, design, and execute an activity related to adult development and learning. Include a reflection as describe above.

XI. Curriculum Development Project- The student will plan, design, and execute an activity related to curriculum. Include a reflection as describe above.

**XII. Log of Internship Activities-** During the one semester internship, the candidate will engage in 100+ hours of “on the job” activities. These activities should be distributed across the first six ELCC standards, so that a variety of experiences are included. Candidates will keep a log of their activities which entail a brief description of the tasks, the date the activities occurred, the amount of time involved and the ELCC standards to which the activities relate. 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).

## Appendix C: Demographic Study Components

The demographic information for the district may be written collaboratively by interns in the same school district. Campus demographic information will be written individually if interns are at different campuses. If interns are at the same campus, the information may be written collaboratively. Whether written collaboratively or individually, each intern will be responsible for presenting their own complete demographic study. The intern will be expected to make a short (5-10 minutes) presentation of the demographic study of the campus/district at one of the seminars.

1. Historical background of the community and the school
  - a. Attention should be given to how the area, community, neighborhood developed.
  - b. Key people in the development of the community should be noted.
  - c. The number and nature of schools and support facilities of the school district should be addressed.
  - d. The building and naming of the school should be addressed
  - e. Important historical events and people related to the school should be Included
  
2. School district governance and the school governance.
  - a. The district governance organizational chart could be critiqued.
  - b. The chain of command in the school can be discussed.
  - c. The campus site-based management committee selection and functioning should be discussed.
  
3. District and school enrollment
  - a. District enrollment should be disaggregated by schools, grade levels, ethnicity, socio-economics, and by gender.
  - b. School enrollment should be disaggregated by grade levels, ethnically, socio-economically, and by gender.
  - c. Comparisons should be made of the school enrollment to other schools in the district and to the district enrollment statistics in ethnicity, socio-economics, and by gender.  
*(This information may be found in the AEIS report. Your job is to analyze the report and write the answers to the questions above in narrative format).*
  
4. Political and geographical characteristics of the school attendance area.
  - a. Discuss the affluence of the school neighborhood
  - b. Discuss information related political activity on the part of school patrons.
  - c. Describe the setting of the school attendance area.
  
5. Background of the professional and support staff of the district and the school
  - a. Data on the professional and support staff of the district should be disaggregated by level of education, years of experience, ethnicity, and gender.
  - b. Data on the professional and support staff of the school should be disaggregated by level of education, years of experience, ethnicity, and gender.
  - c. Comparisons should be made of the schools professional and support staff to the district statistics on the professional and support staff.  
*(Answers to the information above should be written in narrative format).*
  
6. Other elements deemed appropriate to describe the demographics of the school

### Appendix D: ASE 672 Internship Activities

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TExES COMPETENCIES
<b>ASE 532</b>		
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 4.3 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
<b>ASE 668</b>		
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. 8. 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
<b>ASE 578</b>		
2.4 Design Prof. Dev. Growth Plans	9. Analyze the professional development plan for the district.	6.1 Collaboratively Develop Prof. Dev. Plan
2.4 Design Prof. Dev. Growth Plans	10. 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	11. 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

<b>ELCC STANDARD/ SUB-ELEMENTS</b>	<b>COURSE/ACTIVITY</b>	<b>TE<sub>x</sub>ES COMPETENCIES</b>
2.2 Instructional Programs	12. 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	13. Participate in and critique a curriculum-planning meeting at the building or district level.	4.3 Implement/Monitor Curriculum
1.2 Articulate the Vision	14. Analyze the process for using information on various student groups to improve student achievement at the campus.	7.2 Use Data to Inform Decisions
<b>ASE 586</b>		
3.1 Manage Organization 3.3 Manage Resources	15. 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	16. 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 Instructional Programs	17. 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	18. 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	19. 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	20. 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
<b>ASE 694</b>		
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	21. 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 and Communication and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets)  22. 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

<b>ELCC STANDARD/ SUB-ELEMENTS</b>	<b>COURSE/ACTIVITY</b>	<b>TE<sub>x</sub>ES COMPETENCIES</b>
	23. Conduct a teacher observation (video) using the developmental supervision process, including: <ul style="list-style-type: none"> <li>a) Conduct Pre-observation</li> <li>b) Observe/Collect Data</li> <li>c) Analyze Data</li> <li>d) Conduct Feedback</li> <li>e) Develop Growth Plan Ideas</li> </ul>	

**Appendix E: Internship Activities Scoring Guide**  
**ASE 672 Internship Activities**

<b>Standard</b>	<b>Activities</b>	<b>Points</b>
<b>1</b>	1. Review a campus report card. Analyze how the Academic Excellence Indicator System (AEIS) is impacting the curriculum and instruction for all learners.	
<b>1</b>	2. Analyze the process for using information on various student groups to improve student achievement at the campus.	
<b>1</b>	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.	
<b>1</b>	4. 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 and Communication and Community Relations/Organizational Management. (Reflection Journal/Data Sources sheets)	
<b>1</b>	5. Analyze goals, objectives, activities, resources and assessment strategies for improving student performance based on the needs of the students.	
<b>1</b>	6. 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	
<b>1</b>	7. 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.	
<b>2</b>	1. 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.	
<b>2</b>	2. 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?	
<b>2</b>	3. Analyze the professional development plan for the district.	
<b>2</b>	4. Describe and critique the process used at the campus for determining the professional development needs.	
<b>2</b>	5. 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.	
<b>2</b>	6. Participate in and critique a curriculum-planning meeting at the building or district level.	
<b>2</b>	7. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	
<b>Page Total</b>		

<b>Standard</b>	<b>Activities</b>	<b>Points</b>
<b>2</b>	8. 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).	
<b>2</b>	9. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.	
<b>3</b>	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).	
<b>3</b>	2. Critique the appraisal/evaluation process for campus principals and associate/assistant principals in relation to the written job descriptions.	
<b>3</b>	3. 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.	
<b>4</b>	1. 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).	
<b>4</b>	2. Describe how the principal and assistant principal(s) interact with the site-based decision-making committee.	
<b>4</b>	3. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.	
<b>6</b>	1. 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	
<b>Total Points</b>		

**Appendix F: Project Planning Form**  
Activity Area: \_\_\_\_\_

Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Specific Area of Focus \_\_\_\_\_

Purpose(s):

Steps Completed:

Timeline:

Budget:

Evaluation:

**Appendix G: ELCC Standards**  
**Standards for Advanced Programs in Educational Leadership for Principals,**  
**Superintendents, Curriculum Directors, and Supervisors (ELCC)**

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

Published January, 2002 See complete report at  
[http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.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.



University Supervisor: \_\_\_\_\_ Course/ CID: \_\_\_\_\_ Semester: \_\_\_\_\_

### ELCC Assessments 4.6 & 4.7 Data Table

#### Leadership Framework

ELCC Indicators	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

ELCC Indicators	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

ELCC Indicators	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 prof 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)			

#### School Improvement Project: Assessment 4.7

ELCC Indicators	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 Ldr standards (sub element a)			

#### Log of Internship Activities

ELCC Indicators	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)			

### Cooperating Site Administrator Evaluation of Intern

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.)

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				

**Additional Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Cooperating Site Administrator

Date

**Please return this form to:**

Fax (936) 294-3886 or mail to:

Internship University Supervisor, Box 2119, Huntsville, TX 77341-2119

### Intern Self Evaluation

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:

	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Did Not Observe</b>
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				

**Additional Comments:**


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Signature of Intern

Date

\* Place form in your internship portfolio.

**Intern Information Sheet**

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Office/Room Number: \_\_\_\_\_

Conference Time: \_\_\_\_\_

Cooperating Site Administrator

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Phone: \_\_\_\_\_

Office Address (if different from campus): \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Directions to School**

Give specific written driving directions from Huntsville to your campus. Use the back of this sheet if more space is needed to write the directions.

Return form to University Supervisor within first 2 weeks of semester's starting date.

**Sam Houston State University  
Educational Leadership and Counseling Department  
Cooperating Site Administrator Internship Agreement  
ASE 672 Practicum in Supervision**

Intern's Name: \_\_\_\_\_

Position: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

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.

Name: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_

Return form to University Supervisor within first 2 weeks of semester.

Fax: 936-294-3886

or mail to:

University Internship Supervisor (Specify Name)

Box 2119

Huntsville, Texas 77341

**Sam Houston State University  
Educational Leadership and Counseling Department  
Internship Agreement  
ASE 672 Practicum in Supervision**

I understand that I am participating in an internship sponsored by the Department of Educational Leadership and Counseling and the \_\_\_\_\_ School District. I recognize that in the internship I am subject to the rules, regulations, and policies of Sam Houston State University.

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.**

Name: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_

University Supervisor:

Name: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_

Return form to University Supervisor within first 2 weeks of semester.

Fax: 936-294-3886

or mail to:

Internship University Supervisor (Specify Name)

Box 2119

Huntsville, Texas 77341

**Application for Master's Comprehensive Exam**

**NOTE: You must either be enrolled in or have completed your 36th course hour in the Masters Program before you are eligible to take the comprehensive exam.**

Date:

Sam ID (or Social Security Number):

Student's Name:

Mailing Address:

City:

Zip:

Contact Numbers:

Cell: (     )

School: (     )

Home: (     )

E-mail:

**Anticipated Graduation Date (semester in which to take comp):**

**Spring \_\_\_\_\_ Summer \_\_\_\_\_ Fall \_\_\_\_\_**  
**(Select the correct term and fill in the appropriate year)**

**Return Forms to:**

Dr. George Moore  
Box 2119  
Huntsville, Texas 77341

Office Number: (936) 294-4981  
Fax: (936) 294 3886

Email: [geomooore@shsu.edu](mailto:geomooore@shsu.edu)