DEPARTMENT: Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6942
Sections: Davie (Wed. and Thurs.) and Pt. St. Lucie (Thurs.)
Meeting Times: 4:45-7:55 pm (dates determined in first class)

INSTRUCTORS:
- Dr. Burnham (jburnham@fau.edu)
- Dr. Reyes-Guerra (dreyes@fau.edu)

COURSE TITLE: Principal Internship

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will be provided real-life opportunity to make informed decisions based on the previous acquisition of theory and knowledge gained from the foundational and professional coursework that s/he has taken as pre-requisites to this course. During this internship, it is expected that the student will exhibit ethical behavior, and provide evidence of being a capable professional apprenticing the craft of school administration. The emphasis in this course is on the use of reflection on action and reflection in action, coupled with critical thinking and ethical judgment demonstrated through artifact-based evidence of performed leadership experiences in the school environment. Seminars will emphasize the analysis of performance based on an analysis of the decision-making processes involved, the best-practice and theoretical information applied, the ethical considerations used, and the success of the outcomes achieved.
FAU MISSION STATEMENT
Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT
The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College’s programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK
Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning in order to continue to be a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student’s or stakeholder’s benefit. Capable reflective decision-makers have the means to teach students or service stakeholders effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

DEPARTMENT OF EDUCATIONAL LEADERSHIP MISSION STATEMENT
The faculty and students of the Department of Educational Leadership share a commitment to the principles associated with respect for self and others, the pursuit of academic excellence and a belief in the value of inclusion, diversity and social justice.

The mission of the Department of Educational Leadership is to contribute to the personal and professional growth of current and potential leaders who serve educational agencies or individuals in a variety of settings. It seeks to develop and sustain a commitment to positive social change; excellence in both understanding the need for, and implementing, the highly developed decision making and people skills associated with leadership in education; a belief in the power of lifelong learning, inclusion and human dignity; and exemplary standards of ethical and professional behavior.

REQUIRED READING:

In addition to reading this book, students must be subscribed on-line to the *ASCD Smartbrief* ([http://www.smartbrief.com/ascd/](http://www.smartbrief.com/ascd/)) which is a daily service providing summaries and links to...
major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

You must read widely from many sources – textbooks, guidebooks, professional journals and magazines. This reading must become a habit, not just a course-related assignment. Why not think in terms of building a professional library for your home or school office?

**SUGGESTED RESOURCES:**
J. Blase and J. Blasé (2002). The Dark Side of Leadership: Teacher Perspectives of Principal Mistreatment *Educational Administration Quarterly*, December 1, 2002; 38(5): 671 - 727. [This research is now available as a book]
NAESP (2001). *Leading learning Communities: NAESP standards for what principals should know and be able to do*. Alexandria, VA: NAESP

<table>
<thead>
<tr>
<th>Seminar Topic</th>
<th>#</th>
<th>Reading Assignment</th>
<th>Written Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision AND Instructional Leadership</strong></td>
<td>2</td>
<td>Chapters 1, 2, 3, 4</td>
<td>1. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td><strong>Managing the Learning Environment AND Decision Making</strong></td>
<td>3</td>
<td>Chapters 7,10, 11</td>
<td>7. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td><strong>Community and Stakeholder Partnerships AND Diversity</strong></td>
<td>4</td>
<td>Chapters 8, 9, 12, 13</td>
<td>12. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td><strong>Technology AND Learning, Accountability, and Assessment</strong></td>
<td>5</td>
<td>Chapter 5</td>
<td>5. Respond to all the questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td><strong>Human Resource Development AND Ethical Leadership</strong></td>
<td>6</td>
<td>Chapters 6, 14, 15</td>
<td>6. Respond the last three questions in “Reflective Field Notes”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. No written assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14. No written assignment.</td>
</tr>
</tbody>
</table>

EDA 6942 Course Syllabus
GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
- Educational Leadership Constituent Council (ELCC) Standards
- FAU College of Educational Conceptual Framework, Mission Statements (University, College and Department)
- Florida Educational Leadership Examination (FELE)
- Florida Principal Competencies (FPC)
- Florida Principal Leadership Standards
- Interstate Leader Licensure Consortium Standards (ISLLC)
- National Council for Accreditation of Teacher Education (NCATE)
- Interstate School Leaders Licensure Consortium (ISLLC)

COURSE RATIONAL AND OBJECTIVES:
The Principal-Internship connects students’ previous coursework, field experiences and observations about the organization and culture of schools to the actual “hands-on” doing of school administration. The internship enables the student to acquire skill development in assistant principal activities - specifically those listed in the section below titled “Course Content.” As the final course in the Department of Educational Leadership’s certification-based programs it is expected that the students shall apply the theoretical and practical knowledge acquired in their professional and foundational coursework to “real life” situations in a school of their choice.

The specific objectives of this course are:
1. To enable students to perform “hands-on” administrative activities under the guidance and mentorship of their supervising site administrator and college mentor;
2. To construct an administrative learning portfolio based on “hands-on” practice of tasks related to the beginning principal indicators of the Florida Leadership Standards;
3. To develop a network among the students to share their internship experiences;
4. To reflect on their own ability to be an educational leader and administrator; and,
5. To successfully advance towards attaining an administrative position in a school setting.

COURSE CONTENT:
The boldfaced table headings in the tables below are the Florida Principal Leadership Standards, followed by sample key indicators at the early career level, and a listing of possible tasks that can be completed that relate to those standards. These tasks are a sampling of “hands-on” activities which could be assigned to an intern to demonstrate exposure to these indicators.

The student intern and their mentoring principal will sit down and review the standards and indicators, as well as the list of possible tasks in which the intern may engage. These regularly planned meetings will begin with a review of tasks accomplished using intern and mentor reflection concerning successes, challenges, and learning. This will be followed by further planning of tasks to be engaged in until the next meeting. Tasks can be drawn from those listed, or may be whatever the mentor feels would be appropriate for that standard area.
### 1. VISION

High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

**INDICATORS:**
- Describes how to develop and implement a shared vision and strategic plan for the school
- Works with staff, students and families to achieve the school’s vision
- Describes how instructional objectives, curricular goals and the shared vision relate to each other
- Allows time for the achievement of goals
- Identifies needs that will be targeted in the shared vision and strategic plan
- Communicates the school’s vision, mission and priorities to the community
- Understands the basic concepts of the change process
- Is aware that external influences have impact upon the school
- Establishes plans to accomplish goals
- Relates the vision, mission, and goals to students
- Understands the effect of having a community of learners working together
- Articulates and reinforces the vision in written and spoken communications

**TASKS:**
- Visit another school site and bring back innovative ideas
- Take part in the development of the vision/strategic planning for the school.
- Make a presentation to the staff concerning the vision and/or strategic plan of the school.
- Create a calendar with specific evaluation dates for the implementation of the school’s strategic plan.
- Run an environmental scan to discern possible impact the community and the environment could have upon the school and create a report for possible action.
- Create a written piece for use as a flyer and/or on the website to further enhance the promotion of the school’s vision within the school and out for the general community.
2. INSTRUCTIONAL LEADERSHIP

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills

INDICATORS:
- Sets annual learning gains, school improvement goals and other targets for instructional improvement
- Uses data as a component of planning for instructional improvement
- Includes provisions in the instructional program for students with special needs
- Engages staff in ongoing study of current best practices
- Reads research, applied theory, and informed practice related to the curriculum
- Works to create high expectations and standards among the staff, teachers, and community members
- Relates content and instruction to the achievement of established standards by students
- Provides instructional leadership
- Is aware of research on instructional effectiveness and will use it as needed
- Demonstrates knowledge of student performance evaluation
- Has identified skills necessary for the planning and implementation of improvements of student learning
- Assesses the curriculum needs in a particular setting
- Works to relate state standards, the needs of the students, the community and the school’s goals
- Understands the effect that a positive school culture has on student learning
- Recognizes differences in the staff’s desire and willingness to focus energy on achieving educational excellence
- Identifies teaching and learning needs among the staff and teachers
-Communicates the instructional program to the community, the staff, and district personnel
-Models professionalism, collaboration and continuous learning
-Understands and recognizes the benefits for students in:
  - balanced reading instruction
  - curriculum integration
  - active teaching and learning strategies
  - standards-based instructional programs
  - the use of technology for instructional purposes
  - aligning classroom assessments to standards

TASKS:
- Help create and/or reviews School Improvement Plan (SIP) with specific goals for instructional improvement
- Create an analysis of school-wide FCAT data to plan for instructional improvement
- Disaggregate FCAT data and present the results to school improvement committee
- Design and/or facilitate a workshop/professional development activity for teachers with special needs and/or inclusion students.
- Research and distribute best practice information to the teaching staff.
- Review a subject or level specific curriculum to discover if it meets the established school, district, state, and federal standards and create plan for further improvement and/or compliance.
- Conduct an instructional leadership in-service.
- Conduct a faculty survey to determine professional growth needs.
- Chair a specific school action learning committee with a specific product to presented.
- Research, design, and submit a plan for reading improvement.
- Design and implement a cross-curricular project involving three or more subject areas and/or grade levels.
- Review and edit school report card format and content to align assessment to adopted standards.
3. **MANAGING THE LEARNING ENVIRONMENT**

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment

**INDICATORS:**
- Administers policies that provide a safe school environment
- Plans for the accomplishment of strategic goals
- Manages the daily operations of the school
- Is aware of the various fiscal and non-fiscal resources for the school including business and community resources
- Manages the school to promote and encourage student learning
- Uses financial resources and capital goods and services to support school priorities
- Uses an efficient budget planning process
- Uses school resources to achieve curricular and instructional goals
- Understands techniques and organization useful in leading and managing a complex and diverse organization
- Plans and schedules one’s own and others’ work so that priorities and goals can be met
- Conforms to legal and ethical standards in the management of the learning environment

**TASKS:**
- Work in the disciplinarian’s office for an extended period of time; learn codes and computer data bases.
- Volunteer to administer the school’s in-school, after-school, or Saturday detention.
- Walk a purchase order through the system from beginning to end.
- Modify an item in the school’s operating budget.
- Using the most inclusive democratic method, budget an item for the next year’s school year.
- Monitor spending by the day, week, and month.
- Monitor the cash flow and make recommendations if needed.
- Close out a school or activity account.
- Open a school or activity account.
- Conduct a building inspection and report concerning whether everything up-to-date/code.
- Meet with custodians and complete requests for repairs
- Review safety procedures with faculty: Fire Drills, Lock-downs, etc.
- Coordinate a safety audit with the local fire and/or police departments.
- Plan and coordinate an emergency evacuation based on different scenarios.
- Enter student and course data into a software program
- Design an individually modified schedule for a new student
- Register and orient a new student and the student’s family

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
4. COMMUNITY AND STAKEHOLDER PARTNERSHIPS

High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources

INDICATORS:

- Understands how student and family conditions affect learning
- Identifies opinion leaders in the community and their relationships to the school
- Communicates the school’s vision, mission and priorities to the community
- Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
- Uses shared leadership and decision-making model in the operation of the school
- Identifies resources of families, business, and community members that could support the school
- Understands the benefits of having and using a variety of partnerships, coalitions, and networks
- Is establishing relationships within and external to the school
- Actively engages the community to promote student and school success
- Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
- Provides opportunities to involve family and community in a broad range of school activities

TASKS:

- Create and implement a parent survey for input on school-wide concerns.
- Engage in a school fund drive soliciting from community members for contributors to a specific school project.
- Plan and implement a school beautification and/or image promotion project.
- Chair a committee charged with making a decision on a local school policy and/or procedure.
- Write a grant proposal.
- Meet with and engage in a dialogue with external agencies that are also involved in reaching the school’s student population in order to communicate and coordinate efforts (e.g., department of health, department of social services, family planning).
- Create a community campaign to address a social issue that students and community can be involved in (e.g., recycling drive, litter clean-up campaign, after-school tutoring club).

5. DECISION MAKING STRATEGIES

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

INDICATORS:

- Establishes goals and targets
- Is developing a set of problem solving techniques and decision making skills
- Understands that events and problems can have a variety of explanations
- Explains and defends decisions made
- Uses data to inform decisions
- Uses others to assist in the accomplishment of organization goals
- Supports student learning when making curricular and instructional decisions
- Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
- Conforms to appropriate legal standards
- Makes decisions in a timely fashion using the best available information
- Provides opportunities to involve family and community in a broad range of school activities

TASKS:

The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
6. DIVERSITY

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community

**INDICATORS:**
- Has skills necessary for interactive and interpersonal situations
- Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
- Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
- Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
- Provides opportunities to involve school community in a broad range of school activities
- Interacts effectively with diverse individuals and groups
- Conforms to legal and ethical standards related to diversity
- Is perceptive and tactful in dealing with diverse populations
- Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
- Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- Has a plan for the hiring and retention of a diverse staff
- Has a plan to develop ways to improve relations with various cultural, ethnic, racial, and special interest groups

**TASKS:**
- Create a report assessing the need for diversity among the current staff within the school.
- Create and implement a plan for promoting the recruitment and retention of a more diverse staff.
- Create and implement a community “out reach” program to inform the school community concerning goals and important issues facing them concerning their students’ education.
- Disaggregate school data concerning the current ethnic make-up of the student population and make recommendations for any needed professional development to sensitize teachers to the population that they are dealing with.
- Disaggregate school data concerning the current socio-economic status of the school population and implement an appropriate professional development program to sensitize teachers to their students needs (e.g., Ruby Payne’s “A Framework for Understanding Poverty,” Gorski’s Multicultural Pavilion, et al.)
- Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- Plan and conduct an event that strengthens multicultural awareness within the school.
- Meet with a special interest groups within the school to determine if there are any possible program modifications that need to be addressed.
- In conjunction with the Guidance Office, conduct an internal audit of multicultural programs and counseling available, and create a plan for recommended implementation if there are deficits detected.
7. TECHNOLOGY
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

INDICATORS:
- Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
- Communicates and gets feedback on a plan for technology integration for the school community
- Works with tech-savvy staff to plan for increased technology usage
- Models the use of technology as a tool in support of both educational and community activities
- Develops an effective teacher professional development plan to increase technology usage
- Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
- Within the available resources, increases access to educational technologies for the school
- Has a plan for the provision of support to increase the use of technology already in the school/classrooms
- Uses technology to support the educational efforts of staff and teachers

TASKS:
- Review and edit school’s strategic plan for the use of technology, making recommendations for implementation if needed.
- Participate in the school’s technology committee.
- Create or enter data into a spreadsheet format for use with reports.
- Provide colleagues with results of an ERIC or Internet search concerning areas of school improvement.
- Learn District or School databases.

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.

8. LEARNING, ACCOUNTABILITY, AND ASSESSMENT
High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process

INDICATORS:
- Uses data to assess and monitor school improvement
- Uses multiple sources of data to inform decisions and improvement processes
- Monitors and assesses student progress
- Monitors and assesses the progress of activities
- Demonstrates an understanding of the methods and principles of program evaluation
- Develops and demonstrates skills in evaluating instructional strategies and materials
- Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
- Works with staff to identify strategies for improving student achievement appropriate to the school population

TASKS:
The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
9. **HUMAN RESOURCE DEVELOPMENT**  
High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

**INDICATORS:**
- Uses multiple data sources as they work with teachers to plan for individual professional development
- Utilizes a variety of supervisory skills to use to improve teaching and learning
- Understands adult learning strategies useful for assisting staff in professional development
- Demonstrates an understanding of the methods and principles of personnel evaluation
- Operates within the provisions of each contract as well as established enforcement and grievance procedures
- Sets high expectations and standards for the performance of all teachers and staff
- Empowers others to achieve personal, professional and organizational goals
- Connects professional growth plans and professional development to individual teacher and school learning goals
- Understands the processes necessary for use in the hiring and retention of high quality teachers
- Sets expectations that will ensure that all students are engaged in active learning
- Provides opportunities for teachers to think, plan, and work together
- Pursues improvement of his/her own professional development

**TASKS:**
- Shadow the mentor as s/he conducts a teacher classroom visitation.
- Participate in the interview process of a prospective teacher.
- Chair a department, grade level, or ad hoc school committee.
- **Develop a professional development program for this internship jointly with your mentor.**

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.

---

10. **ETHICAL LEADERSHIP**  
High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

**INDICATORS:**
- Manifests a professional code of ethics and values
- Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
- Creates, models and implements a set of values for the school
- Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
- Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
- Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Demonstrates ability to make decisions within an ethical context

**TASKS:**
The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
GENERAL COURSE REQUIREMENTS:

1. Previous completion of all EDL required Foundational and Professional Knowledge coursework.
2. In the process of or having taken the FELE exam.
3. 100 minimum of hours of field experience (students are encouraged to put in a sizeable number of hours beyond 100 if possible)
4. 18 hours participation in faculty-student consultation/seminar (7 seminars at 2.5 hours each).
5. Development of a Administrative Learning Portfolio, including a field experience log, reflective journals, resumes, vision statement, artifacts, documentation, and pre- and post-course self assessments.
6. Complete reading and assignments.
7. Completion of various learning assessments related to the course.
8. Attendance and participation in all seminars.
9. One oral presentation on a case study.

SPECIFIC COURSE REQUIREMENTS:

Seminars. Interns will be involved in seven seminars during which time interns will present case studies, readings will be discussed, and students will reflect on the tasks that they are performing. Complete attendance is a requirement to successfully pass the course. Students are expected to actively participate in every seminar. Should you fail to make a seminar on your assigned campus, you can make up the corresponding seminar on another campus. This must be done with previous approval and notification to both instructors involved.

Readings. Interns are expected to either purchase the book for this course on-line or through other means (the books may not be available at the bookstore) or borrow them and read them before the time indicated by their professor.

Portfolio. The Administrative Learning Portfolio will include:
1. Descriptions of “hands-on” tasks performed (signed formative log sheets).
2. 10 sections by Florida Leadership Standard containing:
   a. A summative log of tasks performed in the Standard area.
   b. Reflections and Critiques:
      i. Ten in-depth reflective descriptions and comments on your performance of a selected task; one from each of the ten standard areas.
      ii. Five critiques taken from these in-depth reflections which describe how we might think about the task differently, how the task fits into your vision of education, and how it impacted on your future leadership.
   c. Artifacts that demonstrate participation in activities.
3. Pre- and Post-Internship self-assessments of what individual learning was needed and what was gained.
4. Two resumes. A traditional professional resume and an experiential resume.
5. A leadership-based vision statement.
6. Documentation of case study presented by your group.
7. Handouts received during the seminars.
8. Any specifically relevant copies of email correspondence with course professor.
9. A copy of the FELE exam results (to be kept by the professor).*
10. A copy of the mentor evaluation (to be kept by the professor).
11. All other items including forms, evaluations, documentation and informational items that
the student feels supports the portfolio.

*This may not be available.

The portfolio needs to be meaningful. It should be well-organized and created in such a way so
that reading it will **not** involve having to remove pages from plastic sleeves or digging around to
find sections. This is a portfolio that, minus course-specific documentation, you would take with
you to an interview as a tool with which to demonstrate that you have the experience to be a
strong candidate for a leadership position.

NOTE: APA 6 is required for all writing. These standards have changed significantly since the
last version, so students need to be familiar with the new formatting.

---

**1. Formative Log**

The 100 + hours of field experience are logged on a daily or weekly basis in a standard
format provided by the instructor and posted on the website. The mentor and intern shall
meet and be involved in a pre- and post- reflective dialogue on a regular basis to discuss
and maximize the learning experience involved in completing the assigned tasks. **It is
recommended that you present the log to your mentor at least once every two weeks in
order for her/him to sign off on the tasks performed and, more importantly, for you to
engage in a dialogue with her/him concerning your performance of the task.**

The formative logs have the following components:

- the date(s) performed
- the standard(s) that the task pertains to
- the exact number of hours dedicated to a task
- a short description of the task
- a pertinent short reflection concerning the task(s) performed.
- the initials and optional comments made by the mentor concerning the
  performance of the task.

These tasks will be drawn from the 10 Florida Principal Leadership Standards listed
under “Course Content” (see above).

**2. Summative Log by Standard**

In a standard format provided by the instructor and posted on the website, a summative
log demonstrating the tasks by standard will be presented with the number of task hours
per standard area performed. This log will include general comments by intern and
mentor.

**3. Reflections**

Reflections will be developed for ten intern-selected tasks, one from each of the Florida
Principal Leadership Standards. The focus is on successfully demonstrating that the
intern has done in-depth analysis of a task in each of the standards.
Reflections should contain the following subheadings:

- Preparation for Task
- Description of Task
- Results of Task
- Analysis of Task Performance
- Task Impact on Individual, School, and Community

Although each subheading is self-explanatory, it is important to remember that for the “Analysis of Task Performance” it is important for the intern to include her/his reflection of how the task was performed as well as the mentor’s reflection on how the task was performed.

3. Critiques
From these ten reflections, the intern will choose five on which to write a critique. The critique should expand on the reflection and address larger issues with respect to your philosophy of education and leadership. The critique must reflect not only the incorporation of prior experiences and coursework into your thinking and writing, but should revisit and relate it to school leadership research. These critiques will therefore reference what the literature and research say concerning the standard area and specific task being discussed.

Critiques should take the task you have reflected upon and answer the question of how this fits in, from a school administrator’s perspective, with what your professional understanding and viewpoint is, as well as how you are going to use this learning in the future as a leader. This final point is important – it is crucial to your critique of the exemplary task you have chosen that you apply this experience to your future role as a school leader. Each critique must have, as a minimum, two citations.

IMPORTANT NOTE FOR REFLECTIONS AND CRITIQUES: APA STYLE IS REQUIRED. Please refer to the APA 6 handbook if you are not sure how to use this writing style, especially when you cite (as is required for critiques). An instructive example of a Reflection and Critique are provided on the website. Use the exact formatting in these documents and you will be writing in correct APA style.

4. Artifacts
For the tasks that you do during this internship you should include artifacts to demonstrate your participation in the activities. All ten task reflections should be accompanied by pertinent artifacts. Also, other artifacts should be included that support the internship tasks that you have logged. Artifacts are any physical evidence that a task has been done or show that you were a part of the task, as well as the product from having done the task. They can range from meeting agendas to emails, photographs to finished products.

5. Self Assessment and Professional Development
Self-assessment is an integral part of this course. A self-assessment survey will be distributed via email to all interns. It, along with a written essay that you share with your
mentor, will serve as the initial self-assessment for the course. The essay will include a section concerning a professional growth plan for the seminar. A final self-assessment essay will be required for the portfolio, which will be a review and critique of both the original self-assessment and a discussion of the success of your professional growth plan.

6. Resumes – Professional and Experiential
A professional resume will be submitted, as well as an experiential resume. Every school district has its own format for writing a resume. Call your human resource office to find out which version you should be using. It should be that one of the two resumes you are creating meets the requirements for your district. Put in the necessary time to present professional resumes that answer the specific questions posed by your school district.

The experiential resume should be a “live” document, to be built during the internship and afterwards, outlining your activities that demonstrate leadership practice. The experiential resume should outline experiences during your career in the ten Florida Leadership Standards.

In addition, Evidence of Experiences should be written with NO REFERENCE to any school, Innovation Zone, District Area, etc.

Example:
- SAC Chair (Elementary)
- NOT: SAC Chair (Mary Had A Little Lamb Elementary)

The following is a recommended list of experiential activities that you should be involved in for leadership:
- Team Leader, Grade Chairperson, Department Head
- Principal Designee
- Assistant Principal Designee
- Participation in your districts educational leadership training program
- Committee Chairperson Positions
- Actively Serves on committees
- Sponsors Student Clubs and/or organizations
- Experience with Grant Writing
- Scheduling Experience
- Technology
- District level Committee(s)
- Participates in Learning Community(ies)
- Works with Parent Organizations
- Works with School Business Partnerships

7. Vision Statement
Please “Google” the topic “Creating a Vision Statement” The first several “hits” are an excellent resource to help you with this task. Key to this statement is your concept of leadership and your concept of education, taken from the point of view of a school leader.
8. Case Study Presentation
Based on the number of participants, students will be assigned individually or grouped randomly so that they can make a presentation(s) for the class at each seminar based on the Leadership Standards to be addressed. The number of students will dictate the number of presentations and group size for each seminar.

Guidelines for the presentation:

i) You communicate and organize so that we have a good and meaningful presentation followed up by a highly inclusive participatory dialogue. This means:
   (a) It is important that you organize ahead of time so that someone chairs the meeting once the initial presentation has taken place.
   (b) It will be up to the group to see that the class is involved and informed. **This would necessitate activities that allow for all students to participate.**
   (c) That learning will occur. Your presentation should bring some case study and/or information about applied school leadership that will allow us all to engage in new thinking and permit new perspectives on issues that would confront a new assistant principal or early administrator.
   (d) **That your approach is similar to how you would attack this if you were an administrator leading a group in the learning and discussion.**

ii) If the presentation is done by a group, it is important that you demonstrate that each member of the group contributed equally to the presentation and discussion. That is, that you all had input and took on responsibilities. It does not mean that you each have to do the same thing (for example, one person could present, the other lead the discussion after). You should include as a part of the activity a subtle demonstration (if necessary) of how you got everyone on the team to make an equal contribution – even if it means a short introduction of the work that went into the presentation and who was responsible for what.

iii) From your adult learning course, you should know that food, drink, and a high level of comfort contribute to learning. So, people presenting at a given seminar – if they choose – can organize snacks for the group.

iv) You can either find a case study from the literature or, preferably, a case study from your own internship experience. This will help you to also prepare that particular case as one of the write-ups for your reflection/critique. What is important in this activity is that the presentation is both interesting and furthers the group’s knowledge concerning the area of discussion.

v) **This should NOT be a presentation on the Florida Leadership Standard(s) you have been assigned.** At this point, we all know the meaning of the standards. What you are presenting is an application of the standard that we can learn from, and in the best case scenario add to our school leadership tool set.

TEACHING METHODOLOGIES:
Methodologies include seminar discussion, brief lectures, presentations, and problem-based activities (including case studies and individual reflections/sharing of internship activities).
GRADING/EVALUATION CRITERIA:
The following criteria will be used to assign letter grades.

- Portfolio presentation (60 points) which includes but may not be limited to: (table of contents, introduction, general aspect):
  - Signed formative and summative log sheets (mentor signature required).*
  - Reflections (10 required).
  - Critiques (5 required).
  - Seminar Oral Presentation Documentation.
  - Inclusion of the most relevant artifacts.
  - Self-Assessments (Pre- and Post-).
  - Mentor Evaluation [Letter(s) of Recommendation or significant comment by mentor are strongly encouraged].*
  - Resumes.
  - Vision.
- Attendance and participation in seminars (15 points). See Specific Course Requirements and General Course Requirements for additional information.*
- One oral presentation on a case study (15 points).
- Completion of all other assignments/assessments required (10 points).

*These three items are critical for the completion of this course. Failure to satisfactorily complete any one of these components will result in the student either receiving an incomplete or failing the course.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-85</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>Below 80 points</td>
<td>Incomplete</td>
<td>--</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY:
Completion of the field based hours and attendance at the seminars is compulsory. Any absences must be explained and documented, and unless caused by extreme emergency, should be notified in advance so that you will be able to either attend the seminar offered on another campus or make special arrangements with the instructor. Lateness to the seminar without prior approval will affect your attendance and participation grade.

FAU policy states, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, discussions, and activities as well as professional and ethical conduct. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES:
Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.” We will work with this office to facilitate learning experiences.
ACADEMIC MISCONDUCT:
“All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.” Please note the policy of academic misconduct in your student handbook.

RELIGIOUS HOLIDAYS:
“In accordance with rules of the Board of Regents and Florida Law, students have the right to reasonable accommodations . . . to observe religious practices and beliefs with regard to . . . class attendance, and the scheduling of examinations and work assignments.” Please notify the instructor at the beginning, when dates are being assigned, of possible holiday conflicts.

CELL PHONES and PAGERS:
Given that most of us have family responsibilities, the instructor does not insist that cell phones and pagers be turned off during class time. However, if cellular phones are turned on they should be on either the silent or vibration mode, and the student should leave the classroom to take their call. Please inform your significant others to call only when necessary.

CONTRACTUAL OBLIGATIONS:
Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school. In completing assignments be sure to keep your principal and immediate supervisors informed of your tasks. Any additional duties you incur must be approved by your principal. The student is responsible for obtaining security clearance documentation prior to working inside of any school-site or assigned school system.

INTERNET INFORMATION:
Regular email communication should be initiated by you with the instructor. Remember that:

1. FAU requires use of the FAU-generated email for correspondence. Please go to http://www.fau.edu/aboutfau/email_policy.html and read about this policy. You can also find the link there and instructions about how to log on to MyFAU.
2. If you prefer to use your own email accounts, go to your MyFAU account and have your emails forwarded to the account that you do use.
3. Please note that if you desire to communicate with individual members of the class, you can do that through MyFAU. Click on the “My Courses” tab and you will be able to get a list of the members of the class and you can select who you want to email from there.

LIBRARY INFORMATION:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is the 14-digit ID number on the Owl Card w/o the letter "A" before and after the number and the PASSWORD is the 3-letter acronym for the school: (fau). Information: http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm
INCOMPLETE GRADE POLICY:
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. **If the work has not been completed within the time specified on the form, the grade automatically becomes an F.** It is your responsibility to note the date and complete the work on time.

INTRODUCTION

There are two connected activities that concurrently take place as part of this course:

1. Sustained conversations with the instructor and peers on the highest priority tasks of beginning administrators.
2. The creation of an Administrative Learning Portfolio in which graduate students demonstrate their intellectual vitality through written reflections and critiques of their activities and the recorded logs of their “hands-on” tasks of assistant principal-like tasks.

It was the great educational philosopher, John Dewey who first conceptualized the relationship between “reflective practices” and “learning by doing.” He divided experiential learning into two stages: mimicry, where a novice learner watches a more experienced practitioner do a task, and then tries doing it herself/himself exactly as it was modeled. At this beginning level, the experienced practitioner sets the standard for performance. As the intern is given greater opportunities for practice, s/he begins to develop a unique style and ability. At this later stage, practice is more than learning by doing, it becomes more reflective as skills are honed. Educational leadership is not all experience. There is a mental aspect to the work that over time separates pedestrian performance from exemplary performance. The purpose of this internship is to set the stage for becoming exemplary - a level that very few have previously attained.

In the seminars and through the Administrative Learning Portfolio, the challenge is issued to become the educational leadership generation that is worthy of bringing our youth into the next millennium. Yesterday’s and today’s best practices will not be sufficient to achieve that goal. Therefore, we are looking for educational leaders who have the capacity to learn and continue to learn throughout their careers.

FAU is about building educational leadership. Yes, you need to pass the FELE and learn basic managerial skills; but if that’s all there was to school administration, most of us would be looking for other careers. Educational leadership is not a business; it’s a learning process and you are the ones whom the public will look towards as model adult learners. So learn and show the world that you enjoy learning. Be not only the teachers and leaders of tomorrow’s schools, but also the lifelong learners inside of today’s schools.
SEMINAR TOPICS

The following are the major topics that the professor and interns will cover in each of the seven seminars. Others will emerge during actual discussions. **Students should bring name triangle to every seminar in order to identify themselves for group dialogue/discussion.**

<table>
<thead>
<tr>
<th>SEMINAR</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1 Topics: Course Introduction and What It Means to be a School Leader</td>
<td></td>
</tr>
<tr>
<td>▪ Student/professor introductions</td>
<td></td>
</tr>
<tr>
<td>▪ Review of program status and graduation orientation – FELE exam requirement</td>
<td></td>
</tr>
<tr>
<td>▪ Review of Course Syllabus, Forms and Procedures (graduation and certification)</td>
<td></td>
</tr>
<tr>
<td>▪ Assessments</td>
<td></td>
</tr>
<tr>
<td>▪ Assignment of Oral Presentation Dates and Refreshments</td>
<td></td>
</tr>
<tr>
<td>▪ The old order versus the new paradigm – the creation of a professional learning organization and new leadership.</td>
<td></td>
</tr>
<tr>
<td>▪ What it means to be a leader among leaders, and the challenges you will face.</td>
<td></td>
</tr>
<tr>
<td>▪ “Is school administration for me?”</td>
<td></td>
</tr>
<tr>
<td>To be submitted in hard copy: Signed “Letter to Principal”</td>
<td></td>
</tr>
<tr>
<td>To be submitted via email within the first week of class: Self-Assessment Essay (in WORD).</td>
<td></td>
</tr>
</tbody>
</table>

| Seminar 2 Topics: Vision AND Instructional Leadership |      |
| To be submitted by this seminar via email: One Reflection and Critique for Instructor First Review/Feedback/Final Evaluation (in WORD). |      |

| Seminar 3 Topics: Managing the Learning Environment AND Decision Making Strategies |      |
| To be submitted by this seminar via email: Second Reflection and Critique for Instructor Evaluation (in WORD). |      |

| Seminar 4 Topics: Community and Stakeholder Partnerships AND Diversity |      |
| To be submitted by this seminar via email: Third Reflection and Critique for Instructor Evaluation (in WORD). |      |

| Seminar 5 Topics: Technology AND Learning, Accountability, and Assessment |      |
| To be submitted by this seminar via email: Fourth Reflection and Critique for Instructor Evaluation (in WORD). |      |

| Seminar 6 Topics: Human Resource Development AND Ethical Leadership |      |
| ▪ Course Evaluation – SPOT Surveys |      |
| ▪ Program Evaluation – Graduate Program Surveys |      |
| ▪ Final Learning Assessment Instruments |      |
| To be submitted: Completed portfolio |      |