Henderson State University  
Teachers College  
Department of Advanced Instructional Studies  
Educational Leadership

A. Course Title: EDL 6533/6543 Principal Internship P-12

B. Catalog Description:

Candidates work in a P-12 public school setting(s) under the guidance of a public school principal(s) and a university professor for a minimum of 175 clock hours. This work will involve the organization, administration, and operation of the school. Experiences will include interaction with social service agencies as well as private and community organizations. In addition, students will develop an action research field project with the approval and cooperation of the school principal.

C. Purpose:

The purpose of this course is to provide the candidate with on the job experiences in actually administering P-12 level school under the supervision of the building principal. During the internship experience the candidate will be expected to have reflective experiences with the mentor principal, observe the principal in the performance of his/her duties, work with the principal as a team on certain administrative supervisory tasks, and actually perform administrative or supervisory tasks delegated to the candidate, under the supervision of the principal.

D. Required Text and Delivery Methods:


TK20 system—one time purchase. (from bookstore ISBN 097440818 or from vendor.)

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date.
E. **Conceptual Framework:** The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. **Mission Statement:** The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions:
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. **Use of Technology:** Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.


H. Diversity: The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – from many, one! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

The P-12 Principal Internship experiences focus on preparing leaders who ethically promote equity and diversity. Through field experiences candidates will have opportunities to develop their understanding and skills toward becoming effective leaders within diverse learning organizations. Candidates will gain experience necessary to capitalize on diversity (language, cultural, ethnic, racial, economic, and special needs) and to support the learning needs of all students. The goal of Principal Internship is to provide field experiences that develop educational leaders who can manage all kinds and classes of people equitably, support equal and fair treatment and opportunity for all, foster a climate of inclusion and foster environments where diverse thoughts are freely shared and integrated.

I. Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at www.hsu.edu/disability.

J Objectives:

At the end of the Internship course, the candidate will:

1. Have completed 175 hours of activities and experiences over the 5 month Semester in P-12 public school settings. (ELCC 7.1.) (Total of 175 clock hours to include an action research/field project.)
2. Engage in activities that have substantial experiences leading, facilitating, and making decisions characteristic of the P-12 school principal. (ELCC 7.1.)

3. Engage in experiences that integrate application of standards-based knowledge and skills and experiences addressing individual needs of the intern. (ELCC 7.1)

4. Engage in experiences in more than one P-12 setting on the school district campus where the candidate is assigned or works. (ELCC 7.2.)

5. Engage in an Action Research Field Project (60 hours) cooperatively planned and guided by the university and certified school personnel. Each candidate chooses an Action Research Project which will show a relationship to one or more of the ELLC Standards, meet the needs of the school, and fulfills the requirements of the university’s academic standards. (ELCC 7.1, 7.2)

6. Candidates will be required to intern at the elementary and secondary level which may require 2 mentors. The number of hours at each level will be determined by the instructor, mentor(s), and intern. Mentors that are in buildings that cover both levels may be used by the candidate to meet the licensure requirements for P12.

The mentor principals are given a set of guidelines to utilize during the candidate’s internship. (ELCC 7.3)

217 Minimum Internship Field Based Hours
(Internship-Minimum 175 Hours + 42 field experience from course work)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>90</td>
<td>Standard 1-6 Projects – P-12</td>
</tr>
<tr>
<td>60</td>
<td>Field Project (Action Research)</td>
</tr>
<tr>
<td>25</td>
<td>Principal Mentoring – P-12</td>
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<tr>
<td>175</td>
<td>Total From Internship Semester</td>
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<tr>
<td>+</td>
<td>ELCC Field Experience Hours (from course work)</td>
</tr>
<tr>
<td>217</td>
<td>TOTAL</td>
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Learner Outcomes (2011 ELCC Standards)

- Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. ELCC 1.1, ISLLC 1
- Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.2, ISLLC 1
- Candidates understand and can promote continual and sustainable school improvement. ELCC 1.3, ISLLC 1
- Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. ELCC 1.4, ISLLC 1
- Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. ELCC 2.1, ISLLC 2
- Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.2, ISLLC 2
• Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. **ELCC 2.3, ISLLC 2**
• Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. **ELCC 2.4, ISLLC 2**
• Candidates understand and can monitor and evaluate school management and operational systems. **ELCC 3.1, ISLLC 3**
• Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. **ELCC 3.2, ISLLC 3**
• Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. **ELCC 3.3, ISLLC 3**
• Candidates understand and can develop school capacity for distributed leadership. **ELCC 3.4, ISLLC 3**
• Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. **ELCC 3.5, ISLLC 3**
• Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. **ELCC 4.1, ISLLC 4**
• Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. **ELCC 4.2, ISLLC 4**
• Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. **ELCC 4.3, ISLLC 4**
• Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. **ELCC 4.4, ISLLC 4**
• Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. **ELCC 5.1, ISLLC 5**
• Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. **ELCC 5.2, ISLLC 5**
• Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. **ELCC 5.3, ISLLC 5**
• Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. **ELCC 5.4, ISLLC 5**
• Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. **ELCC 5.5, ISLLC 5**
• Candidates understand and can advocate for school students, families, and caregivers. **ELCC 6.1, ISLLC 6**
• Candidates understand and can act to influence local, district, state, and
national decisions affecting student learning in a school environment. **ELCC 6.2, ISLLC 6**

- Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. **ELCC 6.3, ISLLC 6**

**ELCC Building Level Standards – 2011**

**ELCC Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

**ELCC STANDARD ELEMENTS:**

**ELCC 7.1:** Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

**ELCC 7.2:** Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

**ELCC 7.3:** Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

**K.** **COURSE OUTLINE:**

1. What is the Internship Course?
2. P-12 Activities and Mentoring (Time Logs/Assigned format)
3. Action Research Field Projects (Assigned Format)
4. Reflection Activities
5. Question/Activity Log Form
6. Interviews of specified personnel
7. Internship Portfolio
8. Review the New SLLA (School Leaders’ Licensure Assessment)
9. Review portfolio Guidelines for Educational Leadership Program.(exit portfolio approved by advisor)
10. Review: (Professional dress, interview skills, resume writing, cover letter, licensure and other)

**L.** **Field Experience Requirements Standards 1-6:** (7.1, 7.2, 7.3, 7.4, 7.5, 7.6) (90 Hours)

At the completion of EDL 6533 Internship the candidate will:
**ELCC Standard 1.** Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. **Candidate will complete at least 3 the following questions/activities. (minimum of 15 hours)**

a. Serve on the strategic development, monitoring, or evaluation team of your school/district. Log the time and duties as part of this team and include in portfolio. (ELCC 1.1; ELCC 7.1)

b. Review board policy and administrative regulations regarding data collection, assessment, and evaluation of students and staff. Evaluate the degree to which the policy and/or administrative regulations are being implemented. Write a reflective statement about ways in which the leader would seek to improve compliance in this area and write how this activity relates to Standard 1 identifying the knowledge base and dispositions. If no policy/administrative regulation is in place, review other district policy/regulations in this area. The candidate will prepare a policy/administrative regulation proposal for board consideration and include in the Internship Portfolio. (ELCC 1.3; ELCC 7.3)

c. Write a memo (with administrator’s permission) to faculty relaying information that needs to be disseminated by the district/school office. Survey 50% of the persons receiving the memo and obtain feedback on the memo’s organization, clarity, intent, and any other recommendations for improvement. Include the memo and written survey results in the Internship Portfolio. (ELCC 1.4; ELCC 7.4, 7.5)

d. Assist in conducting a faculty meeting or staff development session. Survey a random sample (at least 30%) of the participants regarding your strengths and areas needing improvement from the faculty meeting or staff development session. Include in the survey the presenter’s organization skills, communication skills, listening skills, presentation skills, and follow-up on the faculty meeting or staff development session. Include a copy of the survey and the written results of the survey in the Internship Portfolio. (ELCC 1.2; ELCC 7.4, 7.5)

e. Attend a Personnel Policies Committee meeting. Observe and note effective communication practices in the planning of the meeting and the meeting itself. Prepare a written summary of the effective communication practices observed and recommendations for improvement in the Internship Portfolio. Include observations of relevance of (ELCC 1.4a; ELCC 7.4)

f. Choose a current issue from the Legislative Session (or attend a subcommittee meeting) which relates to the district/school. Conduct a
meeting with faculty, students, and/or staff to discuss this issue. During the meeting use steps of conflict resolution to reach consensus for a plan to resolve the issue and/or a critique on areas where resolution failed. Include in the Internship Portfolio what conflict resolution skills were utilized, the written plan for resolving the conflict, a written summary of the meeting. (ELCC 1.5b; ELCC 7.3)

**ELCC Standard 2.** Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. **Candidate will complete at least 3 the following questions/activities. (minimum of 15 hours)**

a. With permission of the principal and two teachers, conduct two classroom observations using clinical supervision model: preconference (allowing the teacher to take part in what is observed), classroom observation, analysis of the classroom observation, and post conference. A written summary of the observation process and recommendations for improvement will be included in the Internship Portfolio. (ELCC 2.4; ELCC 7.1)

b. Compile a list of all examples of student recognition (e.g., honor roll, school letter jackets, most improved student awards, etc.) that the district/school practices. Calculate the percentage of students who receive some type of district/school recognition. Survey teachers, students, and parents, and elicit additional means of recognizing students. Include the list of ways to recognize students, the percentage of student population receiving awards in the school, and recommendations from teachers, students & parents in the Internship Portfolio. (ELCC 2.1; ELCC 7.1)

c. Interview the person(s) responsible for assessing technology software for curriculum. Describe the process used in the district. Evaluate the process used, concerns, and any recommendations for improvement. Include the process description, concerns, and recommendations in the Internship Portfolio. (ELCC 2.2c; ELCC 7.1)

d. Interview the counselor(s) in the school district and determine how use of district-wide assessments affect the career choices made by the students. The following questions should be posed to the counselor during the interview and a written summary of the interview included in the Internship Portfolio. (ELCC 2.2)

1. In your judgment, does the assessment program offer an appropriate vehicle to make initial career choices. Justify your response.
2. If you could improve the assessment program, how would you do it?

3. What specific assessment instruments in the areas of achievement, aptitude, interest and temperament would you recommend?

4. Has the district conducted any follow-up of graduates? If so, how were the results used? (If a study has been conducted, the candidate will evaluate the study’s effectiveness and offer suggestions for improvement.) The written document to include interview questions, answers and other required information should be included in the Internship Portfolio.

e. If you are not coaching a sport, ask one of the coaches in the school district if you might observe a practice. Take notes that will enable you to converse with the coach concerning the purpose of specific drills. Conduct an interview to gain insight into his or her theory of motivation. Construct a teaching model that incorporates the motivational techniques used by the coach. Provide a written record of all the above. Interns who are coaches will need to interview a university or college coach, or another secondary coach at another high school. The following will be completed and included in the Internship Portfolio. (ELCC 2.3b; ELCC 7.1)

   1. After the interview is conducted and a teaching model formed, share the synthesized teaching model with selected faculty.
   2. Write their comments, questions, and recommendations for improvement and include in the Internship Portfolio.

f. Review discipline referrals for a specific period (i.e. 9 weeks) and compile the data with regard to grade level, special education classification, race and gender. 1) A copy of the disaggregated data and 2) written recommendations for improvement in student discipline referrals will be included in the Internship Portfolio. (ELCC 2.1a)

g. With permission of the administration, participate in a conference dealing with student discipline. Summarize the conference with 1) regard to consequences imposed and 2) recommendations for improving student discipline within the school/district. Include the written summary and the recommendations in the Internship Portfolio. (ELCC 2.1a)

h. With the consent of parents, special education director and other professionals who have developed the child’s Individual Educational Plan (IEP), sit in on an IEP meeting that addresses one of the following and provide a written reflection of your observations: (ELCC 2.2b)
   1. Creating an IEP;
   2. Assessing progress toward a previously structured IEP; or
3. Discontinuances or modifications for services in the IEP.

**ELCC Standard 3.** Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. **Candidate will complete at least 3 the following questions/activities. (minimum of 15 hours)**

a. Observe the office secretary for a period of time, to assess the needs and demands of his/her position. Following this observation, substitute for a period of time for the secretary in duties agreeable with the secretary and the administration. A brief summary of the needs and demands of the secretary’s position, along with recommendations for improvement, will be included in the Internship Portfolio. (ELCC 3.1; ELCC 7.4)

b. Meet with director of maintenance/head custodian and review job responsibilities and schedules of support staff. Shadow/observe one custodian and/or maintenance person for at least one hour. A brief report from the meeting and observation, including the needs, concerns, and overall assessment of work performed will be included in the Internship Portfolio. (ELCC 3.1; ELCC 7.1.a)

c. With the permission of the transportation director and administration, ride and observe one bus driver during a morning or afternoon bus route. A summary of observations and any recommendations for improvement will be included in the Internship Portfolio. (ELCC 3.1; ELCC 7.4)

d. With permission from the administration and food service manager, shadow the food manager and cafeteria workers for one morning in their preparation for the lunch meal. This will include assisting food service personnel in the preparation and serving of the lunch. Write a reflection of this experience and include in the Internship Portfolio. (ELCC 3.1; ELCC 7.4)

e. Examine the school/district budget and the various accounts under the discretion and responsibility of the principal. A written summary of the major functions, planning, required reporting, and major current concerns will be noted and included in the Internship Portfolio. (ELCC 3.3; ELCC 7.1)

f. With permission of the superintendent/principal, observe a district cabinet, school administrative team meeting, or other meeting where the district/school leader plans to use collaborative decision making. Observe the leader’s behavior in outlining goals/problem definition, seeking information, providing information, clarifying/elaborating, challenging viewpoints, diagnosing progress, and summarizing. Include the written observations and recommendations for improvement in the Internship Portfolio. (ELCC 3.2)
ELCC Standard 4. Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. **Candidate will complete the following questions/activities. (minimum of 15 hours)**

a. Examine and evaluate the school library with regard to resources that address the heritate and values of a culturally diverse and/or bilingual population. Include a copy of the written evaluation in the Internship Portfolio. (ELCC 4.2)

b. Review, analyze, and reflect on School/Community Resources and Relationships for necessary principal leadership to insure family and community involvement. Include the written materials produced in the Internship portfolio. (ELCC 4.3)

c. Examine the Parent Involvement Plan for the school district. Provide a written summary of the effectiveness of these policies and procedures and include data to support the summary (i.e., percentage of parents at Parent/Teacher Conferences, Parent Center usage, Parent’s nights, etc.) Include the written summary and the data in the Internship Portfolio. (ELCC 4.1)

ELCC Standard 5. Promotes the success of all students by acting with integrity and fairness and in an ethical manner. **Candidate will complete the following questions/activities. (minimum of 15 hours)**

a. Meet with classified staff members (secretaries, custodians, etc.) and discuss their perspectives of ethical/unethical behaviors employed by the certified personnel in the district/school. (NO NAMES ARE TO BE INCLUDED!!) Seek recommendations from the classified staff for policy changes, additional training, and/or consequences to ensure increased ethical practices by certified personnel. Include recommendations in the Internship Portfolio. (ELCC 5.1)

b. Meet with a representative group of students. Solicit their beliefs and experiences with ethical practices in the school/classroom. Using the student perspectives, make recommendations for ensuring greater ethical practices for all students and include in the Internship Portfolio. (ELCC 5.2)

c. Develop a personal growth plan (principalship) and choose from the following list of interpersonal skills the ones you wish to focus on and develop. It is recommended that you choose 3-4, but you may choose others as you become proficient. Include in the Internship Portfolio.
your personal growth plan, what you plan to do to enhance the skills that you have chosen, and how you will evaluate your attainment of the interpersonal skills you have chosen. (ELCC 5.3)

- Converse with others in a positive and pleasant manner
- Avoids criticizing and values diverse opinions/perspective
- Avoids interrupting others while speaking
- Acknowledges accomplishments of others
- Promptly gets back to others with concerns or needs
- Shares information with others that need to know
- Accepts criticism
- Avoids being defensive when challenged
- Shares self with others
- Seeks to know and understand others

**ELCC Standard 6.** Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. **Candidate will complete at least 3 the following questions/activities. (minimum of 15 hours)**

a. Review Arkansas School Board Association training requirements and the role of the superintendent in this process. A written summary of requirements, process, and the superintendent’s role will be included in the Internship Portfolio. (ELCC 6.1)

b. Interview professionals responsible for the title/chapter program, gifted education program, and at-risk program. Current issues and goals for each area should be discussed and a written summary of each interview included in the Internship Portfolio. (ELCC 6.2)

c. Review the board policy manual. Next, interview the superintendent or assistant superintendent to discuss the (1) compilation, (2) updating process of the manual and (3) the role of the board in this process, and (4) the role of the building principal in this process. A summary of the interview will be included in the Internship Portfolio. (ELCC 6.1)

d. Attend two professional organization meetings which deal with education. Include in the Internship Portfolio the agendas or programs of the meetings. Candidate will write a one page reflective summary regarding the meetings and their relevance or importance in building collaborative relationships which support improved social and educational opportunities for children. (ELCC 6.3)

**Choose two from the following:**
1. Interviews for admission into the HSU Teacher Ed. Program—Contact Renee Loy to register at 870-230-5330.
2. Arkansas Association of Elementary School Principals meeting. Contact AAEA to register.
3. Arkansas Assoc. of Ed. Administrators. Contact AAEA to register.
5. Legislative Meeting at the State Capitol.
6. Other professional organizations or meetings MUST be approved HSU Instructor.
   1. Brainstorm other activities such as: Social, Economic, Cultural, Community, and Clubs.


Field Project/Action Research Project Requirements: (ELCC 1, 2, 3, 4, 7.1, 7.2) (60 hours)

The candidate will identify a student achievement need, engage school staff and community in addressing this need, plan and implement an intervention, and measure the impact of the intervention with the goal of improving student achievement. Results from the Action Research Project will be presented to a Faculty Committee at the end of the candidate’s Internship.

This project has one main activity and a reflection.

I. Requirements for part 1: Main Activity (10-15 page maximum)
   1. Title: State the title of the Leadership Impacting Student Achievement- Action Research Project
   2. Needs Assessment: Indicate how the need for an improvement was determined. State the data that was collected to support the need. Collect and present the data in a disaggregated manner in terms of ethnicity, gender, etc. and use this presentation to demonstrate the need for the improvement identified in the intervention.
   3. Objectives and Vision of the Intervention: (ELCC 1.1) After completing the needs assessment, develop a vision relating to the improvement needed and develop an intervention plan that includes measurable objectives in terms of the expected results.
   4. Review of the Literature and Intervention Strategy – Apply Best Practice to Student Learning: (ELCC 2.3) Review research literature relative to the chosen intervention plan. The research should support why the intervention would be considered to be a best practice or possible solution to improving student achievement.
5. **Articulate the Vision:** (ELCC 1.2) Include a description of how to communicate the vision for the intervention to the staff, parents, students, and community members.

6. **Manage the Organization:** (ELCC 3.1) Include strategies for focusing on effective organizational development and management of fiscal, time, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

7. **Manage Operations:** (ELCC 3.2) Include information on how to involve staff in conducting the implementation of the intervention using appropriate needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources to the vision of the intervention.

8. **Respond to Community Interest and Needs:** (ELCC 4.2) Include methods used to address any specific needs (cultural, ethnic, racial, economic, or special interest groups) of the school and community.

9. **Plan of Action for Intervention – Implement the Vision:** (ELCC 1.3) Describe in detail the implementation of the intervention. Place in table format in terms of who, what, when, where, and how. Include time lines and faculty and community involvement.

10. **Steward the Vision:** (ELCC 1.4) Describe the process of guiding the building of a shared commitment to the intervention and methods used to motivate the staff, students, and families to achieve the vision of the intervention.

11. **Promote Community Involvement in the Vision:** (ELCC 1.5) Describe how community members were involved in the development and implementation of the vision promoted in the intervention.

12. **Manage Resources:** (ELCC 3.3) Describe how the allocation and use of fiscal and human resources were managed in an effective, efficient, and equitable manner to support the intervention project.

13. **Mobilize Community Resources:** (ELCC 4.3) Indicate how community resources, were used to support the student achievement intervention, e.g., use of youth services, school resources, social service agencies, and/or public resources and funds.

14. **Plan for Evaluation of Result/Conclusions:** (ELCC 2.2) Conduct a follow-up survey to all stakeholders impacted by the intervention. Analyze data from the survey and explain how the analyzed areas of growth and strengths related to the intervention. From the results make recommendations regarding the design of practices to improve student achievement.

15. **Promote Positive School Culture:** (ELCC 2.1) Using the results of the “Results/Conclusion” section, explain how the intervention promoted a positive school culture of school improvement to meet the needs of all students.

16. **Plan for a Professional Development Program for the Intervention Strategy:** (ELCC 2.4) Using the results of the “Results/Conclusion” section outline professional growth strategies for delivery to the faculty or staff involved in the intervention.

**II. Requirements for the part 2: Concluding Reflective Component (3-5 page maximum)**

Reflect on the action research project in terms of reflective practice using the following reflective questions:

1. What have I learned from conducting this intern project?
2. How has this experience increased my general competence?
3. What would I do differently in the future when I conduct another similar project?
4. How did this project make a difference in the school?
5. What does the evaluation data suggest for future problem-solving projects?
6. How will this project be institutionalized in the school for the coming year in terms of content knowledge and skills, diversity, assessment, technology, communication, and reflective practice?

M. Course Evaluation:

EXIT PORTFOLIO STATEMENT
A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards 1-5.

RUBRICS
The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

EXPECTATIONS:
*NOTE: This course requires an Internship Portfolio, as well as an Action Research Field Project. (ELCC 7.1)

1. Action Research Field Project completed and presented. (ELCC 7.1.) (Format of Outline provided) (minimum 60 hours)
2. Standards 1-6 Problems/Activities (Minimum 90 hours)—(ELCC 7.1)
3. Reflection on Problems/Activity Log Form
4. Interviews of Personnel (ELCC 7.1)
5. Internship Log Forms submitted in TK-20
6. SLLA Practice Test (ELCC 7.1)
7. Principal mentoring (Minimum 25 hours) (to complete a minimum of 175 hours total class field experience)
8. Principals and candidates determine the mentoring activities and are approved by HSU instructor.
9. Selected Class Log Form (42 Hours)
10. Total Field Experience Activities (217 hours)
SUMMARY OF FIELD EXPERIENCE HOURS (217 HOURS)

90 hours (ELCC Standards 1-6 Problems/Activities)
60 hours (Action Research Field Project)
25 hours (Principal Mentoring)
175 hours TOTAL from Internship
+42 hours (Additional ELCC Field Experience hours from selected course work)
217 hours TOTAL FIELD EXPERIENCE HOURS

Integration of Technology:

The use of multi-media will be employed in the delivery of instruction. Students will be encouraged to utilize multi-media techniques in class presentations. Class members will be linked via web based technology for continual communication with the professor and class colleagues.

Evaluation Policy:

The EDL program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS-A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.
3. Grading Scale:
   A Accomplished = Clear, convincing, consistent and credible evidence
   B Proficient = Clear, specific evidence
   C Developing = Limited evidence
   D Rudimentary = Little or no evidence
   F No evidence

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

O. Student Handbook Policy: Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 774-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.
P. **Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. **Bibliography:**


