I. Course Description

EDAD 5399: School Administration Practicum

Required of all certification candidates. On-the-job practice in the administration of schools. Students will assess the suitability of their skills and dispositions for school administration; integrate skills and knowledge; and become socialized in the administrative role.

PREREQUISITE:

The completion of at least 27 semester hours toward certification as a principal or special permission of the department.

II. Rationale

The School Administration Practicum is generally considered as the capstone experience for students completing requirements to qualify them for positions of school principal and other leadership positions.

The purpose of the practicum is for the student to gain leadership experience in organizing and carrying out a solution to a problem requiring administrative or instructional leadership. The internship should directly involve the student in integrated problem-solving experiences that are central to the functioning of the
school or school district. This is accomplished under the direction of an administrator from the school district and with the assistance and feedback from the university supervisor.

The aspiring campus administrator should be given and should take responsibility for diagnosing problems and for prescribing, implementing, and evaluating solutions to those problems. The problems the aspiring campus administrator addresses and resolves should not be peripheral or merely routine operational items, but should be central to the operation of the school or school district and should enhance the intern’s understanding of the context in which the educational enterprise operates.

III. State Adopted Proficiencies Domains

a. Domain I - School Community Leadership
b. Domain II - Instructional Leadership
c. Domain III - Administrative Leadership

IV. TExES Competencies covered in this course.

- **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- **Organization** – The principal knows how to apply organizational, decision-making and problem solving skills to ensure and effective learning environment.
• **Budgeting** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

• **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

V. **Course Objectives and Outcomes**

*This course is designed to enable students to:*

1. Participate in school and community activities under the direction of the local supervisory administrator
2. Maintain a journal/log of activities incorporating the SBEC Standards
3. Engage in cooperatively agreed upon leadership projects
4. Visit exemplary school programs
5. Attend school board and other professional meetings as agreed upon by the local supervisory administrator
6. Report on practicum activities as assigned
7. Provide analysis and evaluation of experiences in the practicum at the completion of the semester
8. Conduct and make use of significant research as a basis for problem solving and campus program planning of all kinds
9. Synthesize all skills and theories taught throughout the program by putting theory into actual practice

VI. **Course Topics**

University Meetings:

September 4
TExES Principal Standards
Pre-Assessment of Competency and Career Aspiration
Benefits of Internship
The Internship Process

October 2
Thinking Reflectively
ISSLC Framework
Critical Issues

October 30
Special Topics/Moral Imperative
Ethics
Professional Proximity
Unwritten Dispositions
November 20 – UCEA conference; No face-to-face meeting.
Blackboard Assignment
Confusion, Conclusion and Assessments

December 4
Project Presentations

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*
This is a capstone field experience. Students will observe, assist and will often assume full responsibilities for administrative activities through the school day as mutually agreed upon by the practicum student, the local supervisor and the university supervisor.

A log of experiences and activities relating to the SBEC standards will be maintained and reviewed by the university supervisor. Additionally the university supervisor will make campus site visits to discuss the practicum student’s progress, and practicum students will be required to return to the university for practicum meetings to discuss campus experiences.

Each candidate will be required to complete one major project and two minor projects, which will be beneficial to the campus. This will be done following consultation with the campus administrator. The major project will be the culminating event and will be presented at the final university meeting.

VIII. Evaluation and Grade Assignment
The Internship in Educational Administration is a Credit (CR) or No Credit (NC) class and the grade will be based upon the practicum student’s successful completion of 160 hours of campus field experiences as determined by the local supervisory administrator (principal) and the university supervisor, the completion of the Internship Portfolio, attendance at the university meetings, and the successful presentation of the project.

X. Course Requirements
Completion of 160 clock-hours of practicum field based experiences.
Completion of Internship Portfolio
Attendance and participation in five (5) university setting class meetings.
Project Presentation

XI. Course Schedule and Policies
For candidates seeking a principal certification a minimum of 160 clock-hours of practicum experiences are required. Students will maintain a “log” of experiences and will be expected to share experiences and concerns with other practicum
students and the university supervision during university meetings. These meetings will also consist of speakers who will address relevant topics related to campus leadership.

This is a graduate class. You are expected to work cooperatively with your campus administrator and university supervisor, and to complete all assignments in a timely fashion. If you are unable to meet with your supervisors at the appointed time, please be certain to call and reschedule the site visit. University meetings are important, and your attendance is expected. Should you be absent, please contact your university supervisor immediately.

This class will meet five times throughout the semester from 7:00 pm – 9:30 pm. on the following days.

<table>
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<tr>
<th>Date</th>
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| September 4| Introductions  
Student Data Sheet  
TExES Principal Standards  
Pre-Assessment of Competency and Career Aspiration  
Benefits of Internship  
The Internship Process  
Work Logs  
Supervisors Visits |
| October 2  | Thinking Reflectively  
ISSLC Framework  
Critical Issues  
Reflection #1 due |
| October 30 | Special Topics/Moral Imperative  
Ethics  
Professional Proximity  
Unwritten Dispositions  
Reflection #2 due |
| November 20| Confusion, Conclusion and Assessments  
Reflection #3 due |
| December 4 | Project Presentations  
All Documents Due |
XII. **Required Text:** School Administration Practicum Handbook (provided by the University)

XIII. **Bibliography**


IX. University Policies

Academic Integrity/Plagiarism*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
**Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.
**Required by SACS or HB2504—language must be included**