

EDLE 6033: Superintendent Internship

Course Syllabus

Summer 2020 begins on June 1 and concludes August 7

Contact Information

Instructor: Bill Camp
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Canvas: course *Inbox*
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Office Hours: by phone, online conferences, or email

Superintendent Certificate Requirements

- Must hold a master's degree from a university that is accredited by an accrediting agency recognized by:
 - [Texas Higher Education Coordinating Board](#)
 - [U.S. Department of Education Database for Accredited Colleges and Universities](#)
- Principal certificate or the equivalent issued by the TEA or another state or country, or completed the [superintendent certificate application](#) and been approved by the TEA to substitute managerial experience in lieu of a principal certificate
- Successfully complete an approved certification program
- Successfully complete the required exam

Key Meeting Dates

1. **June 1** – Attend the Orientation Meeting – **REQUIRED MEETING -- ZOOM meeting of all interns at 5:30 p. m.** – The course officially begins. **You may begin logging hours in administrative or leadership activities as of May 25.** Your mentor/supervisor should be aware of your participation in the Internship and approve all activities prior to the beginning of the internship. The mentor/supervisor must also approve all activities in which you participate during your Internship. You may document and “count” these hours toward the required 200 hours and include them in your Intern Time Log of hours and activities. **If you miss this meeting you will need to schedule a ZOOM meeting with the instructor.**
2. **June 15-June 19** – Second meeting – ZOOM meeting - (intern, mentor/supervisor, and instructor. **REQUIRED MEETING Intern will schedule this meeting by coordinating schedules with mentor/supervisor and instructor.**
3. **July 9** – Third Meeting - individual ZOOM meetings with instructor and interns. **REQUIRED MEETING. Intern will schedule this meeting by coordinating schedules with instructor.**
4. **July 13-August 3** – Fourth meeting with intern, mentor/supervisor, and instructor. Arrange ZOOM meeting **REQUIRED MEETING. Intern will schedule this meeting by coordinating schedules with mentor/supervisor and instructor**

Foliotek

This course includes **four assignments** that you will upload to and be assessed in the UNT Foliotek ePortfolio system. Also **sign Ethics Agreement and Complete Intern Placement Form (Foliotek)**. Registration codes and tutorials can be found on the [Foliotek site](#).

Textbook

Recommended reading is Elaine Whitmore. Passing the Superintendent TExES Exam. Available from a multitude of internet locations.

Communications

The *Inbox* tool in Canvas will be your primary means of communications with the Instructor. Please also check your messages **daily in your UNT EagleConnect account** during the course. I will regularly post important course-related *Announcements* in the course. **Please check announcements daily.** You may use my alternate contact information in an emergency or when you cannot access Canvas. You may also text or phone the Instructor as you have the need.

Description/ Rationale of Course

The UNT Superintendent Internship in Educational Leadership is required for completing the requirements for the Texas Standard Superintendent Certificate for students in the Superintendent's Certification Program, EdD. Program, the PhD. Program. The State of Texas requires an Internship that includes a minimum of **200 hours** of documented administrative or leadership-related experiences at a central office site under the supervision of both a university supervisor and school district administrator. The Internship can take place at a public, private, or charter school district. Completing and submitting an Intern Time Log during the Internship and having it **signed by the mentor/supervisor** at the conclusion of the Internship will document this requirement.

The goal of the Internship program is to provide an opportunity to observe and participate directly with on-the-job, hands-on experiences while working under the direction of practicing and successful educational administrators. The Internship experiences are to be aligned with the current Texas Superintendent Competency requirements.

For those not currently employed or connected to a school or district, please contact the instructor for options.

Late Assignments

Responses to assignments submitted past the due date will be subject to a reduction in the assigned point value for the assignment, depending on the date of submission **(one point will be deducted for each day late)**. Contact your instructor prior to late submissions for circumstances beyond your control (administrator cancelled, death in family, serious illness, etc.). All assignments must be submitted by the official end of the semester to obtain any credit.

Assessments/Assignments

Assignments

The following items should be completed and submitted by the dates found in the Assignments area of Canvas. Assignments in Canvas should be submitted no later than 11:59 pm on the date due.

June 1 Orientation meeting 5:30 pm by ZOOM

1. **Introduction to classmates** — Create an introductory presentation in Canvas discussing your current position, your plans for administration, and sharing personal information, so we will get to know you. Also share information on your mentor (position, district). Provide contact information so other members of the class can contact you.
Due Date — June 7. Then enter the discussion board and react to other class members. You should react to each class member.
2. **Information form** - Intern is to use the Information Report including district, campus and intern information. **Due Date — June 7**
3. **Plan of Action, Part 1** — The completed Plan of Action, Part 1 should be based on the identified problem/challenge determined to be a need of the district based on longitudinal data. The Intern should, with the guidance and approval of the supervising administrator (mentor) identify internship activities/tasks using the Superintendent Competencies listed in Action Plan 1 to be performed in order to address the internship. The intern may add additional tasks the supervising administrator determines necessary to become an effective administrator. **You will submit the draft assignment to the instructor prior to the Second visit scheduled with your mentor and instructor.**
 - a. The intern will use the list of current Texas Superintendent Competencies and the Action Plan Part 1 form found in Canvas to guide the planning of your activities. **Once completed and approved by your mentor and instructor,** this Plan should be submitted in the **Canvas Assignments and Foliotek** by the due date to gain credit for this task. **Due Date — June 14 (no late penalty)**

June 15-19 — Second Meeting

4. **Reports of three Interviews of Administrators and Board President.** — The Intern should **interview a central office administrator and superintendent other than your mentor/supervisor** to learn about their experiences, perspective, philosophies, and advice about the roles and responsibilities of the school leader. Work with your mentor to arrange these visits. **Also Interview a Board President regarding the role of the board and the superintendent, effective board superintendent relationships.** You should prepare a **one page summary and reflective report** for each interview of what you learned for each visit. Submit the reports in Canvas by the date due. **Include the name of the person, the position held, and the date of the interview.** **Due Date — June 28.**

- 5. Executive Summary Reports** — Complete and submit in Canvas by the dates due **three** Executive Summary Reports and a copy of your unsigned Log of Hours to this date.
- Each Report should be a brief narrative that describes your participation in administrative-related and leadership-related activities at the district site during the reporting period, including a reflection/evaluation of the internship at this point, and a report of the total number of hours attained to the date of submission. **The report should also include an update of your progress on your project.**
 - The Executive Summary Report will be due **three** times during the course. Submit each Report in Canvas by the date and time due. **Due Dates — June 21, July 12, July 26.**

July 9 — Third Meeting

- 6. Report of External District Experience** — The Intern should attend at least **three** of the following meetings by making choices from the following three classifications:
- Report on Superintendent's Cabinet Meeting: Attend one Cabinet level meeting and describe the interaction of the team, the leadership of the superintendent. Include the agenda and your reflections on the purpose and effectiveness of the meeting.
 - A State or area educational-related conference, such as TASB or TASA summer conference. The Intern should prepare and submit in Canvas a one to page summary and reflection of the event and the learning related to school leadership and administration attained by attending the event. The intern should also submit some type of artifact for the experience (e.g., agenda, certificate)
 - Report on Budget Workshop: Attend a Budget Workshop with the Board of Trustees that includes discussion of Compensation for the next fiscal year. Focusing on the leadership of the superintendent at the workshop, the interaction with the board and the roles of other central office leadership and administration attained by attending the event. Submit artifact (e.g., agenda, certificate)

The Intern should prepare and submit in Canvas a one to two-page summary and reflection of each event and the learning related to school leadership and administration attained by attending the event. The intern should also submit some type of artifact for the experience (i.e., agenda, certificate) **Due Date: July 19**

- 7. Discussion of activities.** Participate in weeks 2, 4, 6, 8. Assigned discussion leaders will post an introduction to each discussion using the competencies for the previous two weeks. Discuss activities relating to the competencies and discuss what you have learned and applied from this experience. **The first post must be made by Wednesday night.** Due Sunday of these weeks.

8. **Self-Assessment** — Prepare a two-page self-evaluation of the intern experience and evaluate your strengths and weaknesses as a future administrator. Discuss the utility, effectiveness and overall impact of the tasks, experiences, projects and guidance involved in the intern experience. **Due Date - July 26**

July 13- August 3 — Fourth Meeting

9. **Plan of Action, Part 2** — The Intern is to use the form located in the Canvas Assignment area to complete this assignment. Use Part 1 of the Action Plan as a beginning point, assess/reflect on which of the planned areas of activities or involvement were accomplished, which ones were not, and what experiences for each area occurred though not listed in the Part 1 of the Plan. **Submit the completed form in the Assignment area of Canvas AND in Foliotek.. Due Date —Aug 2**
10. **Evaluation by Mentor/Supervisor** — The Intern should secure a copy of the *UNT Superintendent Intern Evaluation Instrument by On-Site Mentor/Supervisor* form from the “Internship Field Documentation” assignment in the Foliotek System or from the Internship Handbook and provide to his/her administrator for completion near the end of the term. The Intern should meet with his/her supervisor to review and debrief the experiences of the Internship. **Submit the completed form in the Assignment area of Canvas AND in Foliotek.** If your supervisor prefers to submit the form confidentially to the Instructor, please make arrangements for emailing the completed form to the Instructor, whose email address is found on page 1 of this Syllabus.
- a. **The completed Evaluation Form should be signed, scanned, and uploaded into Foliotek in the section titled “Internship Field Documentation” and in Canvas. Due Date — Aug 3**
11. **Intern Time Log — Attainment of at least 200 hours** — As indicated earlier in the Syllabus, the requirement is that at least 200 hours of active involvement, observations, leadership, or other approved activities are required of the Intern during the course. **You may count 20 hours for your writing of reports for this class and document it at the end as Reports.** The Log will document the number of hours and the types of activities undertaken during the term (project, shadowing, other). **The supervising administrator must sign and date the Log before final submission of Log in Canvas AND in the Foliotek System.**
- a. **The completed Intern Time Log of Hours should be signed, scanned and uploaded into Foliotek in the section titled, “Internship Field Documentation” and in Canvas. Due Date — August 5**
12. **Project Report** — As indicated earlier in the Syllabus, the requirement is that at least **40 hours** of active involvement, observations, leadership, or other approved activities are required of the Intern during the course on one major project **recommended by your mentor.** The Intern Time Log will document the number of hours and the types of activities for your project and be labeled as Project hours in the log. **You will submit an abstract summary for your project. Due Date — Aug 5**

Performance Assessments – Grades

Each assignment will have the indicated value.

Require Meetings (Orientation, Second, Third, and Fourth)	40 points (10 points each)
Plan of Action, Part 1	50 points
Introduction to Classmates and discussion	10 points
Intern Information Form	10 points
Executive Summary Reports (3)	30 points (10 points each)
Reports of Administrative Interviews (3)	30 points (10 points each)
Discussion of activities (4)	40 points (10 points each)
Report of External School Experience (3)	30 points (10 points each)
Self-assessment of Internship	30 points
Plan of Action, Part 2	50 points
Evaluation by Supervising Administrator	40 points
Log - Attainment of Required Minimum Hours	100 points
Project	40 points
Total Possible Points	500 points

Letter Grades

450 - 500 points = A
400 - 449 points = B
350 - 399 points = C Below
350 points = F

Teacher Education and Administration

Departmental Policy Statements

Class Evaluation: A student evaluation of the course and instructor is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. The feedback from students is very important to continuous improvement in teaching and the courses at UNT. Participation in the survey is an important part of your participation in this class.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as NEA AND AFT.

Submitting Work: All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and email – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit the [Writing Lab site](#).

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with [UNT's policy on Student Standards of Academic Integrity](#). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See the [Code of Student Conduct](#).

Foliotek e-Portfolio: Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan.

EagleConnect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams:

Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. See the [TExES practice exam information and registration site](#). If you need special testing accommodations, please contact the TAO at 940-369-8601, the [TAO site](#), or email the TAO at coe-tao@unt.edu. Additional test preparation materials (e.g., Study Guides for the TExES) are available at [here](#).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the [UNT Student Success site](#), which contains multiple student resource links and short videos with student messages.

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas

- 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines,
- 2) incorporate the Texas Teacher Proficiencies for learner centered education,
- 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and
- 4) respond to the rapid demographic, social, and technological change in the United States and the world.



The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations, which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

This Syllabus may be modified by the instructor as needed.