



Department of Educational Leadership, Evaluation, and Organizational  
Development:  
Educational Administration Leadership

**Course Number and Title:**

LEAD 627 – Internship in Educational Leadership: Principal (M.Ed.)

**Lead Instructor: Dr. Deborah Powers**

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**Catalog Description:**

Students work with mentor principals for a period spanning year-end, summer preparation time, and school starting to gain valuable operational and instructional knowledge and skills.

**Course Purpose:**

The purpose of this course is to provide "on-the-job" (away from current job responsibilities) opportunities in school leadership settings to practice what has been covered in classes and to develop one's leadership abilities. Internships are not designed as research or reading experiences. Student experiences will address selected descriptors for the Professional Standards for School Leaders (2015).

**Course Content Overview:**

Encompassing the end of the school year, the summer preparation period, and the return of the faculty and student body, this 10-week clinical experience is designed to expose the candidate to the planning and implementation of operational leadership tasks such as records maintenance, physical plant preparedness, collection and inventory of educational materials, budget year close-out, and supply acquisition and distribution; culture/climate tasks such as parent outreach, school registration management, and back-to-school activities; and instructional leadership tasks such as developing opening day activities, planning professional learning, developing charges for SBDM committees, interviewing and hiring teachers and staff. With the guidance mentor principal, the candidate will lead and manage agreed-upon tasks entirely subject to approval by the mentor and university supervisor, and will be co-lead and co-manage other tasks as specified.

**Student Learning Outcomes:**

- Students will apply knowledge of systems and support acquired in classes to real-life administration and supervision situations.
- Students will demonstrate skills and dispositions necessary for a successful career in education administration to real-life administration and supervision situations throughout the internship.
- Students will assess and reflect upon their performance during the internship by revising, as necessary, their professional growth plan and personal leadership profile.

**Required Texts & Readings:**

Readings as assigned in BlackBoard by the Instructor

**Recommended Readings:**

Student Membership in the National Association for Secondary School Principals and/or National Association for Elementary School Principals. Memberships provide timely professional materials and information of use to current and future building-level leaders.

**CEHD Conceptual Framework**

Our [College Conceptual Framework, Ideas to Actions](#), focuses on three guiding constructs – inquiry, action, and advocacy. These ideas shape our courses and programs to ensure that you are well prepared for your professional pursuits.

**Student Learning Outcomes and Relevant Professional Standards Met by Course:****LINK TO PSEL Standards****Relevant Professional Standards Met by Course:**

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
1. Mission, Vision, and Core Values			X	X			X					
2. Ethics and Professional Norms	X	X	X	X	X	X						
3. Equity and Cultural Responsiveness							X	X				
5. Community of Care and Support for Students			X									
6. Professional Capacity of School Personnel	X		X			X			X			
7. Professional Community for Teachers and Staff			X	X		X						
8. Meaningful Engagement of Families and Community	X											
9. Operations and Management	X							X	X			

10. School Improvement	X		X	X		X	X		
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**Required Course Modules:**

Module 1: Planning your internship experience- total hours 60

**Topics**

- Engaging with your site mentor
- Establishing a work plan for the internship

**Standards Addressed**

- PSEL 1: C, D, G
- PSEL 2: A, B, C, D
- PSEL 3: G, H
- PSEL 6: I
- PSEL 7: C, D, F
- PSEL 9: A, H, I
- PSEL 10: D, E, H, I

**Learning Target**

- Students will develop a work plan in consultation with their site mentors
  - Mentor Principal-30 hours spent together
  - Visiting other levels
    - 10 hours with an elementary principal
    - 10 hours with a middle school principal
    - 10 hours with a high school principal

**Assignment(s)**

- Complete the Internship Contract on Google Doc and share with instructor and mentor, as you will be returning to these pages throughout the internship. This is accomplished by completing the contract as follows:
  - Complete information requested on the contract;
  - Develop SMART goals and measurable learning objectives using the PSEL Standards as a guide. List in the "Specific Learning Objectives" column;
  - Develop a detailed list of "Activities and Products" (as currently planned; changes may be made) that will demonstrate achievement of objectives and list them in the appropriate column; and
  - Submit the completed internship contract to the University Coordinator (Instructor) for final approval.
- Set a conference with the Site Supervisor and yourself. The conference should focus on a discussion of the internship, required activities, and your Site Supervisor's willingness to allow you to

engage in those activities. All must agree that the student will complete the internship as planned. The intern, the Site Supervisor, and the University Coordinator must sign the internship contract. The Site Supervisor should be provided with a copy of the Internship Contract.

## Module 2: Making the most of your internship experience(Internship log and reflections)

### Topics

- Archiving Activities and Products
- Bi-Weekly Reflections (total of 5)
- Assessing Personal Growth
- Setting Professional Learning Goals

### Standards Addressed

PSEL 1: C, D, G  
PSEL 2: A, B, C, D  
PSEL 3: G, H  
PSEL 6: I  
PSEL 7: C, D, F  
PSEL 9: A, H, I  
PSEL 10: D, E, H, I

### Learning Targets

- Students will create a portfolio of artifacts and reflections covering the scope of their internship experiences to document their experiences.
- Students will analyze evidence and artifacts from their internship to determine the contents of electronic portfolio submission.
- Students will self-reflect on the internship and submit a narrative of their reflection.

### Assignment(s)

- Use the internship log and reflection documents to track progress across the summer. The University Coordinator may review these materials during, as well as at the conclusion of, the internship.
- Arrange conferences and observations among the intern and site mentor including University Coordinator, as appropriate, after the internship contract has been signed.

## Module 3: Mid-Point Self-Assessment--Revision of Personal Growth Plan

### Topics

- Self-Assessment and Performance Standards
- Writing Viable and Realistic Professional Growth Goals
- Determining Appropriate Evidence and Artifacts for Portfolio Inclusion
- Meaningful Self-Reflection Narratives

#### Standards Addressed

PSEL 1: C, D, G  
 PSEL 2: A, B, C, D  
 PSEL 3: G, H  
 PSEL 5: C  
 PSEL 6: A, C, F, I  
 PSEL 7: C, D, F  
 PSEL 8: A  
 PSEL 9: A, H, I  
 PSEL 10: A, D, E, H, I

#### Learning Targets

- Students will engage in a self-assessment protocol aimed at informing their professional growth goals at the mid-point of the program.
- Students will craft new professional learning goals based on their self-assessment and reflections

#### Assignment

- **Reflection and Professional Growth Plan**

#### Anchor Tasks:

1. **Hallmark Assessment Task (HAT)**
  - a. See HAT below
2. **Embedded Clinical Experience**-Students will submit a self-reflection narrative of their clinical experiences to date and submit an electronic portfolio of evidence and artifacts from their internship as a part of their **HAT**.
3. Cognia Project Phase 2

#### Criteria for Determination of a Grade:

	Module	Activity	Point Value
1	Planning your internship experience	Complete the Internship Contract with word processing, as you will be returning to these pages throughout the internship. This is	20

		<p>accomplished by completing the contract as follows:</p> <ul style="list-style-type: none"> <li>• Complete information requested on the contract;</li> <li>• Develop SMART goals and measurable learning objectives using the PSEL Standards as a guide. List in the “Specific Learning Objectives” column;</li> <li>• Develop a detailed list of "Activities and Products" (as currently planned; changes may be made) that will demonstrate achievement of objectives and list them in the appropriate column; and</li> <li>• Submit the completed internship contract to the University Coordinator (Instructor) for final approval.</li> </ul> <p>Set a conference with the Site Supervisor and yourself. The conference should focus on a discussion of the internship, required activities, and your Site Supervisor’s willingness to allow you to engage in those activities. All must agree that the student will complete the internship as planned. The intern, the Site Supervisor, and the University Coordinator must sign the internship contract. The Site Supervisor should be provided with a copy of the Internship Contract.</p>	
2	Making the most of your internship experience	<p>Develop a method (portfolio, notebook, log) for collecting/keeping the various “Activities, Products, and Reflections.” The University Coordinator may review these materials during, as well as at the conclusion of, the internship.</p> <p>Arrange conferences and observations among the intern and University Coordinator, as appropriate, after the internship contract has been signed. These visits may include an opportunity for the University Coordinator to visit the intern onsite. At minimum conferences may be arranged via ZOOM, when necessary.</p>	30
3	Mid-Point Self-Assessment--Revision of Personal Growth Plan and	Students reflect on professional growth goals taking into account all clinical experiences to date as they self-assess their progress toward	20

	Leadership Profile	their goals at the mid-point of the program. Students will submit the following for review: <ul style="list-style-type: none"> <li>● <b>Reflection and professional growth goals</b> with site mentor and university instructor signatures from the current semester</li> </ul>	
	<b>Hallmark Assessment Task (HAT)</b>	<b>Anchor Task-HAT/Embedded Clinical Experience</b> Students will submit an electronic portfolio documenting their experiences during their internship. The portfolio must include the following: <ul style="list-style-type: none"> <li>● <b>Internship Contract</b> signed and dated by the student, the site mentor, and the university instructor</li> <li>● <b>Weekly Activity Logs</b> noting location, time, and activities associated with the internship experiences signed weekly by the student and the site mentor.</li> <li>● <b>Weekly reflection log</b> completed by the student at the end of each week reflecting on challenges and successes experienced during the internship placement.</li> <li>● <b>Reflection and Professional Growth Goals</b></li> <li>● <b>Conference notes</b> recorded by the student from the <b>initial</b> meeting with the site mentor and the university instructor</li> <li>● <b>Notes from meetings with mentor throughout the summer</b></li> </ul>	30
			Total points 100

**Determination of grade:**

90-100 points= A (98 = A+), (93-97 =A), (90-92 = A -)

80-89 points = B

70-79 points = C

60-69 points = D

<60 points = F

Incomplete = I

**Hallmark Assessment Task (HAT):**

Students will submit an electronic portfolio documenting their experiences during their internship. The portfolio must include the following:

- **Internship Contract** signed and dated by the student, the site mentor, and the university instructor
- **Weekly Activity Logs** noting location, time, and activities associated with the internship experiences signed weekly by the student and the site mentor.
- **Weekly reflection log** completed by the student at the end of each week reflecting on challenges and successes experienced during the internship placement.
- **Reflection and Professional Growth Goals**
- **Conference notes** recorded by the student from the **initial** meeting with the site mentor and the university instructor
- **Conference notes** recorded by the student from the meetings with the site mentor

**Hallmark Assessment Task (HAT) Rubric: Counts for 30 points**

Required Elements	Insufficient Evidence Zero Points	Developing 1 point	Target 3 points	Exemplary 5 points
<b>Internship Contract</b> signed and dated by the student, the site mentor, and the university instructor	Missing	Present but lacks signatures	Present with signatures	Present with signatures and dates
<b>Weekly Activity Logs</b> noting location, time, and activities associated with the internship experiences signed weekly by the student and the site mentor.	Missing	Present but lacks signatures	Present with signatures	Present with signatures and dates
<b>Weekly reflection log</b> completed by the student at the end of each week reflecting on challenges and successes experienced during the internship placement.	Missing	Not all weeks submitted	All weeks submitted with challenges and successes listed	All weeks submitted with challenges and successes listed and reflected upon for growth

<b>Reflection and Professional Growth Goals</b> with site mentor and university instructor signatures from the current semester	Missing	Present but lacks signatures; no explanation of goals included	Present with signatures; new goals tied to PSEL standards	Present with signatures and dates; justification provided of new goals tied to PSEL standards
<b>Conference notes</b> recorded by the student from the <b>initial</b> meeting with the site mentor and the university instructor	Missing	NA	Submitted	NA
<b>Conference notes</b> recorded by the student from the meetings with the site mentor	Missing	NA	Submitted	NA

**Bibliography:**

Bradberry, T., & Graves, J. (2012). *Leadership 2.0*: San Diego, CA: TalentSmart.

Datnow, A., & Stringfield, S. (2000). Working Together for Reliable School Reform. *Journal of Education for Students Placed at Risk (JESPAR)*, 5(1), 183–204. doi: 10.1207/s15327671espr0501&2\_11

Kouzes, James M./ Posner, Barry Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. Jossey-Bass Inc Pub.

Rath, T. (2017). *StrengthsFinder 2.0*. New York: Gallup Press.

**Foliotek Electronic Assessment System (EAS):**

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, [www.louisville.edu/education/foliotek](http://www.louisville.edu/education/foliotek). These include step-by-step guides and

videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

**Syllabus Disclaimer:**

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

**Conceptual Framework Summary:**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and the world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	<b>Inquiry</b>	<b>Action</b>	<b>Advocacy</b>
<i>Constructs as Learned and Applied</i>	<b>Research</b>	<b>Practice</b>	<b>Service</b>
<i>Constructs Reflected in Candidates</i>	<b>Critical Thinkers</b>	<b>Problem Solvers</b>	<b>Professional Leaders</b>

<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference
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**Relationship to Conceptual Framework:**

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

**Policy on Instructional Modifications:**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

**CEHD Diversity Statement:**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

**Title IX/Clergy Act Notification:**

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination,

contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

**Academic Integrity and Dishonesty:**

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]
- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] (UofL Code of Conduct, Section 5)

**Date Prepared and by Whom:** Revised-House, Summer 2024