

Indiana State University Principal Program/ Intern Handbook

**Program of Study
Field Internship Experience**



**Bayh College of Education
Department of Educational Leadership 2023-2024**

MISSION OF THE DEPARTMENT OF EDUCATIONAL LEADERSHIP

OUR MISSION IS TO PREPARE TODAY'S PRACTICING EDUCATOR TO BE TOMORROW'S COMPLETE ADMINISTRATIVE PROFESSIONAL.

VISION OF THE DEPARTMENT OF EDUCATIONAL LEADERSHIP

WE ASPIRE TO BE THE PREMIER PROGRAM IN THE PREPARATION OF WORKING PROFESSIONALS FOR ADMINISTRATIVE LEADERSHIP IN ELEMENTARY, SECONDARY, AND POST-SECONDARY EDUCATION.

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Becoming a Better Educator

Regardless of a teacher's classroom charisma, inviting personality, job punctuality, or organizational loyalty, education remains about teaching and learning. Effective teachers not only understand the fundamentals of teaching and learning, but have the ability to model and apply them accordingly. The internship experience, while focused on administration, has improved teaching implications by exposing the intern to several methods of teaching and supervision, the power of collegiality, using a variety of resources to inform educational practice, multiple means for addressing student discipline, and how the complex system of education really works as an organizational institution.

Graduates of the internship and educational administration program may choose to not pursue an administrative career path for a variety of personal and professional reasons. Thus, for graduates choosing not to become an administrator, the internship experience affords them multiple opportunities to become a better educator by strengthening their capacities for improved teaching and learning.

Specific Objectives of the Internship Program

- To provide the intern with an opportunity to analyze aspects related to the role of the principal.
- To guide the intern in understanding and evaluating leadership theory in terms of practice.
- To provide the intern with the experience of carrying out administrative responsibilities.
- To enable the intern to learn from the experiences of a mentor.
- To help the intern develop a professional disposition (see Appendix G).

Procedures for Entry into the Internship Program

The admission procedures for entry into the program are listed below:

1. All candidates must be admitted to the PK-12 graduate program in the Department of Educational Leadership at Indiana State University.
2. Candidates are supported by a practicing school administrator and must have written approval of the administrator of the host school and the superintendent. An application form to be completed by the candidate and the host school corporation is available in this document or in the Educational Leadership Department Office or Website. A new application will be required should a student decide to postpone the internship to a later year.
3. All intern candidates must meet final approval of a committee of faculty members from the Department of Educational Leadership. Because of the restricted number of candidates annually allowed entrance into the internship program, the committee selects those candidates who have an adequate academic background, relevant experiences, has applied before the deadline, has the maturity to profit from an internship, and can thus make a contribution to the host school corporation or to the cooperating institution.
4. Regional intern cohort groups are selected during the summer prior to the academic year of the internship. Possible candidates will receive internship information in summer prior to the orientation.
5. All interns must have a TK20 account. Tk20 is an online data management support system, created for the collection and evaluation of performance data as well as a comprehensive top down management of academic activities at the Bayh College of Education. This incredibly powerful software will allow for data analyses at multiple levels providing a useful tool to manage our growth. Everything within the Tk20 system is customized to the BCOE and is designed to provide you with a great educational opportunity. Tk20 will help ensure that our programs continually strive to reach and exceed their excellence goals while maintaining our national accreditation, which enhances the value of the BCOE degree you receive.
<https://www.indstate.edu/education/iits/tk20>

The faculty is mindful of federal and state legislation pertaining to affirmative action guidelines and every attempt is made to ensure that all intern candidates are subject to fair and equal treatment.

Admission Requirements

1. The intern **MUST** successfully complete **EDLR 650-Public School Administration, EDLR 655-Legal Aspects of School Administration, and EDLR 681-The Principalship**, prior to the internship, or be taking the course during the internship. Students who did not take EDLR 650 or EDLR 751 at Indiana State University will need to purchase TK20 on their own. The cost is \$125. Students who took either one of these courses were charged a course fee that is used for TK20. If you are unsure if you have a TK20 account already, please contact Malea Crosby, Director of Assessment and Accreditation at 812-237-7742 or at malea.crosby@indstate.edu To register for a TK20 account go to <https://indstate.tk20.com/campustoolshighered/start.do> and follow the on screen prompts to Purchase your student account.
2. The intern **MUST** have an Internship Application Form and Authorization Form (part of the application form) signed by the supervising **principal and superintendent** on file with the department.
3. The intern **MUST** attend a summer orientation session for the internship, which will be held on campus (possibly) at Indiana State University **August 26, 2023 from 1:30 pm to 4:30 pm-On-Campus TBD**. Materials relating to the internship will be provided at this meeting. The intern must complete registration for the internship (enroll in EDLR 758 and EDLR 793) prior to this meeting.

ROLE OF THE PARTICIPANTS

Role of the Intern

The internship program requires the intern to work under the supervision of a mentor for approximately **10 hours per week**. Ideally, the intern will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the intern to assume a leadership role or to participate/observe in the decision-making process are encouraged. Additionally, the intern is expected to seek opportunities at both the elementary and secondary levels. The intern must take the initiative to broaden his or her professional experiences as this range of experience is needed to support the PK-12 principal license through action research and presentation (see Appendix B/C). The intern is required to make weekly reports to the university supervisor. Mentors may request a copy of these reports. Visits at the school site provide opportunities for the intern and the university supervisor to discuss any concerns that might arise. Interns are further required to attend all on-campus seminars scheduled during the year.

Interns must realize that they may find themselves "in between" teachers and administrators. Interns that serve as building union representatives may want to consider not serving in that capacity during the internship. *It is essential that interns keep privileged information confidential.* If difficulties or problems arise during the internship, the issue should be brought to the attention of the university supervisor as soon as possible. If the problem remains unresolved, a new mentor may be assigned or termination of the internship may occur. If the internship fails prior to completion, the student will be asked to provide a brief statement with copies forwarded to all parties involved, including the Registrar.

The intern is not an employee or agent of the university, and worker's compensation benefits are not provided to the intern in his/her capacity. The university provides guidance and facilitates internship activities only as a component of the educational experience and accepts no responsibility for loss, damages, or injury to persons or property caused by the intern or others while participating in the internship. The university is not responsible for matters beyond its control.

The intern is required to provide personal health and accident insurance. Neither the Trustees of Indiana State University nor the faculty sponsor can be held responsible for

any medical or legal expenses that may result from injury or illness sustained while participating in the internship. If an intern drives or provides a motor vehicle for transportation to or from the internship site or while performing internship duties, then the intern is responsible for individual acts and the safety and security of the vehicle. The intern accepts full responsibility for insurance, and the liability of the driver and passengers.

The intern must have a limited criminal background check on file with each school(s) they intend on performing internship duties. The intern must also complete Appendix A during the April Seminar.

Role of the Host Administrator (Mentor)

The role of the mentor includes recommending individuals for admission to the internship, on-site supervision for the intern, meeting with the university supervisor, assigning administrative duties and tasks, guiding the intern, and assessing progress of the intern. It is recommended that the mentor introduce the intern to the faculty at the beginning of the school year and explain the function and duties of the intern. It is important that the mentor and intern have ample opportunity to communicate with each other.

The mentor faces both challenges and opportunities in sponsoring an intern. The opportunities lie in being able to make a significant contribution to the field of education, since the intern's growth is strongly influenced by the model provided by the mentor. The challenges lie in the ability of the mentor to put the intern to work in ways that make the intern a valuable contributor to the school's operation and, at the same time, provide for the intern's mastery of the many important competencies of the principalship. Mentors will assist the intern with a framework for proposed intern activities that meet the requirements of each standard for certification of building level administrators as well as complete an administrative intern Completer Survey at the end of the internship (Appendix D). To facilitate this, the intern's experience should include:

- A wide range of experiences that help the intern develop a building-level perspective,
- opportunities to observe the mentor in a variety of situations,
- duties of increasing responsibility as the year progresses,
- responsibility for at least one major Action Research project which will make a special contribution to the school's program.
- experiences across the PK-12 level with a variety of personnel/services offered by the corporation.

Role of the University Supervisor:

Members of the Department of Educational Leadership will provide overall guidance and support for the educational leadership intern program. This leadership, supervision, and assistance includes but is not limited to screening applicants, overseeing the interns' experiences, managing on-site visitations (one onsite visit per semester and one technology-based consultation via Skype/Zoom/Office Outlook), and facilitating on-campus and regional seminars. University supervisors will facilitate each monthly seminar with a focus on meeting the diverse needs of attendees while assisting with the development and implementation of an Action Research Project, preparing interns for the Indiana School Administrator Test (Building Level)

<https://www.in.gov/doe/educators/educator-licensing/prospective-educators/>, and engaging participants through a variety of activities and experiences designed to complement the internship experience.

The university supervisor will provide the ultimate assessment of the intern. This decision will be made using formative evaluations acquired from the mentor, the intern, and personal observations. Throughout this process many events will impact that assessment. Should issues or concerns arise related to the success of the intern, the university supervisor will determine actions to be taken.

INTERNSHIP COURSEWORK INFORMATION

EDLR 758 Requirements

A total of six (6) semester hours of credit is awarded **each semester** for the principal internship. It consists of two courses: EDLR 758 = 3 semester hours and EDLR 793 = 3 semester hours. The following provides a description of each course:

Internship (12 hours) - EDLR 758 and EDLR 793 taken concurrently					Fall Spring
EDLR 758 Principal Internship (Fall)	3				
EDLR 793 Seminar for Principals (Fall)	3				
EDLR 758 Principal Internship (Spring)	3				
EDLR 793 Seminar for Principals (Spring)	3				

1. TIME

The intern will average approximately **10 hours per week of administration experiences** at a local school. This time may vary from week to week. We encourage interns to get a variety of experiences rather than become tied to one task throughout the year, i.e. bus duty.

2. BI-WEEKLY REFLECTIVE JOURNALS

Content and format of journals are to be determined between the intern and the university supervisor and will be discussed during the summer orientation meeting. A copy of the written journal *may* be given to the mentor upon request. It is possible that the intern-mentor relationship may devolve into a precarious situation, therefore some annotations may be required.

The bi-weekly journals are confidential communications between the intern, the mentor, and the university supervisor. The bi-weekly journals should also reflect the Weekly Log of Activities. It is recognized that some information about school personnel, which may be included within the report, must be kept in confidence.

The format for the list of intern activities is shown in Appendix A along with suggested activities. It is suggested that interns keep a record of the activities in the PRINCIPAL INTERN ACTIVITIES WEEKLY LOG (Appendix B) in conjunction with the BI-WEEKLY REFLECTIVE JOURNALS. The interns' university supervisor will set the due dates and times for the bi-weekly journals.

3. GRADE

The final grade for each semester of EDLR 758 will be determined by the university supervisor and will take into consideration the quality of performance in each area previously listed in sections 1 through 4 along with an assessment of the intern's professional disposition.

4. LONG TERM ACTION RESEARCH PROJECT

During the internship, in addition to the daily activities, interns undertake one major action research project that will help a school wide issue at the host school of their internship.

The Four-Stage Action Research Process (Metler, 2012)

1. **The Planning Stage** (Milestone I – Due no later than December 2, 2023)
2. **The Acting Stage** (Milestone II – Due on or around February 17, 2024)
3. **The Developing Stage** (Milestone III – Due no later than April 13, 2024)
4. **The Reflecting Stage** (Milestone IV – Due no later than April 13, 2024)

The Nine Specific Steps of Action Research

1. **The Planning Stage**
 - I. Identifying and limiting the topic
 - II. Gathering information
 - III. Reviewing the related literature
 - IV. Developing a research plan
2. **The Acting Stage**
 - V. Collecting Data
 - VI. Analyzing Data
3. **The Developing Stage**
 - VII. Developing an action plan
4. **Reflecting Stage**
 - VIII. Sharing and communicating results
 - IX. Reflecting on the process

Developing the Action Research Portfolio

1. **The Planning Stage** (Due no later than December 2, 2023)

Title of the Project:

Statement of the Problem (In three to five sentences clarify and diagnose a problem-based situation that needs to be resolved.):

Objectives (Developing three to five outcome statements, ask yourself in what ways will this project make things better, improve a practice, or correct something not working well.):

Gathering Information (Approximately 1,500 words):

- What evidence exists that the problem is a problem?
- Who is affected by the problem, both internal and external to the school?
- How is the problem currently being dealt with?

- What exists in related literature (e.g., documents, books, journals, policy) related to the problem?
- Is there any related literature that contradicts your views of this problem?

Developing a Research Plan:

- Research Question (What question do you hope to be able to answer at the end of the study?):
- Research Design (Pick one type.):
 - Qualitative (May be one or more.)
 - Observations
 - Interviews
 - Focus Group Discussion
 - Studying a Program or Event
 - Quantitative (May be one or more.)
 - Review existing data, documents, records, checklists, rating scales, or tests
 - Surveys or questionnaires
 - Comparison of different groups
- Ethical Considerations (e.g., honesty, caring and fairness):
 - Will you need permission from students, parents, or others?
 - Have you ensured no one feels coerced or compelled to participate?
 - Have you ensured the privacy of individual students and families?

2. The Acting Stage (Due on or around February 17, 2024)

Collecting Data (Utilize the qualitative of quantitative methods from above.):

- Qualitative
 - Develop questions
 - Create transcripts of the interview(s)
 - Develop a journal of observations
 - Summarize and report the results
- Quantitative
 - Develop questions for surveys and questionnaires
 - Collect information from surveys and questionnaires
 - Develop tables to present data or other quantifiable artifacts

- Summarize and report the results

3. The Developing Stage (Due no later than April 13, 2024)

Developing the Action Plan (Brief statements or simple descriptions.):

- Do you have a greater understanding of the problem you researched and why?
- Were new problems discovered?
- Specifically, what have you found to be effective solutions and/or actions for solving the problem?
- Will the solution be a *new* plan, program, or method, or a *modification* to an existing plan, program, or method?
- Did you identify ineffective plans, programs, or methods?

4. The Reflecting Stage (Due no later than April 13, 2024)

Sharing, Communicating, and Reflecting on the Action Research Project (Brief statements or simple descriptions.):

- What did you learn from the project?
- Were you able to answer your original research question?
- Who is responsible for carrying out the specific actions?
- Who needs to be consulted or informed about implementing the actions?
- What is your proposed timeline to implement the actions?
- Are new or additional resources needed?
- How will you share what you learned and with who?

References:

- Dana, N. F. (2009). *Leading with passion and knowledge: The principal as action researcher*. Thousand Oaks, CA: Corwin.
- Mertler, C. A. (2012). *Action research: Improving schools and empowering educators* (3rd ed.). Los Angeles, CA: Sage.

SATURDAY SEMINARS

A total of 90 contact hours is required for the Saturday and regional seminars.

Each of the monthly seminars will consist of a minimum of seven hours of contact time, 9am – 4pm. 2023-2024 ON CAMPUS SEMINARS WILL BE August, November, February, & April.

PRINCIPAL INTERN CAMPUS SEMINAR SCHEDULE 2023-2024

DATE	PLACE	PROGRAM
August 26, 2023 (Saturday) 1:30-4:30	Bayh College of Education Room 325	Orientation-AR Ideas & Goal Statements & Mini-Panel Schedule Intern Visits-bring calendars Intern Panel
September 16, 2023 (Saturday) 9:00-4:00	Virtual-Zoom	Action Research Overview-AR Focus Groups Current State Updates-Tim McRoberts (1:30-3:00pm)
October 14, 2023 (Saturday) 9:00-4:00	Virtual-Zoom	Trauma Informed Practives-Drs. Abbie Jones & Megan Kirk (9:30-11:00am) Dr. Kulwicki-SPED (1:00-3:00pm)
November 11, 2023 (Saturday) 9:00-4:00	Bayh College of Education Room 325	ELL Information for Leaders-Abi Grose & Janet Brosmer (9:30-10:30am) Exam Review & Practice Intern Panel-BJM
December 2, 2023 (Saturday) 9:00-4:00	Virtual-Zoom	School Finance & Budget-Tom Keeley (9:30-11:00am) Systems Thinking for Leaders-Colleen Bergren (1:00-3:00pm)
January 20, 2024 (Saturday) 9:00-4:00	Virtual-Zoom	PLC's for Specials- Mississinewa Community School Corporation Team (9:30-11:00am) School Safety- Lt. Col. Jeremy Gulley (1:00-3:00pm) APPLY FOR GRADUATION!
February 17, 2024 (Saturday) 10:00-4:00	Bayh College of Education Room 325	Action Research Sharing by levels-Feedback (9:30-11:00am)

		Data & Accountability-Rod Hite (1:00-3:00pm)
March 2023-No Class		NO CLASS VIRTUAL INTERVIEWS ASSIGNMENTS
April 13, 2024 (Saturday) 10:00-4:00	Bayh College of Education Room 325	Intern Evaluation and Presentation of Long-Term Action Research Projects & Licensure, Next Steps-Celebration!! What is your Leadership Story? Dave Chapman (1:30-3:00pm)

Assessment

The university supervisor will determine the final grade for EDLR 793. Attendance at all seminars as an active participant is required. Principal interns must inform the university supervisor if they are going to miss a seminar due to unforeseen circumstances. An intern will be required to complete make-up work for any seminar missed. The university supervisor will be responsible for determining the nature of this work. The intern's grade for EDLR 793 may be reduced as a result of missing a seminar. That decision will be made based on the quality of the make-up work and the nature of the reason for missing. Completion of any assignments required within the context of the Saturday or regional seminars is mandatory. **Any absence will result in the submission of a 5-page paper (approximately 2500 words) focusing on the content of the seminar missed. Submissions might include current literature and study findings, or face-to-face interviews. To be submitted within two weeks of the absence.**

APPENDIX A

Principal Intern Activities Log

Date	Activity	Standard 1: Human Capital Management	Standard 2: Instructional Leadership	Standard 3: Personal Behavior	Standard 4: Building Relationships	Standard 5: Culture of Achievement	Standard 6: Organizational, Operational, and Resource Management	Total Hours of Activity

Weekly Reflection Log	
Table of Contents	
Click on the hyperlinks below to access current logs and journals	

<u>Master</u>		
<u>Accumulated Standard Time</u>		
<u>Week 1 - 8/24 - 8/28</u>	<u>Weekly Standard Time 8/24-8/28</u>	<u>Weekly Reflection Journal 8/28</u>

https://docs.google.com/spreadsheets/d/1MAUAMKkop3ja87ot1tWB_eGpiQ52iHM5scgEuoDXceE/edit?ts=601029bf#gid=1227745593

Suggested Internship Activities

- Attend Case Conferences both initial and annual conferences. Observe the Administrators perspective on the discussion.
- Observe classrooms (with teacher permission). Participate in mock teacher evaluation process. Hold pre and post observation conferences with the teacher and principal.
- Supervision of students, before, during and after school.
- Spend a day shadowing the principal, assistant principal, dean, and counselor (or at least spend some part of the day with the counselor and dean.)
- Serve as the substitute for the principal or assistant principal when they are absent. (Need to discuss this as to whether the school is willing to hire a sub for you.)
- Serve on school improvement team taking the administrative perspective.
- Attend administrative council meetings at the district level (if permitted)
- Shadow principals at another grade level than your own.
- Participate in budget process. What does your principal do in helping to prepare and manage budgets?
- Help in preparing enrollment projections and identify staffing needs for the coming year.
- Serve on curriculum committees, take the administrative perspective.
- Spend any available time you have in the office.
- Discuss how the master schedule is created for next semester or next year.
- Present topics at faculty meetings, help to lead discussions.
- Conduct or observe facilities management walk arounds; check the building and grounds, identify repairs or maintenance issues. Learn who is responsible for doing what, and what the procedure is for requesting maintenance services.
- Spend time with a custodian, bus driver, and a cook.
- Spend time with local law enforcement, discuss crisis management procedures.
- Attend a teacher recruitment fair.
- Attend a state or national conference sponsored by a principals' association.
- Participate in the coordination of summer school.
- Provide an article for the school newsletter or update from the Principal's office.
- Attend school improvement plan review/activities.
- Organize ILEARN test analysis/discussion.
- Attend ESSA discussion/meetings.
- Attend curriculum meetings/discussion at building and corp. levels.
- Attend staff development planning/activities.
- Attend athletic council/director meetings.
- Attend band parent meetings.
- Attend textbook adoption discussion/meetings.
- Attend Gifted & Talented Committee Work.
- Participate in AP/IB Discussion.
- Participate in Core 40/P-16 Program Proposals.
- Participate in reading program initiatives/meetings.
- Participate in ECA Events.
- Participate in staff recognition.

- Attend principal's coffee type programs.
- Participate in climate audit discussion/results.
- Attend expulsion hearing
- Assist in the coordination and assessment of Fire/Tornado Drills.
- Participate in substitute teacher hiring/monitoring/calling.
- Look into community support groups involvement.
- Understand the schedule of school facilities by community groups.
- Attend negotiations.
- Work with student groups.
- Participate in district code of ethics review/discussion.
- Attend school board policy review.
- Schedule central office visits/discussions with a variety of staff.
- Attend community/political leaders' meetings.
- Participate in Booster Club meetings.
- Attend county government/town-city council meetings.
- Participate in school budget study/discussion.

APPENDIX B

Proposed Long Term Action Research Project Template

Proposed Long Term Action Research Project Form

Name: _____

Date: _____

University Supervisor: _____

Title of the Project: _____

Early in the fall semester, the intern should first discuss with their mentor and university supervisor possible action research project. No later than the December seminar, the intern should complete the planning stage. A final abstract of the completed project will be developed and shared with other interns at the last seminar in April. The project should focus on a problem-based issue with the intended outcome of improving the school, and provide you unique expertise in one area of school administration.

Please complete the following form and have it approved before the December Seminar.

1. **Statement of the Problem (In three to five sentences clarify and diagnose a problem-based situation that needs to be resolved.):**

2. **Objectives (Developing three to five outcome statements, ask yourself in what ways will this project make things better, improve a practice, or correct something not working well.):**

3. **Gathering Information (Approximately 1,500 words):**
 - What evidence exists that the problem is a problem?
 - Who is affected by the problem, both internal and external to the school?
 - How is the problem currently being dealt with?
 - What exists in related literature (e.g., documents, books, journals, policy) related to the problem?
 - Is there any related literature that contradicts you views of this problem?

4. **Develop a Research Plan:**
 - **Research Question (What question do you hope to be able to answer at the end of the study?):**
 - **Research Design (Pick one type.):**
 - **Qualitative (May be one or more.)**
 - Observations
 - Interviews
 - Focus Group Discussion
 - Studying a Program or Event
 - **Quantitative (May be one or more.)**
 - Review existing data, documents, records, checklists, rating scales, or tests
 - Surveys or questionnaires
 - Comparison of different groups

- **Ethical Considerations (e.g., honesty, caring and fairness):**
 - **Will you need permission from students, parents, or others?**
 - **Have you ensured no one feels coerced or compelled to participate?**
 - **Have you ensured the privacy of individual students and families?**

APPENDIX C

Abstract PowerPoint Template for Completed Long Term Action Research Project

PRINCIPAL INTERN SEMINAR ACTION RESEARCH

APRIL 13, 2024

TITLE OF ACTION RESEARCH

Prepare a one-slide abstract of the study.

The abstract should provide,

- The title of your action research.
- A brief summary of the purpose,
- And the key findings from the “Reflecting Stage” (i.e., Stage 4 of the Action Research Guideline).
- Conclude with your contact information (i.e., Name, email or phone number. Please use 20 Font or larger).

APPENDIX D

Course Based District Level Satisfaction M.Ed. Completer Survey

Course Based District Level, Ed.S and Building Level, M.Ed. Completer Survey

Which program are you in _____

Name _____

Please circle your response for each of the questions using the Likert Scale

Extremely Satisfied = 4

Somewhat Satisfied = 3

Somewhat Dissatisfied = 2

Extremely Dissatisfied = 1

Please indicate how satisfied you are with your program preparation at ISU in meeting the following standards

1. Understand the importance of school vision.	4	3	2	1
2. Understand the process of developing a vision.	4	3	2	1
3. Effectively assess goals to meet the vision.	4	3	2	1
4. Understand the importance of school culture.	4	3	2	1
5. Understand the process of shaping the organizational culture.	4	3	2	1
6. Effectively assess the organizational culture.	4	3	2	1
7. Knowledge of curriculum, instruction, and assessment.	4	3	2	1
8. Promote the most appropriate technologies to support the culture.	4	3	2	1
9. Effectively manage daily operations.	4	3	2	1
10. Promote school/district policies and procedures.	4	3	2	1
11. Protect the welfare and safety of stakeholders.	4	3	2	1
12. Understand community influence.	4	3	2	1
13. Recognize and support the role of diversity.	4	3	2	1
14. Develop relationships with community partners.	4	3	2	1
15. Exhibit integrity.	4	3	2	1
16. Promote social justice.	4	3	2	1
17. Act to influence all political decisions affecting student learning.	4	3	2	1
18. Recognize emerging trends and develop strategies to address the trends.	4	3	2	1

Please provide an email, other than your ISU email address so that we can send you a follow survey via Qualtrics following completion of the program

APPENDIX E

Master of Education in School Administration and Supervision



COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

INDIANA STATE UNIVERSITY

PROGRAM OF STUDY School Administration & Supervision Master of Education

Student Name:
Advisor:

University ID#:

33 hours of coursework required for the degree.

<u>Course #</u>	<u>Description</u>	<u>Cr.</u>	<u>Term Completed/To Be Completed</u>	<u>Grade</u>	<u>Transfer Course or Substitution</u>	<u>Transfer Institution</u>
	EDLR 605 Philosophy in Education OR EDLR 608 School and Society OR approved equivalent	3				
	EDUC 610 Research in Education OR COUN 620 Foundations of Research OR EPSY 620 Foundations of Research	3				
	EDLR 650 Foundations of Educational Leadership ** Please note that this course serves as a trigger (activation) course for a TK20 course management account, an online data management support system that the Bayh College of Education uses to track student performance. It has an associated fee paid by the student. If this course is waived because of transfer credit from another institution, on the date of that waiver the student must register for and purchase a TK20 account at the following website address: https://indstate.tk20.com/campustoolshighered/start.do	3				
	EDLR 655 Legal Aspects of Educational Administration	3				
	EDLR 656 School Community Relations	3				
	EDLR 681 The School Principal: Leadership for Changing Schools	3				
	EDLR 683 Curr., Instr., and Assessment	3				
	Internship (12 hours) - EDLR 758 and EDLR 793 taken concurrently					
	EDLR 758 Principal Internship (Fall)	3				
	EDLR 793 Seminar for Principals (Fall)	3				
	EDLR 758 Principal Internship (Spring)	3				
	EDLR 793 Seminar for Principals (Spring)	3				
	Grand Total Credits	33				

Minimum 33 credits required for the degree

<p>Signatures:</p> <hr/> <p>Student Date</p> <hr/> <p>Advisor Date</p> <hr/> <p>Department Chair Date</p> <hr/> <p>Dean, CGPS Date</p>	<p>Distribution:</p> <p>Dean, College of Graduate and Professional Studies</p> <p>Department Chair, Educational Leadership</p> <p>Advisor/Committee Chair</p> <p>Student</p>
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APPENDIX F

Non-Degree Certification in School Administration and Supervision



COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

INDIANA STATE UNIVERSITY

PROGRAM OF STUDY
School Administration & Supervision

NON-DEGREE

Student Name:

University ID#:

Advisor:

33 hours of coursework required for the degree.

<u>Course #</u>	<u>Description</u>		Term Completed/To Be Completed	Grade	Transfer Course or Substitution	Transfer Institution
		Cr.				
EDLR 605 Philosophy in Education OR EDLR 608 School and Society OR approved equivalent		3				
EDUC 610 Research in Education OR COUN 620 Foundations of Research OR EPSY 620 Foundations of Research		3				
EDLR 650 Foundations of Educational Leadership ** Please note that this course serves as a trigger (activation) course for a TK20 course management account, an online data management support system that the Bayh College of Education uses to track student performance. It has an associated fee paid by the student. If this course is waived because of transfer credit from another institution, on the date of that waiver the student must register for and purchase a TK20 account at the following website address: https://indstate.tk20.com/campustoolshighered/start.do		3				
EDLR 655 Legal Aspects of Educational Administration		3				
EDLR 656 School Community Relations		3				
EDLR 681 The School Principal: Leadership for Changing Schools		3				
EDLR 683 Curr., Instr., and Assessment		3				
Internship (12 hours) - EDLR 758 and EDLR 793 taken concurrently						
EDLR 758 Principal Internship (Fall)		3				
EDLR 793 Seminar for Principals (Fall)		3				
EDLR 758 Principal Internship (Spring)		3				
EDLR 793 Seminar for Principals (Spring)		3				
Grand Total Credits		33				

Minimum 33 credits required for the degree

Signatures: _____

Student	Date	Distribution: Dean, College of Graduate and Professional Studies Department Chair, Educational Leadership Advisor/Committee Chair Student
Advisor	Date	
Department Chair	Date	
Dean, CGPS	Date	

APPENDIX G

Assessment of Dispositions

Identification and Assessment of Student Dispositions
Advanced Programs
M.Ed. Program EDLR 758

Student Name: _____

Professional educators are stewards of student intellectual, emotional, and social development. The complexity and long-term impact of this responsibility requires a foundation of exemplary beliefs and attitudes reflective of the society. Dispositions are the manifestation of these beliefs and attitudes. Educators' dispositions about teachers, the community, students, about teaching, and about themselves strongly influence the impact they will have on student learning and development. At Indiana State University, the Bayh College of Education has found the following dispositions to be of such critical nature that they have become an integral portion of the education program. Candidates are subject to these standards as they matriculate through the program.

The following helps to characterize the assessment criteria. The term “student” refers to the ISU graduate student.

Student Disposition Rubric

Disposition Assessment Rubric: Advanced Programs

4-16-13

Professional Department – The Educator as a Person

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Dress and Appearance.	Candidate's appearance and manner of dress is appropriate to the setting at all times and encourages others to be professional.	Candidate's appearance and manner of dress is appropriate to the setting at all times.	Candidate's appearance and manner of dress is appropriate to the setting with only occasional deviations from this.	Candidate's clothing and appearance are commonly inappropriate to the setting.	Not Observed or Applicable	
Attendance and punctuality.	Candidate can be depended upon to be where he or she needs to be, on time, every time. He or she helps other candidates and students understand the important of this behavior.	Candidate has no unexcused absences from class or responsibility. He or she is always on time for class or responsibility.	Candidate has one unexcused absence from class or responsibility but is always on time or he or she has lacked punctuality on two occasions but has no unexcused absences.	Candidate has demonstrated three or more instances in which he or she has had unexcused absences and/or has lacked punctuality.	Not Observed or Applicable	
Preparedness for class.	Candidate is always ready for the assigned task (including material and/or equipment needs), whether for a class, presentation, meeting, or other expectation.	Candidate is consistently ready for the assigned task with one minor exception (or was ready but disruptive to the flow of class due to material or equipment needs).	Candidate is commonly ready for the assigned task with only two minor exceptions.	Candidate has demonstrated three or more minor instances in which he or she lacked preparation for the assigned task or one or more instances in which he or she was unprepared for a major assigned task.	Not Observed or Applicable	
Courtesy and respect.	Candidate is a leader in modeling courtesy and respect for others and positively encourages the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates courtesy and respect for all persons and does not impede the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates basic courtesy and respect for those around him or her.	In expressed thoughts and actions, the candidate demonstrates a lack of courtesy or respect for all persons and/or impedes the free expression of ideas of colleagues.	Not Observed or Applicable	
Positive influence on climate.	Candidate supports and encourages others to impact the climate through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate impacts the climate in a positive manner through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate does not impact the climate in a negative manner, yet provides little positivity.	Candidate impacts climate in a negative manner.	Not Observed or Applicable	

Educational Philosophy: The Educator as Mediator of Learning

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Research Consumer and Contributor.	Candidate is a regular presenter or is published in her career field.	In written work or verbal interaction, the candidate can articulate best practices relative to her current work and attempts to capture that effort for sakes of publishing or presenting.	In written work or verbal interaction, the candidate understands best practices and has a desire to contribute to the profession through research.	In written work or verbal interaction, the candidate does not understand best practices nor has a desire to contribute to the profession through research.	Not Observed or Applicable	
Reflection/ Flexibility.	Candidate creates opportunities for others to share reflections so that all can benefit from others' experiences.	Candidate usually participates in reflection and guides others to do the same relevant to self-improvement.	Candidate often participates in thoughtful reflection relevant to self-improvement.	Candidate does not participate in thoughtful reflection relevant to self-improvement.	Not Observed or Applicable	
Mental Models/ Assumptions.	In verbal interaction, the candidate can lead larger groups in understanding the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate helps others understand the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate understands the relationship between her values, beliefs, and organizational values and beliefs.	In written work or verbal interaction, the candidate does not understand the relationship between her values, beliefs, and organizational values and beliefs.	Not Observed or Applicable	
Commitment to Organizational Success.	Candidate takes the lead and is successful in helping school change and improvement.	Candidate is proactive in assisting the change and improvement of the school.	Candidate minimally supports the change and improvement of the school.	Candidate does not support the change or improvement of the school.	Not Observed or Applicable	
Commitment to Individuals' Success.	Candidate is able to assist peers as they learn to accurately critique others, provide feasible alternatives for addressing weaknesses, and engage in formal or informal interactions to support the professional development of colleagues.	Candidate accurately critiques others, provides feasible alternatives for addressing weaknesses, and engages in formal or informal interactions to support the professional development of colleagues.	Candidate is able to professionally critique others and can provide feasible alternatives for addressing individual weaknesses.	Candidate is unable to professionally critique others or provide feasible alternatives for addressing individual weaknesses.	Not Observed or Applicable	
Collegiality among faculty, peers, and community.	Candidate develops opportunities to collaborate with teachers and other professionals in the building to improve practice. She offers positive suggestions for team and individual efforts and take/use advice from other professionals.	Candidate seeks out opportunities to collaborate with teachers and other professionals in the building to improve practice. She takes/uses advice from other professionals to improve practice.	Candidate is open to suggestions from other individuals and team members within the school but does not seek out collaborative relationships.	Candidate does not seek out nor establish relationships with other individuals or team members within the school.	Not Observed or Applicable	

Commitment to Ethical Practice: The Educator as a Member of Communities

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectations (1)	No Bases (NB)	Self Score
Honesty.	Candidate provides exemplary behavior and is regarded as a role model in influencing students to embrace and practice honesty.	Candidate has a reputation built around honesty and helps students understand this virtue.	Candidate has not demonstrated any behaviors related to cheating, lying, or plagiarism in an academic capacity.	Candidate contributes directly or indirectly to cheating, plagiarism, or lying in an academic capacity.	Not Observed or Applicable	
Credibility and Citizenship.	Candidate is regarded as a role model across the university and community regarding virtue and civic responsibility and influences others in this regard.	Candidate maintains a strong reputation for virtue and civic responsibility in the university and community.	Candidate has not participated in or contributed to situations that bring discredit to herself or the university.	Candidate has participated in or contributed directly or indirectly to situations that bring discredit to herself or the university.	Not Observed or Applicable	
Trustworthiness.	Candidate has built a reputation of being one of the most trusted people in the university and community and through such contributes to cultures of trust.	Candidate has a reputation of being trustworthy that extends beyond the boundaries of the educational program.	Candidate can be trusted to perform any duties related to serving as an educator.	Candidate cannot be trusted in her role as an educator.	Not Observed or Applicable	
Commitment to Safety.	Candidate is considered as a primary resource when the issue of safety is at risk, providing leadership when change is needed and through proactive, risk-prevention efforts in times of normal educational operations.	Candidate makes special efforts to seek out means for providing a safer environment for those she works with and is given supervision over, and reacts with prudence and safety consciousness in times of risk.	Candidate has demonstrated a concern for the safety of those she works with or have been given supervision over.	Candidate has demonstrated a lack of concern for or inability to deal with the safety of those she works with or has been given supervision over.	Not Observed or Applicable	
Provider of an Environment of Trust. Role Model.	Candidate provides leadership in issues related to trusting others by creating opportunities for trust to happen. Candidate helps or inspires other candidates and students to adopt behaviors and dispositions worthy of role-model status.	Candidate trusts others in many situations and encourages others to do the same. Candidate serves as role model for other candidates and students.	Candidate trusts others to perform duties related to serving as an educator and delegates appropriately. Candidate has not compromised his or her capacity to become a role model.	Candidate does not trust others to perform any duties related to serving as an educator and/or does not delegate appropriately. Candidate is not an acceptable role model for other candidates or students.	Not Observed or Applicable Not Observed or Applicable	

APPENDIX H

Internship Application and Recommendation Forms

Department of Educational Leadership Principal Intern Program

INTERN EVALUATION FORM

Name of Applicant: _____ Date: _____

TO THE PERSON COMPLETING THIS FORM:

The person whose name appears has applied for admission to the Principal Intern Program at Indiana State University. We are searching for educators with the greatest potential for the principalship, we ask that you do a careful job of evaluating their potential. Please circle the number that best gives your judgment of each trait of the applicant, using the following scale.

1 = Does not meet expectations 2 = Meets expectations 3 = Exceeds expectations

1. Appreciates diverse populations	1	2	3
2. Willing to help others	1	2	3
3. Takes the initiative	1	2	3
4. Assumes responsibility	1	2	3
5. Works well with support staff	1	2	3
6. Demonstrates leadership ability	1	2	3
7. Shows tact and consideration	1	2	3
8. Thinks and acts positively	1	2	3
9. Can organize events and/or groups of people	1	2	3
10. Completes tasks	1	2	3

In one or two sentences, please state why you think this person has (or does not have) the potential to succeed as a principal. _____

On the scale below, circle the number that best indicates your total impressions of the applicant with respect to his/her potential to succeed as a principal.

(Low) 1 2 3 4 5 6 7 8 9 10 (High)

Print Your Name: _____

Signature: _____

Position: _____

School Corporation or Organization: _____

APPENDIX I

INDOE & ISTE Coursework Curriculum Map

<https://www.doe.in.gov/sites/default/files/licensing/school-leader-building-level.pdf>

<https://www.npbea.org/nelp/>

	EDLR 650	EDLR 655	EDLR 656	EDLR 681	EDLR 683	EDLR 758	EDLR 793
<p>IN 2.1 School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including: cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision</p> <p>ISTE 2a.</p>				"Vision/Mission Activity"			Final Mentor-Supervisor Evaluation
<p>IN 3.5 School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including: using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p> <p>ISTE 2c.</p>						"Action Research Project - Phase 1"	Final Mentor-Supervisor Evaluation
<p>IN 1.3 School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including: orchestrating aligned, high-quality coaching; workshops; team meetings; and other</p>	"Scenario Final"						Final Mentor-Supervisor Evaluation

<p>professional learning opportunities tuned to staff needs based on student performance</p> <p>1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth</p>							
<p>IN 4.2 School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including: skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p> <p>ISTE 3c.</p>		"Oral Case Review"					Final Mentor-Supervisor Evaluation
<p>IN 3.1 School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including: modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others</p> <p>ISTE 3d.</p>		"Oral Case Review"					Final Mentor-Supervisor Evaluation
<p>IN 5.3 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: orchestrating high-quality team</p>			Department of Education Professional			"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation

collaboration to analyze interim assessment results and formulate action plans for immediate implementation			Development Presentation				
IN 5.4 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: implementing systems to promote and enforce individual accountability for results ISTE 2b. 5a.						"Action Research Project" Phase II	Final Mentor-Supervisor Evaluation
IN 5.5 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: ensuring all students full and equitable access to educational programs, curricula, and available supports ISTE 3b.				xx		"Action Research Project"	Final Mentor-Supervisor Evaluation
IN 5.2 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: establishing rigorous academic goals and priorities that are accepted as fixed and immovable ISTE 6a.					xx		Final Mentor-Supervisor Evaluation
IN 5.6 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented ISTE 1a. 6b.					xx		Final Mentor-Supervisor Evaluation

<p>IN 2.5 School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including: ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals.</p> <p>ISTE 4b. 5c. 6d. 7a. 7b.</p>					xx	Final Mentor-Supervisor Evaluation
<p>IN 2.2 School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including: planning, organizing, supervising, and supporting a rigorous instructional program based on research supported best practices regarding curriculum, instruction, and assessment</p> <p>ISTE 5b. 6c.</p> <p>6.2 School building leaders leverage organizational, operational, and resource</p>					xx	Final Mentor-Supervisor Evaluation

<p>management skills to support school improvement and achieve desired educational outcomes, including: using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization</p> <p>ISTE 5b. 6c.</p>						
<p>IN 5.7 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning</p> <p>ISTE 4c.</p>			<p>Department of Education Professional Development Presentation</p>			<p>Final Mentor-Supervisor Evaluation</p>
<p>IN 3.3 School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including: actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement</p> <p>5.8 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement</p> <p>ISTE 3a. 4d.</p>			<p>Department of Education Professional Development Presentation</p>			<p>Final Mentor-Supervisor Evaluation</p>
<p>IN 3.2 School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including: establishing</p>			<p>Department of Education Professional</p>			<p>Final Mentor-Supervisor Evaluation</p>

<p>yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center</p> <p>4.2 School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including: skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p> <p>4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change</p> <p>4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students</p> <p>4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues</p> <p>ISTE 3a.</p>			<p>Development Presentation</p>				
<p>IN 6.5 School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including: managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial</p>				<p>"Vision/Mission Activity"</p>		<p>"Action Research Project" Phase II</p>	<p>Final Mentor-Supervisor Evaluation</p>

<p>management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff</p>							
<p>IN 3.4 School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including: going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results</p> <p>6.4 School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including: planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant</p> <p>ISTE 1c.</p>						<p>"Action Research Project" Phase II</p>	<p>Final Mentor-Supervisor Evaluation</p>
<p>IN 4.1 School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including: establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence 6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)</p>	<p>Xx</p>					<p>"Action Research Project" Phase II</p>	<p>Final Mentor-Supervisor Evaluation</p>

<p>IN 1.1 School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including: recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission</p> <p>1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers</p> <p>1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements</p>				XX		Final Mentor-Supervisor Evaluation
<p>IN 2.3 School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including: using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes</p> <p>5.1 School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including: empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task</p>				"Analysis of New Teacher Induction Process"		Final Mentor-Supervisor Evaluation

<p>IN 2.4 School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including: establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others ISTE 1b. 4a.</p>				XX			Final Mentor-Supervisor Evaluation
<p>IN 1.5 School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including: delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed 1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement</p>							

APPENDIX J

EDLR 758/793 SYLLABUS

Course Syllabus Department of Educational Leadership

EDLR 758/793 –PRINCIPAL INTERNSHIP/SEMINAR FOR PRINCIPALS
FALL 2022– CRN:51295-001/50617-002 & 50586-301/50618-302
SPRING 2023-CRN: 10797-002/10758-003/13160-630-10759-302/10798-30

Contact Information



Senior Instructor: Bobbie Jo Monahan, Ph.D.

Phone: 812-237-2935

Email: B.Monahan@indstate.edu (Preferred communication method)

Office: University Hall, Room 316b

Address: 401 N. 7th St., Terre Haute, IN 47809

Office Hours: M-F 10:00 a.m. – 4:00 p.m. (appointment available upon request)

State-wide Internship Visits may be during Office hours-appointments are best.



Karen Goeller, Ph.D.

Adjunct Instructor

Phone: 317-417-9301

Email: Karen.Goeller@indstate.edu (Preferred communication method)

Office: University Hall, Room TBD

Address: 401 N. 7th St., Terre Haute, IN 47809

Office Hours: Monday and Thursday 9:00 a.m. - 4:00 p.m. (in-person or Zoom appointment available upon request.)

ISU Course Catalog Language

EDLR 758 – Principal Internship

3 credits

Practicum for students in the principal internship in a school under the joint supervision of a certified school administrator and the University. This course is designed to provide students with practical experience related to the principal certification standards and effective practices. A portfolio will be developed to show performance activities that meet certification standards.

EDLR 793 – Seminar in Effective Practices for Principals

3 credits

On-campus, regional seminars, and directed study on a variety of contemporary topics related to effective practices for principals. Such topics may be related to leadership and human relations, culture and climate, curriculum and educational program improvement, career planning, staff development, crisis intervention, educational technology, maintenance of facilities, professional ethics, and power and politics.

Course Introduction

Regardless of a teacher's classroom charisma, inviting personality, job punctuality, or organizational loyalty, education remains about teaching and learning. Effective teachers not only understand the fundamentals of teaching and learning, but have the ability to model and apply them accordingly. The internship experience, while focused on administration, has improved teaching implications by exposing the intern to several methods of teaching and supervision, the power of collegiality, using a variety of resources to inform educational practice, multiple means for addressing student discipline, and how the complex system of education really works as an organizational institution.

The purpose of this course is to provide prospective educational leaders with an understanding of the various aspects of school leadership. Class participation will be assessed for appropriate involvement – e.g., initiating discussion, responding to questions/issues, etc. Learners are expected to attend/view all classes and participate actively in class discussions and activities. Everyone is expected to contribute to discussion.

This course follows a hybrid/synchronous instructional method, which means that all classes meet either face-to-face or online synchronously using a videoconferencing tool, such as Zoom. Attending these live sessions is critical as various key content and concepts will be discussed during these meetings. All dates of classes and location are in the Course Schedule.

Disclaimer: The instructors reserve the right to make changes to the syllabus, schedule, course content, course materials, and course delivery techniques if needed. All changes will be communicated to students as soon as possible.

Dropping/Withdrawal: If you cannot complete this course, you must withdraw from the course by notifying the Records and Registration office before the drop/add date on the academic calendar. Failure to withdraw properly will result in a final grade of F. Ultimately; withdrawal is the student's responsibility.

Course Learning Outcomes

This overall experience fulfills the requirements of both the Principal Internship (EDLR 758) in conjunction with the Principal Seminar (EDLR 793).

Upon completion of these courses, you will be able to:

- Analyze aspects related to the role of the principal.
- Understand and evaluate leadership theory in terms of practice.
- Carry out administrative responsibilities.
- Learn from the experiences of a mentor.
- Develop professional dispositions.

Procedures for Entry into the Internship Program

The admission procedures for entry into the program are listed below:

1. All candidates must be admitted to the PK–12 graduate program in the Department of Educational Leadership at Indiana State University.
2. Candidates are supported by a practicing school administrator and must have written approval of the administrator of the host school and the superintendent. An application form to be completed by the candidate and the host school corporation is available in this document or in the Educational Leadership Department Office or Website. A new application will be required should a student decide to postpone the internship to a later year.
3. All intern candidates must meet final approval of a committee of faculty members from the Department of Educational Leadership. Because of the restricted number of candidates annually allowed entrance into the internship program, the committee selects those candidates who have an adequate academic background,

relevant experiences, has applied before the deadline, has the maturity to profit from an internship, and can thus make a contribution to the host school corporation or to the cooperating institution.

4. Regional intern cohort groups are selected during the summer prior to the academic year of the internship. Possible candidates will receive internship information in summer prior to the orientation.
5. All interns must have a TK20 account. Tk20 is an online data management support system, created for the collection and evaluation of performance data as well as a comprehensive top down management of academic activities at the Bayh College of Education. This incredibly powerful software will allow for data analyses at multiple levels providing a useful tool to manage our growth. Everything within the Tk20 system is customized to the BCOE and is designed to provide you with a great educational opportunity. Tk20 will help ensure that our programs continually strive to reach and exceed their excellence goals while maintaining our national accreditation, which enhances the value of the BCOE degree you receive. <https://www.indstate.edu/education/iits/tk20>

The faculty is mindful of federal and state legislation pertaining to affirmative action guidelines and every attempt is made to ensure that all intern candidates are subject to fair and equal treatment.

Admission Requirements

1. The intern **MUST** successfully complete EDLR 650-Public School Administration, EDLR 655-Legal Aspects of School Administration, and EDLR 681-The Principalship, prior to the internship.
Students who did not take EDLR 650 or EDLR 751 at Indiana State University will need to purchase TK20 on their own. The cost is \$125. Students who took either one of these courses were charged a course fee that is used for TK20. If you are unsure if you have a TK20 account already, please contact Malea Crosby, Director of Assessment and Accreditation at 812-237-7742 or atmalea.crosby@indstate.edu To register for a TK20 account go to <https://indstate.tk20.com/campustoolshighered/start.do> and follow the on screen prompts to Purchase your student account.
2. The intern **MUST** have an Internship Application Form and Authorization Form (part of the application form) signed by the supervising **principal and superintendent** on file with the department.
3. The intern **MUST** attend a summer orientation session for the internship, which will be held on campus (possibly) at Indiana State University **August 20, 2022 from 1:30 pm to 4:30 pm-On-Campus TBD**. Materials relating to the internship will be

provided at this meeting. The intern must complete registration for the internship (enroll in EDLR 758 and EDLR 793) prior to this meeting.

Educational Leadership Diversity Statement

Much has been written and discussed about the importance of diversity, especially for educational institutions such as schools and colleges gave their role in addressing societal inequities and providing social mobility. Yet, like many organizations, their staffing and leadership do not always reflect the diversity of the larger society. For example, in relation to societal demographics, school and college leadership may be disproportionately white and male despite considerable research that affirms the benefits of racial, ethnic, and gender diversity for both majority and historically underrepresented persons within organizations and for those for whom the organization serves. Given our departmental responsibilities for preparing persons for school or collegiate level administrative leadership, then, it is important that these kinds of diversity at a minimum be reflected in our faculty, staff, and students. To this end, the Department of Educational Leadership, Administration, and Foundations affirms the following value statements around the issue of diversity:

1. The recruitment and retention of underrepresented students, faculty, and department advisory board members within our administrative and academic fields are important.
2. Curriculum, course content and instructional pedagogy that is inclusive of diversity benefits historically represented and underrepresented students as well as the faculty member that initiates such efforts.
3. Intentional and purposeful efforts at including diverse issues and topics in our curriculum, course content, and instructional pedagogy is necessary irrespective of how diverse our students are.
4. Faculty hiring searches should be intentional and purposeful at diversifying the candidate pool but also should be intentional and purposeful at planning and executing a search and screen process in order to maximize the chances of making a historically underrepresented faculty hire.
5. Intentional and purposeful faculty recruitment efforts that lead to an historically underrepresented faculty hire should be matched with careful planning, discussion, and initiation of the kind of environment that supports their retention.
6. Developing multicultural awareness, knowledge, and skill competence among our faculty, staff, departmental affiliates (e.g., adjuncts, advisory board) and students is important and must be purposeful and ongoing.
7. Tenure, promotion, pay for performance, and annual review evaluations should include consideration of an individual's efforts at developing multicultural competence in their teaching, scholarship, and/or service with documented evidence represented in their portfolio.
8. Departmental office and commons physical spaces should project a message of inclusivity.
9. Departmental assessment efforts in the area of diversity should align with the expectations of our accrediting agents.

10. Effort at diversifying our faculty, staff, and students and developing multicultural competency is an ongoing improvement process rather than an “end state” that is achieved.

Statement of Discrimination, Sexual Harassment, and Sexual Misconduct

Indiana State University [Policy 923](#) strictly prohibits discrimination on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes in ISU programs and activities or that interferes with the educational or workplace environment.

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex, including sexual harassment. Sexual harassment includes quid pro quo harassment, unwelcome verbal or physical conduct, sexual assault, dating violence, domestic violence, and stalking.

If you witness or experience any forms of the above discrimination, you may report to:

Office: Equal Opportunity & Title IX; (812) 237-8954; Rankin Hall, Room 426
Email: ISU-equalopportunity-titleix@mail.indstate.edu
Online: https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=10

Disclosures made to the following confidential campus resources will not be reported to the Office of Equal Opportunity and Title IX:

ISU Student Counseling Center: (812) 237-3939; Gillum Hall, 2nd Floor
Victim Advocate: (812) 237-3829; HMSU 7th Floor
UAP Clinic/ISU Health Center: (812) 237-3883; 567 N. 5th Street

Sycamore Standard-Sycamore Care

Sycamore Standard: All members of Indiana State University will learn and apply essential life lessons related to: self-awareness, communication, civility and respect, integrity, forgiveness, patience and trust. As a member of Indiana State University:

- *I will practice personal responsibility and academic integrity;*
- *I will aspire towards truth and learning;*
- *I will foster an environment conducive to mine and other's health, wellness, and safety;*
- *I will avoid acts that promote intolerance of individuals or groups;*
- *I will conduct myself in a manner that brings honor to me and the University community;*
and
- *I will discourage behaviors by others that are differing to these standards and expectations of the Code of Student Conduct.*

Awareness of the common good leads us to make individual choices in light of how they affect, or may affect, other people and the ISU community as a whole. Accepting certain social conditions allows people, either as groups or individuals, to reach their full holistic development.

Adopted by SGA in 2002; Adapted Policy Review Committee 2013

Sycamores Care: At Indiana State, we care for your overall well-being. We want to help you get the care, referrals, and answers you need to ensure your success. Family members, fellow students, faculty, staff, and employers can make a referral to Sycamores Care. You may refer yourself too. You can make a referral through the [Sycamores Care Referral Form](#), emailing ISU-DeanOfStudents@mail.indstate.edu, or by calling **812-237-3829**. HMSU Room 808. Sycamores Care <https://www.indstate.edu/student-affairs/sycamores-care>

Technology Requirements and Help

For this course, you will need access to a reliable computer with high-speed internet access. Your computer should meet [Indiana State's Laptop MINIMUM Hardware Specifications](#). It is recommended that you do not log into [Blackboard](#) through the MyISU Portal; if you do, your access may get timed out, and you will likely lose some of your work!

For additional technology requirements, computer skills, recommended software, privacy policies, accessibility statements, and free software information, please visit the [Technology Requirements](#) page on [Indiana State Online's website](#).

Laptop/Device Required for Course

For the purposes of this course, it will be assumed that you are in compliance with the mandatory laptop/device policy of the University. You will be expected to bring your laptop/device and be ready to use it for every class period. Usage of the laptop/device must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct.

Americans with Disabilities Act Policy

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2700 and the office is located in 1st floor Normal Hall.

The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Grading for EDLR 758-Principal Internship

TIME

The intern will average approximately 10 hours per week of administration experiences at a local school. This time may vary from week to week. We encourage interns to get a variety of experiences rather than become tied to one task throughout the year, i.e. bus duty.

WEEKLY REFLECTIVE JOURNALS

Content and format of journals are to be determined between the intern and the university supervisor and will be discussed during the summer orientation meeting. A copy of the written journal may be given to the mentor upon request. It is possible that the intern-mentor relationship may devolve into a precarious situation, therefore some annotations may be required.

The weekly journals are confidential communications between the intern, the mentor, and the university supervisor. The weekly journals should also reflect the Weekly Log of Activities. It is recognized that some information about school personnel, which may be included within the report, must be kept in confidence.

The format for the list of intern activities is shown in Appendix B of the Handbook along with suggested activities. It is suggested that interns keep a record of the activities in the PRINCIPAL INTERN ACTIVITIES WEEKLY LOG (Appendix B) in conjunction with the WEEKLY REFLECTIVE JOURNALS. The interns' university supervisor will set the due dates and times for the weekly journals.

GRADE

The final grade for each semester of EDLR 758 will be determined by the university supervisor and will take into consideration the quality of performance in each area previously listed in sections 1 through 4 along with an assessment of the intern's professional disposition.

LONG TERM ACTION RESEARCH PROJECT

During the internship, in addition to the daily activities, interns undertake one major action research project that will help a school wide issue at the host school of their internship.

Grading for EDLR 793-Principal Internship Saturday Seminars

A total of 90 contact hours are required for the Saturday and regional seminars.

SATURDAY SEMINARS

Each of the monthly seminars will consist of a minimum of seven hours of contact time, 9am – 4pm. ON-CAMPUS MEETINGS TO BE DETERMINED-PER ISU GUIDELINES.

2022-2023 PRINCIPAL INTERN CAMPUS SEMINAR SCHEDULE

DATE	PLACE	PROGRAM
August 20, 2022 (Saturday) 1:30-4:30	Bayh College of Education Room 325	Orientation-AR Ideas & Goal Statements & Mini-Panel Schedule Intern Visits-bring calendars Intern Panel
September 17, 2022 (Saturday) 9:00-4:00	Virtual-Zoom	Action Research Overview-AR Focus Groups Current State Updates-Tim McRoberts (1:30-3:00pm)
October 15, 2022 (Saturday) 9:00-4:00	Virtual-Zoom	Assistant Principal Smorgasboard-Dr. Dan Peo (9:30-11:00am) Targeted Approach-Colleen Bergren (1:30-3:00pm)
November 13, 2021 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Exam Review & Practice Intern Panel-BJM
December 5, 2022 (Saturday) 9:00-4:00	Virtual-Zoom	Data & Accountability-Rod Hite (9:30-11:00am) School Finance & Budget-Tom Keeley (1:30-3:00pm)
January 14, 2023 (Saturday) 9:00-4:00	Virtual-Zoom	Social & Emotional Learners-Abby Jones & Megan Kirk (9:30-11:00am) APPLY FOR GRADUATION!
February 11, 2023 (Saturday) 9:00-4:00	Bayh College of Education Room 325	IASP Principal of the Year-Dr. Stephens (9:30-11:00am) Professional Development Presentations-Interns (1:30-3:00pm)
March 19, 2022 (Friday) 9:00-4:00		NO CLASS VIRTUAL INTERVIEWS ASSIGNMENTS
April 15, 2023 (Saturday) 9:00-4:00	Bayh College of Education Room 325	Teacher Self-care-Kathi Asbell (9:30-11:00am)

		Intern Evaluation and Presentation of Long-Term Action Research Projects Licensure, Next Steps-Celebration!!
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The university supervisor will determine the final grade for EDLR 793. Attendance at all seminars as an active participant is required. Principal interns must inform the university supervisor if they are going to miss a seminar due to unforeseen circumstances. An intern will be required to complete make-up work for any seminar missed. The university supervisor will be responsible for determining the nature of this work. The intern's grade for EDLR 793 may be reduced as a result of missing a seminar. That decision will be made based on the quality of the make-up work and the nature of the reason for missing. Completion of any assignments required within the context of the Saturday or regional seminars is mandatory. **Any absence will result in the submission of a 5-page paper (approximately 2500 words) focusing on the content of the seminar missed. Submissions might include current literature and study findings, or face-to-face interviews. To be submitted within two weeks of the absence.**

Class participation will be assessed for appropriate involvement – e.g., initiating discussion, responding to questions/issues, etc. Learners are expected to attend/view all classes and participate actively in class discussions and activities. Everyone is expected to contribute to discussion.

Graded Course Work in Alignment with Accreditation/Licensing Standards

Coursework for EDLR 758/793 will be graded, in part, referencing and evaluating specific Indiana Standards for School Leader – Building Level, and the National Educational Leadership Preparation (NELP) Standards. Mastery of standards is critical for any school leader. Students are encouraged to study assignment rubrics very carefully to ensure that they are evidencing their mastery of rubric-specific components that best reflect their competencies as leaders-in-training.

Indiana’s Content Standards for Educators – School Leader-Building Level are presented to educators in a different format than the National Policy Board for Educational Administration’s NELP Standards; however, the Indiana State Department of Education has aligned key Standard Elements to its own Content Standards.

<p>NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community</p> <p>ISTE 2a. IN 2.1 cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision</p>
<p>NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p> <p>ISTE 2c. IN 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts</p>
<p>NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.</p> <p>IN 1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance</p> <p>1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth</p>
<p>NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>ISTE 3c. IN 4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)</p>
<p>NELP Component 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships to cultivate ethical behavior in others.</p> <p>ISTE 3d. IN 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others</p>
<p>NELP Component 3.1: Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture</p> <p>IN 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation</p>
<p>NELP Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to resources, technologies, and opportunities that support the educational success and well-being of each student</p> <p>ISTE 2b. 5a. IN 5.4 implementing systems to promote and enforce individual accountability for results</p>

<p>NELP Component 3.3: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</p> <p>ISTE 3b. IN 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports</p>	
<p>NELP Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula, programs, and other supports for academic and nonacademic student programs</p> <p>ISTE 6a. IN 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable</p>	
<p>NELP Component 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and nonacademic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and nonacademic systems.</p> <p>ISTE 1a. 6b. IN 5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented</p>	
<p>NELP Component 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.</p> <p>ISTE 4b. 5c. 6d. 7a. 7b. IN 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students 6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals</p>	
<p>NELP Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner</p> <p>ISTE 5b. 6c. IN 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research supported best practices regarding curriculum, instruction, and assessment 6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization</p>	ISTE
<p>NELP Component 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>ISTE 4c. IN 5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning</p>	

NELP Component 5.2: Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. **ISTE 3a. 4d.**
IN 3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement
5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. **ISTE 3a.**
IN 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center
4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)
4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change
4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
IN 6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

NELP Component 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development **ISTE 1c.**
IN 3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results
6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant

NELP Component 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being

IN 4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence 6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

NELP Component 7.1: Program Completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff

IN 1.1 recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission

1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers

1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements

Internship Handbook

Internship Handbook and Internship Expectations will be discussed during the August Orientation Seminar Meeting and can be found on the EDLR website:

<https://www.indstate.edu/education/edlr/k-12-building-and-district-administration/post-masters-programs-non-degree-licensi-4>

Technology Requirements and Help

For this course, you will need access to a reliable computer with high-speed internet access. Your computer should meet [Indiana State's Laptop MINIMUM Hardware Specifications](#). It is recommended that you do not log into [Blackboard](#) through the MyISU Portal; if you do, your access may get timed out, and you will likely lose some of your work!

For additional technology requirements, computer skills, recommended software, and free software information, please visit the [Technology Requirements](#) page on [Indiana State Online's website](#).

For this course you will also need:

- Webcam (often built into your laptop; otherwise can be purchased online at numerous retailers for \$10-20)
- Noise-Cancelling Headset (can be purchased online at numerous retailers for around \$20)
- Video recording program (available free of charge, as described in [recommended software](#))

For course-related **Blackboard Tech Support**, please contact Instructional Tools (isu-blackboard-support@mail.indstate.edu, 812-237-7000) or refer to the [Blackboard Tech Support](#) button in Blackboard.

Course Policies

1. **Be Responsible:** Our goal is for you to excel in this class and to develop the skills necessary to succeed in your chosen career. However, **you have the major responsibility for doing well**. You are expected to study carefully all reading materials and the feedback returned to you and to participate in group and class activities. Also, you are expected to ask questions and or/schedule individual appointments with us if you have any questions.
2. **Be Active:** Participate! This is an active community of learners; passively completing the course materials is not enough to ensure success in this course. You are therefore expected to **log into Blackboard at least three times a week and check your Indiana**

State email at least every other day (at <http://webmail.indstate.edu> or via Outlook) in order to stay current with course updates. Additionally, responding to discussion boards, blogs, wikis, and other coursework on time will help ensure the best possible outcomes.

3. **Be Committed:** Time-management is crucial in online courses. As an online class, this course is as rigorous and demanding as a face-to-face class. For this course, as [per Indiana State Distance Education Guidelines](#), you should be willing and able to commit about **6 to 8 hours per week**. If you are new to distance education, you should expect your distance course to take more time than you would typically spend in a traditional classroom setting.
4. **Be Credible:** Follow the required **formatting** for all coursework:
 - a. **Submit** all written work using Microsoft Word (downloadable at <http://downloads.indstate.edu/>).
 - b. **Use APA 7th edition style formatting** and citations. For more information on APA, please refer to [Purdue's Online Writing Lab \(OWL\)](#) or contact the Math and Writing Center.
5. **Be Prompt:** Turn in all work on time. Work turned in after the posted due date and time is considered late. **Late work on projects and class activities will not be accepted.** It is always possible to submit an assignment before the due date. Always make backup copies of your work in the event of a computer problem, as technical issues are not a valid excuse for late work. Weekly discussion boards, quizzes, and other activities will only be available during the pertaining week, and make-up work is not permitted. Extensions for papers are granted only in exceptional circumstances and must be made in advance. The decision to accept a late paper is at the instructor's discretion. Inform the instructor of any difficult circumstances as soon as possible so that she can accommodate your situation.
6. **Be Kind: Be courteous and respectful** to your classmates and your instructor(s) through considerate **etiquette**. In this course, you are expected to comply with the [Sycamore Standard](#), which emphasizes respect, dignity, and integrity. In this course, that includes (but is not limited to):
 - a. Maintain a formal, respectful, civil, professional tone with all course communications to all course participants, including but not limited to journals, discussion boards, wikis, and emails.
 - b. Use Standard American English for all projects, posts, and emails. This means no text-speak.
 - c. Avoid derogatory language, obscenity, and hate speech.
 - d. Avoid the use of CAPS in writing, as this indicates shouting.

Consider applying these [Examples of Good Netiquette](#) to your online communications throughout the course. The [Indiana State Code of Student Conduct](#) grants instructors authority to maintain classroom discipline, including asking disruptive students to leave the classroom, and this includes the digital classroom.

Communication Policies

Please use the following guidelines when communicating with me:

- As per the [Indiana State University Handbook](#), emails must be sent **using your Indiana State email account**. Student emails that are sent using non-ISU accounts will not be opened.
- Before emailing or calling, please **consult the Syllabus, Blackboard site, textbook, and other available resources**. You will find many answers among the sources provided.
- We are here to support your learning journey. However, please understand that we are not on-call 24/7. We will **answer emails in 2 business days**; inquiries are not likely to be answered during the weekend or on holidays. Please do not expect us to return your email at 10 p.m.; just because you work late, does not mean that we will be available then.
- **ALL emails must contain the following information:**
 1. SUBJECT LINE: Class – Topic (e.g. EDLR 758/793)
 2. BODY OF EMAIL:
 - BEGINNING: A formal, professional, appropriate salutation (e.g. Dear Dr. Stewart,)
 - BODY: A brief introduction to your concern, question, or situation as well as a clear request regarding the purpose of your communication; be sure to adhere to etiquette expectations (as described above)
 - ENDING: A formal, respectful, appropriate closure and signature (Sincerely, With Kind Regards, etc. as well as your name)
- The easiest and most efficient way to get ahold of us is email; however, if you choose to call, **voicemails** to our office phones will be returned within 2 business days.
- You may also reach out to us by phone or by scheduling an appointment for a Zoom videoconferencing session.

Grades

Your success is important to us, and we will do our best to support you in your learning journey. However, keep in mind that *you* have the major responsibility for your learning, which means **you earn the grade** you receive based on your performance. While grades are non-negotiable, if you spot a discrepancy in My Grades, please inform us as soon as possible. The following scale will be used to determine grades in this course:

A+	97-100%	C+	77-79%
A	93-96%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86 %D		63-66%
B-	80-82%	D-	60-62%
		F	0-59%

You can expect to receive grades (and feedback) on each task within 2 weeks of the due date.

You can also **set up your Blackboard notifications** so that you receive automatic emails whenever a new announcement or grade/feedback is posted in the course. To do so, follow the steps posted below or on the Start Here page. Be sure to turn on emails for

"Announcement Available" and "Item Graded" for this course. You are welcome to adjust other settings as desired.

Instructions on how to change the notification settings in Blackboard:

1. Log in to Blackboard.
2. At the top right corner of the window, where the logout button is, click on the drop-down arrow located next to your name.
3. Once the drop-down menu is displayed, click on the icon that looks like an alarm clock to the left of the Global Navigation Menu. You should now be on the "Updates" page.
4. At the top right of the "Updates" page, click on the Show/Hide Notifications icon that looks like a wheel.
5. Click on the "View Notifications Setting" option at the bottom of the panel that opened up.
6. Under the "Edit Individual Course Settings" header, click on the name of course for which you want to modify the notification settings.
7. You will see various options for which you can receive notifications. Make your choices by placing a check mark into each desired notification option and click "Submit."

Again, be sure to turn on emails for "Announcement Available" and "Item Graded" for this course. You are welcome to adjust other settings as desired. Note: If you do not adjust your settings, you will not receive emails when a new announcement is posted!

An incomplete grade (IN) may be given only at the end of a semester to those students whose work is passing but who have left unfinished a small amount of work--for instance, a final examination, a paper, or a term project, which may be completed without further class attendance. This policy can be viewed at:

<http://www2.indstate.edu/resources/academicaffairs/grading.htm>

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they

deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Academic Integrity, Plagiarism, and Citing Sources

Academic integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The [Student Guide to Academic Integrity](#) describes appropriate academic conduct in research, writing, assessment, and ethics.

The following behaviors are *some examples of academic dishonesty*:

- Cheating (e.g. use of cheat sheets, unauthorized material, resources, or people etc.)
- Obtaining a copy of a test before it is given
- Taking an exam for another student or having someone else take an exam for you
- Working together with other individuals without the consent of the instructor to complete course work, such as exams, projects, and papers
- Copying (with or without another person's knowledge) and claiming it as one's own work
- Doing assignments for someone else
- “Recycling a Paper”: Submitting the same or modified paper you wrote for a different course for this course without the consent of the instructor (multiple submissions)
- Paying someone to write a paper to submit under one's own name or writing a paper for someone else
- Paraphrasing a source without citing the source
- Copying and pasting text from a source without quotations and citation of source
- Including items on a list of references that were not used.
- Using in-text citations for sources not used in the paper.
- Forging or altering an official document.

Academic dishonesty is not tolerated at Indiana State. The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Judicial Programs to face formal conduct charges. **Students found in violation may be suspended or expelled and can have a permanent notation affixed to their official transcript indicating that an academic integrity violation occurred.**

If you commit academic dishonesty in this class, you will fail the class, and the case will be reported to Student Judiciary.

For this course you will be using **APA 7th edition style citations**. Generally, the following principles apply:

1. All **quotes, summaries, paraphrases**, and facts must have two types of documentation. The first is a **parenthetical or in-text citation** inserted in the text where the referenced content appears. The second is a bibliographic entry on a **References** page at the end of the paper.

2. Anything **cited word-for-word** is a quote and must appear in **quotation marks**. The citation for a quotation must also include **page numbers** (when available).

You will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. A great resource to help you avoid plagiarism is the [Plagiarism Tutorial](#) offered by Indiana State's Cunningham Memorial Library.

Accessibility

Indiana State University recognizes that students with disabilities may have special needs that must be met to give them equal access to college programs and facilities. If you need course adaptations or accommodations because of a disability, please contact us as soon as possible in a confidential setting either after class or in my office. All conversations regarding your disability will be kept in strict confidence. [Indiana State University's Student Support Services \(SSS\)](#) office coordinates services for students with disabilities: documentation of a disability needs to be on file in that office before any accommodations can be provided. Student Support Services is located on the lower level of **Normal Hall** in the Center for Student Success and can be contacted at **812-237-2700**, or you can visit the ISU website under A-Z, Disability Student Services and submit a Contact Form. Appointments to discuss accommodations with SSS staff are encouraged.

Once a faculty member is notified by Student Support Services that a student is qualified to receive academic accommodations, a faculty member is obligated to provide or allow a [reasonable classroom accommodation under ADA](#).

