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American Public University System
The Ultimate Advantage is an Educated Mind

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<th>Education</th>
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<tr>
<td>EDUC680</td>
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<tr>
<td>Principal Internship</td>
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<tr>
<td>Credit Hours = 3</td>
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Length of Course = 16 weeks – No 8-week option

(Prerequisites: This is an internship capstone course required for state certification. Students must complete the M.Ed. in Educational Leadership course curriculum prior to their internship. A background check and proof of liability insurance is required for registration.)

Course Description (Catalog)

This is an internship course where students intern as a school principal in K - 12 schools under the direct supervision of qualified professionals. During this 150-hour internship the intern student will work in both an elementary and secondary school setting to develop professional skills related to supervision and demonstrate mastery of the essential skills required by school principals as identified by the Educational Leadership Constituent Council (ELCC) Standards. Interns are placed under the supervision and coaching of an APUS faculty member and an onsite certified school principal.

Prerequisites: This is an internship capstone course required for state certification. Students must complete the M.Ed. in Educational Leadership course curriculum prior to their internship. A background check and proof of liability insurance is required for registration.

Course Scope

This internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in the ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. The first week of the class will be spent as an orientation in the APUS online classroom experience in conjunction with your APUS supervisor to include dialog with your site supervisor/s. As a part of this course the student is required to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders, actively participate in the full range of school meetings and functions, and to keep a journal of activities.

Course Objectives

Upon successful completion of the internship, the student will be able to:

1. Express him/herself clearly and concisely in daily interactions with teachers,
school staff, family members, and other professionals.

2. Lead discussions, apply policy and make decisions of the type those serving as school principals make.

3. Participate in interdisciplinary team meetings and conferences.

4. Apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

5. Apply skills and knowledge articulated in the ELCC standards as well as state and local standards for educational leaders.

6. Apply rights of privacy, confidentiality, and informed consent in daily actions.

7. Network with appropriate community organizations such as social service groups and local businesses and advocate for education and school support with members of the social service system.

8. Speak appropriate jargon and participate in professional dialog.

9. Structure and conduct daily activities with active listening and apply appropriate leadership techniques (including time and stress management) to engage others and to build and maintain rapport.

10. Modify approaches and techniques to meet multicultural needs at the appropriate times using appropriate interventions.

11. Demonstrate punctuality, dependability, a sincere work ethic, and professional demeanor.

### National Standard Course Alignment

#### ELCC Standards

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

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

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

#### ISTE National Educational Technology Standards for Administrators
1. Visionary Leadership: Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support for transformation throughout the organization.

2. Digital Age Learning Culture: Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

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

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

5. Digital Citizenship: Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

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**Course Delivery Method**

This course is delivered in a field setting under the supervision of a site supervisor and an APUS university supervisor.

**Course Materials**


**Recommended Textbook for the degree program:**

In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the *Publication manual of the American Psychological Association* (Currently 6th Ed.) if you have not previously purchased this resource.

**Evaluation Procedures**

This is a field experience internship course, and as such, grades are entirely based on skills and attitude displayed during student teaching. Students must receive a grade of “B” or better to successfully complete this internship.

**Methods of Evaluation**

1. Direct observation by site supervisor and review of weekly course assignments by APUS supervisor
2. Student self-evaluation
3. Reflective journaling

As part of this 150-hour internship interns should gradually assume increased responsibilities in their assigned school(s) for a total 150 hours which may include: collect, interpret, and analyze school data; organize and lead parent and teacher focus groups; provide group, family, parent, and/or teacher consultations; present a
multimedia report to a community forum, parents, or teachers at a school; conduct a
cost-benefit analysis of a school or district instructional improvement plan;
development and presentation of a plan recommending alignment of social service
agency programs with school improvement needs; identifying examples of integrity,
fairness, and ethical behavior; and participation in a simulated public debate about
institutional educational practices. The intern, cooperating site supervisor and APUS
supervisor should make the decision about an appropriate timeline for this to occur.
Typically, the intern will begin assuming responsibilities by the start of the second week
of placement, and gradually assume more responsibilities. This may vary depending on
the circumstances.

Course Outline

Course Requirements

A. General Expectations
These guidelines have been developed by the APUS Professional Education Unit (in
accordance with ELCC standards) and provide information to the intern student, site
supervisor, and the APUS supervisor. The expectations of the site supervisor, student,
and APUS supervisor are as follows:

B. Responsibilities of the APUS student

1) Intern at approved schools for a minimum of 16 weeks and/or 150 hours. This is not
required to be full time and hours should take place at a variety of times throughout
the day (both during the school day and outside of the time children are on campus).
2) Obtain Liability insurance: Obtain professional liability insurance prior to your
internship (due the first week of class). Provide a copy of your insurance (insurance
card from ACA or ASCA) to your APUS supervisor.
3) Display proper attendance, punctuality, and dress/grooming suitable for a principal.
4) Adhere to professional standards.
5) Complete required activities and assignments listed on the course syllabus.
   a) Required responsibilities:
      i) Lead, facilitate, and become able to make decisions typical of those made by
         educational leaders.
      ii) Classroom observation and guidance to teachers
      iii) Small group meetings
      iv) Dialogue with parents and staff
      v) Discussions of challenges and progress with site supervisor
      vi) Keeping and uploading into your online classroom (weekly) a journal (see
          note 1 below) that describes your activities, problems, initial observations,
          impression, and a discussion of your method for measuring progress.
      vii) Focus on obtaining experiences for each ELCC standard.
   b) Suggested activities as the site supervisor deems appropriate, for example:
      i) Consulting with other professionals.
      ii) Participating in assessment team meetings.
      iii) Write a vision statement for a school or district, share it with the executive
          team in the central office or with a site-based management team, and
          demonstrate how stakeholders were involved in the development.
      iv) Gaining awareness of the organizational structure and political climate within
          the school building and district.
      v) Attending district and staff meetings
   c) Other activities as outlined in the course syllabus.

Note 1: The daily journal will be kept by the intern noting behavioral observations,
activities, examples of leadership, and affective responses. The journal must be up
to date and available for review by the university supervisor as requested. This
journal will be part of the intern’s field experience notebook that will contain the
following tabbed sections:
a. General school information
b. Site supervisor information (name, phone number, etc.)
c. Daily activities report where you document all leadership related activities (community contacts, group work, guidance curriculum, supervision, indirect services, etc.). Logs will be uploaded into your APUS online classroom for review by your APUS supervisor each Monday.

C. Responsibilities of the site supervisor (both elementary and secondary level)

1) In addition to providing opportunities for the intern student to become familiar with the placement site, the site supervisor responsibilities include setting the pace, tone and direction for the internship. Required responsibilities:
   a) Complete the site supervisor agreement before supervising APUS interns
   b) Critiquing and providing feedback on intern progress and performance
   c) Role modeling
   d) Sharing of experiences
   e) Serving as a sounding board
   f) Be a certified school principal

2) Activities coached by the site supervisor include, for example:
   a) Communication skills applied to teachers, parents, or other professionals
   b) Results-oriented behavior
   c) Level and quality of participating in child study or assessment team meetings
   d) Gaining awareness of the organizational structure and political climate within the school building and district
   e) Interaction at various meetings

3) Regularly meet with the intern student to discuss progress and activities.
4) At the end-of-internship session, complete an evaluation of the intern student and discuss the intern student’s performance with the intern and the APUS supervisor.
5) If issues arise during the internship experience, address these concerns with the intern immediately. If it is not possible to resolve the issue, then it is expected that the APUS supervisor will be notified.

D. Responsibilities of the APUS supervisor

1. Dialog with the site supervisor and APUS intern on a regular basis.
2. Work with the site supervisor to provide the best possible learning/developmental experience for the APUS intern.
3. Resolve any issues that arise regarding the intern’s performance.
4. Complete an end of internship evaluation
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<tr>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tr>
<td>Introduction to the principal internship</td>
<td>Delineate key aspects of the internship. Explain the requirements for completing the principal internship. Identify the priorities of your placement school(s). Describe the structure and organization of the placement site schools. Complete pre-assessment tools.</td>
<td>Internship Text: Step One</td>
<td>Complete self-assessments 1.2, 1.4 and identify personal goals based on these tools. Make contact with your campus supervisor and discuss self-assessment results. Make school specific goals that align with your personal goals. Submit 1.4, 1.6 and 1.7 from the text. On 1.4 please scan and submit page 22. Section 1.6 and 1.7 are word documents. In 1.6 and 1.7 please use language specific to the self-assessments.</td>
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<td>Self Assessment of leadership skills and professional standard knowledge</td>
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<td>Review the National and ELCC Standards</td>
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<tr>
<td>Creating an Internship Plan to Guide Learning Experience</td>
<td>Describe your school site policies and procedures and gain insight into the operation of a school not readily apparent from a pure university classroom experience. Complete an internship plan with your site supervisor. Align the ISTE technology standards with the ELCC national standards.</td>
<td>Internship Text: Step Two</td>
<td>Weekly – upload your journal entry to your classroom. Be sure to include observed differences between theoretical practice and conclusions that go beyond your prior learning. Using the materials in Step Two, submit section 2.7 as the plan that you and your supervisor create together. Make sure you identify all areas from the text and that the needs of the school are balanced with your personal leadership growth areas. We use an e-portfolio system so you are not required to keep a paper portfolio in addition to your submissions. Submit a campus profile. Submit an ELCC/ISTE NETA alignment chart.</td>
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**Requirements by Week**
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<tr>
<th>Intership Experience Log</th>
<th>Reflective Writing</th>
<th>Interviewing</th>
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<tr>
<td>Complete Internship Plan as created in Week 2 (minor changes may be made with site and university supervisor approval.)</td>
<td>Complete reflective writing activities to apply reflective practice to leadership experiences.</td>
<td>Interview 12 school or district leaders (are not required to have positions specified as leadership, but must have leadership responsibilities in their particular area). Complete 12 Major Skills assignments to show understanding of leadership dispositions.</td>
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**Activity Log:**
- Weekly: upload your journal entry in your classroom. Be sure to include observed differences between theoretical practice and conclusions that go beyond your prior learning. Make sure to follow the suggestions in Section 3.3 (you will be assessed on following these instructions rather than on topics discussed).
- Interviews: Using Section 3.1, select one person per week to interview. Make sure you do not interview more than one person in a specific position (i.e. one classroom teacher, one librarian, etc.). Upload these interviews weekly.
- 12 Major Skills: Using Section 3.2, choose one major skill per week to analyze and submit the analysis questions from the major skill. You should match the skill area with your internship activities for the week to learn from the experiences and readings. These are submitted as Word documents.
- Activity Log: Submit your activity log weekly. Must show activities, time spent in each activity, and the corresponding ELCC standard. Every ELCC standard must be covered in at least one activity.
- Meetings: There must be at least two meetings scheduled by the intern with the site and university supervisors to review the progress of the internship.

**Intership Text:**
- Section 3: Complete Section 3. Compile and submit one word document that includes all reflection activities submitted. In the final submission, include an overall reflection of the learning process and future goals you would like to accomplish (based on standards)- Activity 3.6/4.2
- Complete activities 3.4 (Extension activities) and 3.7 (Log).
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<tr>
<th>Submit final assessments (self and mentor)</th>
<th>Complete final assessments. Submit final documents</th>
<th>Intership Text: Section 4</th>
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<td>Submit work for 4.1, 4.3, 4.5, 4.6, 4.7, and 4.8. You should have completed all internship hours and submitted the last week. This week is all personal reflection. Schedule a meeting with site supervisor and university supervisor and student to discuss final evaluation of internship experience. Site Supervisor should complete the final evaluation form from the Handbook.</td>
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