

# **CI 6319 PRACTICUM IN SCHOOL ADMINISTRATION**

**AN INTERNSHIP PROGRAM IN SCHOOL ADMINISTRATION**

**College of Education  
Department of Curriculum and Instruction  
Angelo State University**

## **PLEASE READ THIS PAGE COMPLETELY!!**

### **Foreword to Intern**

#### **Introduction**

Whenever the term "internship" is used, it refers to the course Curriculum & Instruction 6319 (Practicum in School Administration.) The term "intern" refers to the student registered for CI 6319.

This course is graded as **PASS/FAIL**. **80%** is required to receive a **PASS**. Interns will be graded on completeness and quality of assignments, as well as, observation by the field supervisors and university supervisor.

#### **Application Instructions**

Please read all the material in this packet. It gives an overview of the program and explains the requirements and procedures for the internship (pgs. 1 – 10). Keep this material and bring it to the first meeting. Additional copies of page 10 will be available at the first meeting.

When ready to apply for the internship, take off the application form (pgs. 11 & 12), complete it and submit it to the Department of Curriculum & Instruction for processing. The university supervisor will review the application and approve or disapprove it. Please fill out the application completely.

Once the application is approved, the Department of Curriculum & Instruction will register the interns for CI 6319. A letter will be mailed to each intern describing when the first meeting will be held and any tasks that need to be completed prior to the first meeting.

Page 13 of the packet asks for the specifics of your assignments, Please complete this form and return it at the first meeting of the semester. **(SAISD interns will be assigned by the personnel office)**

In addition, the intern must bring a letter from the superintendent or appropriate assistant superintendent on school letterhead giving permission to complete the practicum in the district. **(SAISD interns do not need to bring this letter. The personnel office will send me a letter with the names of the students completing the practicum in San Angelo)**

**Department of Curriculum and Instruction**  
**College of Education**  
**Angelo State University**  
**THE INTERNSHIP PROGRAM IN SCHOOL ADMINISTRATION**

The Department of Curriculum & Instruction maintains an internship program as a part of the professional program for the preparation of principals. The concept of the internship in educational administration is similar to that found in other professional fields. Its basic function is to enable the intern who is an almost fully-trained practitioner to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a fully-trained and experienced field supervisor and university supervisor.

To implement the above, the Department's Internship Program has four **(4)** primary objectives:

1. To provide the intern with a practical experience in the day-to-day administration and operation of educational institutions.
2. To enable the intern to carry out major responsibilities requiring skillful and tactful leadership with the guidance and advice of the field supervisor and of the University supervisor.
3. To stimulate the intern to expand and improve his/her knowledge of concepts and research in administration.
4. To encourage and assist staff members to maintain and increase their knowledge of contemporary educational problems and administrative practices.

Operationally, it is expected that the intern will participate responsibly in the performance of a broad range of administrative tasks. In addition, he/she should be given sole leadership responsibility in a specific area, preferably in the area in which the intern expects to function in a subsequent administrative assignment.

The internship in administration denotes an experience in the field to provide, depending upon the background of the student, an opportunity:

1. To enhance his professional preparation through first-hand supervised experiences, particularly if he/she has limited administrative experience.
2. To enlarge his/her experience in a variety of administrative areas, if the intern has had administrative experience in a limited area,
3. To explore his/her interests and capability for the field of school administration.
4. To move into a new area of administration from a specific or more limited experience.

## PROCEDURE FOR ASSIGNMENT

- Step 1: Each candidate will complete an application form for placement in the internship program. This should be done in the semester prior to the semester in which the intern wishes to be placed. The internship will begin in the last long semester before graduation.
- Step 2: The candidate will be counseled by the university supervisor for the principal preparation program to determine an appropriate program for his/her internship. The program will include experiences at three levels: elementary schools, secondary schools, and central office. The minimum time spent in the internship will be **20 hours at each level**.
- Step 3: Scheduling for the candidate will be completed by designated personnel from the cooperating school and the university after steps 1 and 2 have been completed.
- Step 4: The candidate will begin his/her experiences according to the schedule and will continue to work with the university supervisor concerning progress, evaluation, and completion of the internship.

## **The Internship Log and Evaluation Report**

It is the responsibility of the intern to keep a record of daily activities and to write reports concerning the evaluation of his activities. This document will serve as an aid to the intern in preparing to fulfill these responsibilities.

### **The Internship Log**

The objectives of the Internship Log are:

1. To provide a record of the day-to-day activities of the intern.
2. To describe briefly the activities of other persons (students, teachers, administrators, parents, etc.) when those activities have an important bearing on the intern's experiences.
3. To provide a starting point for discussions between the intern, field supervisor, and university supervisor.
4. To aid the intern in analyzing how time is invested.
5. To provide a record of activities as data upon which the intern can evaluate activities.

In fulfilling the criteria, the intern will:

1. Make all entries objective.
2. Record all significant activities.
3. Keep the log up-to-date.
4. Make at least one entry for each day of the internship.
5. Attach copies of all materials developed.
6. Turn in the log to the university supervisor at the end of the semester.

**Format of the Log:**

Date: Week of October 4 – 8

Total hours: 6

Date	Hours	Code	Type of Activity
10/4/04	2:00-4:00	3-P-H	Met with math teachers to work on curriculum guide.
10/5/04	1:00-2:00	13-O-M	Sat in on principal-student conference concerning a serious disciplinary problem.
10/6/04	3:00-4:00	14-P-L	Helped principal tabulate teacher budget for next year.
10/7/04	2:00-4:00	5-P-M	Worked with principal on schedule changes for the fall.
10/8/04			NO ACTIVITY LOGGED

If the intern were involved in a valuable staff committee meeting on curriculum development, he would code the activity 3-P-H.

It is suggested that detailed notes be written on some of the activities at the time they occur so that the details are available when the semester report is written.

The log will be the basis for discussion between the intern, the field supervisor, and the university supervisor.

**The Evaluation Report**

At the end of each experience level, the intern will be expected to write a report of the internship activities. The report will be presented to the University supervisor.

The report should include:

- a. A brief resume of activities during the experience level completed.
- b. An analysis of the intern experiences in terms of both successes and failures.
- c. An assessment of the experiences during the semester together with recommendations on how the intern experience can be made more valuable in the future.

## Classification of Activities

It is suggested that the intern classify each of the activities entered in the log and that each activity be evaluated at the time the entry is made, A classification scheme is suggested here:

1. School organization and administration.
2. Superintendent-Principal-Middle Administrator relations
3. Curriculum planning and organization.
4. Supervision of instructional programs.
5. Scheduling.
6. Administration of professional personnel.
7. Management of non-professional personnel.
8. Performance based evaluation of personnel.
9. Administration of pupil-personnel services.
10. Administration of pupil accounting systems and records.
11. School-Community relations.
12. Supervision of Special Services and student activities.
13. Disciplinary problems and procedures with students.
14. Budgeting.
15. Planning and use of facilities.
16. Employment of school personnel.
17. Professional development for staff.

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Since the intern's responsibilities will vary, indicate the level of responsibility by using the code letter:

**O - observer**

**P - participant**

**S - individual responsibility**

The intern will also evaluate experiences the log is kept. The intern will code:

**L - low value experience**

**M - medium value experience**

**H - high value experience**

## Field Project by Intern

The intern can help improve the program of the school while gaining insight into the nature of problems with which will be faced later by making studies of problem areas of importance to the administrator and by planning appropriate activities.

For **each level of experience**, the intern should develop a proposal based upon predetermined goals with the assistance of the field supervisor. The proposal should be approved by the university supervisor. A written report of the field project at each level of experience will be turned in to the university supervisor for evaluation.

Examples of possible areas for research projects might be:

1. Survey available professional literature and recommend procedures for establishing or improving a professional library for teachers.
2. Develop an instrument to determine teachers' knowledge of school policies.
3. Make survey of students' attitudes regarding curriculum and instruction, making recommendations for improvement based upon the findings.
4. Develop a schedule of classes and room assignments for the next school year.
5. Survey the school plant and determine necessary alterations for a more innovative organizational design.
6. Develop plans for admitting, orienting, and assigning new pupils.
7. Make a study of the incidence and source of different types of discipline problems with recommendations for improvement.
8. Study problems relating to management of textbooks, supplies and equipment.
9. Study and plan procedures for in-service programs for teachers.
10. Study the school as it relates to the improvement of instruction and equal opportunity for all children.

## **EVALUATION**

Final evaluation of the intern in the course (CI 6319) will be in terms of PASS/FAIL to be assigned by the university supervisor. Factors to be considered in the evaluation are:

1. The field supervisor's evaluation form.
2. The University supervisor's evaluation.
3. The daily log.
4. The research projects.
5. Observation and conference by the university supervisor.

**EACH OF THE AREAS WILL BE 20% OF THE GRADE**

**ANGELO STATE UNIVERSITY  
EVALUATION REPORT BY: FIELD SUPERVISOR**

CURRICULUM & INSTRUCTION 6319 - Practicum in School Administration (Principal)

Intern's Name: \_\_\_\_\_ Place of Internship: \_\_\_\_\_

Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

This on-the-job experience requires a minimum of 20 clock hours of activities by the intern under the supervision of a successful practicing school principal or other administrator at each level of assignment. Please indicate the general areas of administrative experience that was provided for the intern while under your supervision. Do not check those areas where no experiences were provided.

**AREAS OF EXPERIENCE**

	Some experience	Much experience
1. School organization and administration		
2. Superintendent-Principal-Middle Administrator relations		
3. Curriculum planning and organization		
4. Scheduling		
5. Administration of professional personnel		
6. Management of non-professional personnel		
7. Supervision of instructional programs		
8. Performance based evaluation of personnel		
9. Administration of pupil-personnel services		
10. Administration of pupil accounting systems and records		
11. School-community relations		
12. Supervision of Special Services and student activities		
13. Disciplinary problems and procedures with students		
14. Budgeting		
15. Planning and use of facilities		
16. Employment of school personnel		
17. Professional development programs for staff		

**EVALUATION OF INTERN**

On a four point scale (1- poor, 2 - fair, 3 - good, 4 - excellent) I consider this intern's likelihood of success as a principal or other middle administrator to be:

**1** \_\_\_\_\_ **2** \_\_\_\_\_ **3** \_\_\_\_\_ **4** \_\_\_\_\_ Supervising Administrator: \_\_\_\_\_

Strong points:

Weak points:

Additional comment: (PLEASE USE BACK)