**K-12 Principal Internship  
ADMPS 2097  
Syllabus  
University of Pittsburgh  
School of Education**

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1. **Course Description and/or Rationale**

The goal of the PA Department of Education is to place a high-quality educational leader in every school and district to be change agents that improve student achievement. To accomplish this goal, the PA Department of Education is committed to aligning educational leadership certificate programs with what we know from research and best practices. Research shows that internships and field experiences are the primary vehicle toward delivering the ideal “job-embedded” experience. The requires that each candidate for an educational leadership certification in PA is linked with a school/district for 360 hours of university supervised and principal mentored internship/fieldwork experience over the 12 month lifecycle of the school. This syllabus reflects the 360 hours of internship and field experiences that are faculty supervised and principal mentored. Mentors are from various geographical locations at all levels; elementary, middle and secondary.

1. **Mentor Principal**

Chapter 354 requires that mentors are trained by the preparing institution to assist, guide and evaluate the performance of the candidates within field placements. Mentors in the K-12 Principal certificate program are trained to assist, guide and evaluate candidates, certified in the area the are supervising, have three years of satisfactory experience, and recognized as high-quality educational leaders. Principals who are invited to be mentors are from various geographical locations at all levels; elementary, middle, and secondary. Based on the requirements of Chapter 354, mentor principals are trained to:

1. Understand the Core and Corollary Standards for School Leaders as well as the Special Education competencies and Sub-competencies for School Leaders
2. Assess K-12 principal candidates using the PA Standards for School Leaders and University guidelines.
3. Assist, guide and evaluate candidates and the certificate program.
4. **Materials**

Students are expected to read the following publications weekly and monthly publications:

**Journals**

1. *Education Week*- Subscribe at [www.edweek.org/ew/index.html](http://www.edweek.org/ew/index.html)
2. *Educational Leadership* - Published by the Association of Supervision and Curriculum Development at [www.ascd.org](http://www.ascd.org)
3. *Principal Leadership* - Published by National Association of Secondary School Principals at [www.nassp.org](http://www.nassp.org)
4. *Principal Magazine* - Published by the National Association of Elementary School Principals at [www.naesp.org](http://www.naesp.org)

**Book**

Marzano, R., Pickering, D.J., & Pollock, J.E. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. <http://shop.ascd.org/productdisplay.cfm?productid=101010>

**Websites**

PA Department of Education Website <https://www.education.pa.gov/> - Gain a deep understanding of PA Standards Aligned System. All readings are required. Understand the content of the materials and tools, including but not limited to:

1. Getting Results – PA Roadmap for Math and Reading <http://www.pasip.org/GR_home.asp>
2. Standards Aligned System – <http://www.portal.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237>
3. **Learning Opportunities**

Students are responsible for completing 360 hours of internship/fieldwork of the 12 month life cycle of the school year.

**Required**

**Internship**  
University instructor and on-site supervisors review candidates’ self-assessment of the Core and Corollary Standards, meet with candidates to determine appropriate placement based on their self-assessment and relevant professional experience in addition to considering geographic location. Mentor principals are selected based on having at least three years of experience as a principal, completing the mentor principal training, and being recognized as a successful principal. Each candidate has a minimum of two visits with the university on-site supervisor and the mentor principal. During the meetings, that last approximately 60 to 120 minutes, the university supervisor uses an interview protocol that includes a series of questions and descriptors regarding the candidate’s experiences, knowledge, leadership management skills, and dispositions. This is part of the interview process and contributes to the feedback to the candidate. After the meeting, the university supervisor and the mentor principal discuss the candidate’s strengths and needs. The candidate returns to the meeting to get the joint feedback and suggestions and strategies for improvement. These are written by the university supervisor and sent to the candidates and mentor principal.

**Two One-Day Intensive Experiences with Practicing Principals and Educational Leaders During Summer I and Summer II**

1. Understanding the broad role and responsibilities of the principal ***(8 hour internship)***. One-day intensive experience presented by practicing principal and educational leaders (Summer Term I) - Topics: “*so you want to be a principal”, multiple measures of data focused on student achievement, RTII/special education, strategic planning, budget/facilities/scheduling, PA Tools; school-wide discipline; principal’s roles and responsibilities in a large district/small district, alphabet soup (acronym sin the educational setting), understanding employee contracts*
2. Am I ready to be a principal? ***(8 hour internship)***One-day intensive experience presented by practicing principal and educational leaders (Summer Term II) – Topics: *case studies on data to improve student achievement, teacher evaluation using state forms, induction programs, role of the principal int eh district policy and procedures, role of the principal in interacting with School Board of Directors, creating balance in your professional/personal life, PDE Acts (45, 48 …)*

**Elementary AND Secondary School Internship Placement**

1. Summer Term I – 57 hour internship aligned to course content
2. Fall Term – 25 hour internship aligned to course content
3. Spring Term – 25 hour internship aligned to course content
4. Summer Term II – 57 hour internship aligned to course content

**Fieldwork Experiences and Professional Growth Experiences**

1. ***Fieldwork is defined as*** work undertaken outside the classroom focused on acquiring specific knowledge, skills and dispositions outside of the classroom in through direct contact and observation. The fieldwork is closely supervised by university faculty and practicing school leaders with this particular expertise.
2. ***Professional growth and development experiences are defined as*** targeted professional development that is offered to school leaders are learners. The candidates choose experiences from the menu of options below that are aligned with the PA Core and Corollary and Special Education Competencies and Sub-competencies for School Leaders. The candidates provide evidence of their understanding of the material from the professional development sessions by preparing podcasts, webinars, PPT, wikis or wikapedias for colleagues. These **activities demonstrate that the candidate learns timely information and dissemination the newly acquired knowledge and skills to colleagues.**

The fieldwork and professional growth and development experiences become artifacts in the candidate’s portfolio.

## Incomplete Grades

For this course, an “I” (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

## Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

## Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-­‐7890, [drsrecep@pitt.edu.](mailto:drsrecep@pitt.edu) (412) 228-­‐5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

**Inclement Weather Policy**Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes ***does not imply*** that the University is closed.

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD’s website: http://technology.pitt.edu/services/emergency-notification-service.

Any changes to normal University operations will be announced as early as possible through the ENS, the University’s official website (www.pitt.edu), Twitter (@PittTweet), and local news media outlets.

**Academic Integrity Guidelines**

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html).   
  
Provided here is the School of Education [Academic Integrity Policy](http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx). Please read the policy carefully. The rights and responsibilities of faculty and students are described in the [University’s Academic Integrity Guidelines](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html).

**Departmental Grievance Procedures**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Charlene Trovato.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser). If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

**Federal and State Background Checks and Clearances**

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](https://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx).

**The School of Education** [Policies and Forms](https://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

**Communications**

**Email**

1. Email directly from CourseWeb or your *Pitt* email. We do not answer emails that are not from a pitt.edu address.
2. Tell us who you are and help us figure out what you need: In the subject line, it helps if you mention what you need, so we can look it up and respond faster. We cannot memorize all your monograms, so please sign all emails with your name!
3. **Telephone Calls or Office Appointments**

You may need to have a conversation about something in the course. I will arrange either a telephone “office hours” or meetings on an as needed basis. Just email me and let me know your available time/days. I will be glad to schedule a conference between 9am and 5pm Monday through Friday, at a mutually convenient time.

**Resources**

**Education Library Guide**

See this Hillman Library [customized libguide](https://pitt.libguides.com/education), a gateway to resources for education students and faculty,

**Religious Observances**

See the [Provost’s annual memo](http://www.universityannouncements.pitt.edu/Religious%20Observances%20FY19.pdf) about religious observances.

**Emergencies**

Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

**Office of Diversity and Inclusion (ODI)**

Resources, consultation, and bias incident reporting:<https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

**Catalogs**

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

* [Pittsburgh Campus Graduate and Professional Studies](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.upp.pitt.edu%2Findex.php%3Fcatoid%3D73&data=02%7C01%7C%7Ca9c2007d78654480f9f308d60787fea6%7C9ef9f489e0a04eeb87cc3a526112fd0d%7C1%7C0%7C636704677994579618&sdata=S0qCSBcD70%2FBW3AM34ZNdm18AExN3zPVpd8m1BrR6Hg%3D&reserved=0)

**Student Mental Health**

Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/> Call **412-648-7930**, any time.

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email [pittcares@pitt.edu](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](https://www.studentaffairs.pitt.edu/wp-content/uploads/2015/12/WEB-Helping-Distressed-Students-Guide1.pdf)