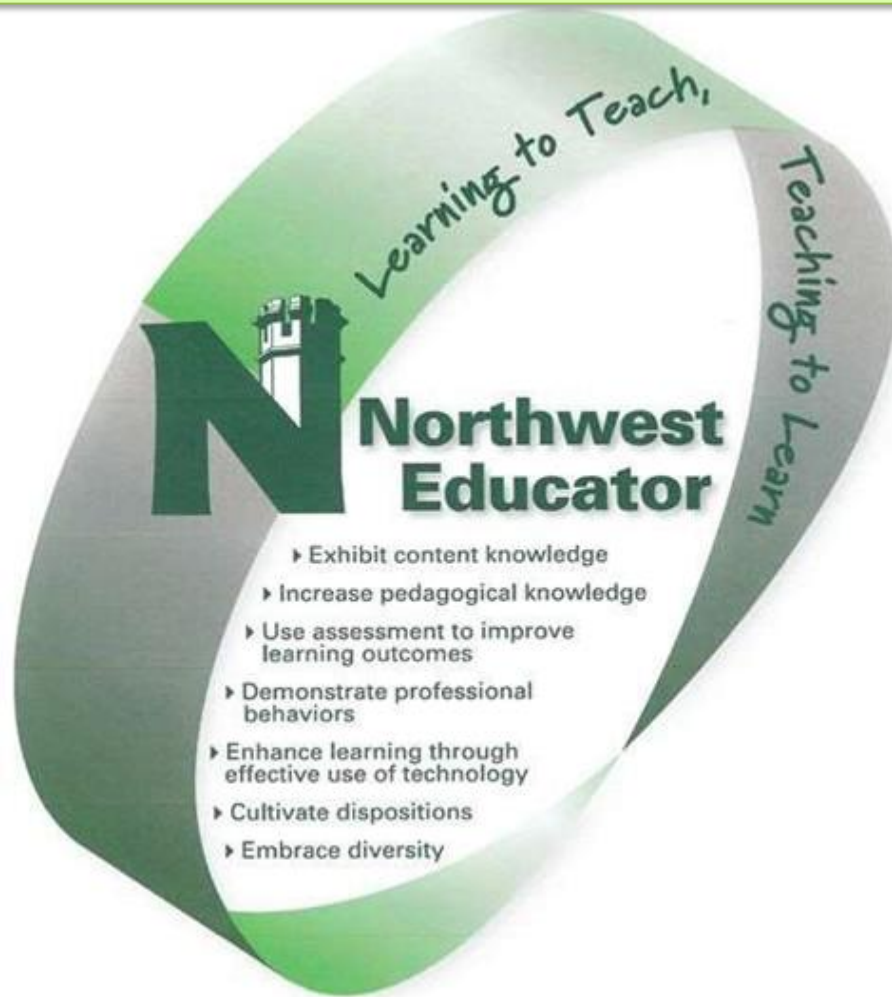


# Practicum/Internship Handbook

## Special Education Administration Internship

62-622 (3 hours) Fall 2023 OP1/OP2 (40 clock hours per credit hour)



**Course description:** Involves a field experience in which the student spends periods of time observing and performing various functions associated with special education administration. These experiences should include, but not be limited to the following: administrative matters, a legal basis for special education, financial aspects, placement conferences, managing the IEP, placement alternatives, program evaluation, mainstreaming and grant development. Prerequisite: EdCI 62-621 or professor approval.

### **General Information and Standards**

The practicum/internship is designed to provide students working toward a graduate degree in Educational Leadership with practical field experience. Through a planned program (subject to review and approval of the on-site and university supervisor), you will have an opportunity to develop a comprehensive view of the duties and functions of exemplary, experienced practicing administrators. This culminating experience will allow the student to **demonstrate** the knowledge, skills, and performances of a visionary leader.

As you plan in your practicum/internship, you should align your activities with the competencies/standards included in this manual and your experience log. These activities are embedded in the MO Lead Standards for educational leaders. In addition, you should work toward the following goals:

1. Engage in meaningful field experiences under the direction of an exemplary building/district leader in order to learn and experience the work of the practitioner;
2. Relate course work in educational leadership with actual work in school leadership;
3. Align current literature in the field, classes taken in educational leadership at Northwest, and the job of the practitioner.

### Practicum/Internship Requirements

All forms associated with this internship can be located at:

<http://www.nwmissouri.edu/education/graduate/practicum.htm>

Ultimately to be recommended for Special Education Administration certification as an add-on to the Educational Leadership Masters or Specialist degree you must complete all requirements of that program and take all courses required for the add-on certificate per DESE approval.

1. Choose an on-site supervisor that is an exemplary, experienced building/district leader that exhibits visionary/instructional leadership. Northwest Missouri State professors, adjunct professors, and Graduate Field Experience Director can suggest these leaders if needed.
2. Enroll in the practicum/internship during the Practicum/Internship Seminar held

at the beginning of fall and spring semesters. The masters elementary practicum in 61-694, m a s t e r s secondary in 61-693, and the internship for specialists in 61-738, superintendency (Central Office). Enrollment will be for 1 hour for 61-693/4 and 2-4 hours for 61-73 depending upon the hours of internship needed for the add on Superintendency certification. Each credit hour will require 50 clock hours of work to be logged. The hours are determined by those needed to meet the DESE matrix for certification. 62-622 Special Education Administration Internship is 3 hours and requires 40 clock hours per credit hour be logged for a total of 120 hours of work be logged.

3. Complete the on-site practicum/internship contract, gather signatures, and return to the Profession Education Office within **2 weeks** of attendance at the seminar. This contract must be submitted before a university supervisor is assigned. Failure to return this contract in a timely fashion may result in a grade reduction, course drop, and/or performance of additional hours of activities.
4. If working at the middle school level (Grades 5-8), the practicum/internship must complete a minimum of 30 hours at the primary (P-3) level during the elementary practicum/internship experience. A minimum of 30 hours during the secondary practicum/internship must be completed in grades 9-12.
5. Attend all meetings as required for practicum/internship students.

Evaluation is based upon a recommendation of the on-site supervisor, competencies met, skills demonstrated, completion of projects, overall professional growth, and review of the required activity log and reflection/"great book" paper. The final grade assignment will be determined by the assigned university supervisor based upon the on-site supervisor evaluation.

Additional questions may be directed to Dr. Greg Rich, the Office of Educational Field Experiences or Dr. Shantel Farnan, Coordinator of Special Education Programs, /University Supervisor (660) 541-1495 or [sfarnan@nwmissouri.edu](mailto:sfarnan@nwmissouri.edu).

This handbook is designed to provide direction and answer questions for students, on-site supervisors and university supervisors. Its fundamental purpose is to serve as a syllabus for 61-738, 61-693, 61-694, and 62-622 Practicum/Internships in Educational Leadership.

### **Missouri Leader Standards**

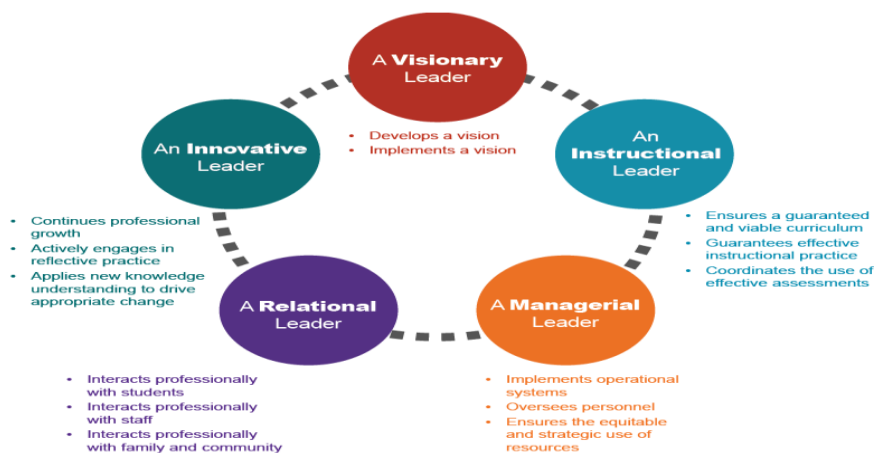
[www.ccsso.org/documents/2008/educational\\_leadership\\_policy\\_standards\\_2008.pdf](http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf)

Principals: <http://dese.mo.gov/sites/default/files/LeaderStandards.pdf>

Superintendents:

<http://dese.mo.gov/sites/default/files/SuperintendentStandard>

## Missouri Leadership Development System Domains for Educational Leadership



<https://dese.mo.gov/media/pdf/oeq-ed-aspiringlevelcompetenciesnelp>

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that **focuses on instruction**.

### DEFINITION OF TERMS

**Office of Educational Field Experiences:** The Department of Professional Education office is charged with the responsibility of administering the programs of student teaching, graduate practicums and internships. This office is located in 200 Brown Hall, 660 562-1231.

Dr. Greg Rich, Director  
Graduate Educational Field  
Experiences 206 Brown Hall, 800  
University Drive Northwest Missouri  
State University Maryville, MO  
64468-6001  
Office: 660-562-1772  
[edlead@nwmissouri.edu](mailto:edlead@nwmissouri.edu)

**Practicum:** A period of time spent by students under the direction of an exemplary, experienced practicing school administrator in order to gain experience and competence in a particular specialty. A practicum at Northwest is completed during the process of completion of the add on certification for K-12 building level leadership.

Internship: A period of time spent by students under the direction of an exemplary, experienced practicing school administrator in order to gain experience and competence in a particular specialty. An internship at Northwest is completed during the process of completion of the requirements for Superintendency.

On-Site Supervisor: The person employed by the school district who has under his/her direct supervision the university practicum/internship student or intern. (See page 9 for further details.)

University Supervisor: The Department of Educational Leadership faculty member or adjunct professor charged with the supervision of the practicum/intern's assignment. This person has the responsibility of reporting a final grade for the student, conducting seminars, making visits, as outlined on page 10.

Enrollment-Assignment Requirement: One academic hour of enrollment in a practicum/internship requires a minimum of forty clock hours of work.

Practicum/Intern Evaluation Form: A suggested guide for reporting the progress of university students. This form is used for encouraging development and growth as well as reporting performance. It is aligned with the MLDS Leadership Domains.

Log: Practicum students and interns are required to maintain a log of day-to-day activities. The format for this log appears in the handbook. University supervisors are asked to review this log on a periodic basis. The Coordinator of Graduate Field Experiences also periodically reviews this log for verification that hours pertaining to visionary/instructional leadership are recorded.

## **COURSE DESCRIPTIONS**

**61-694 Practicum/Internship in Elementary School Administration and Supervision** (1 hour). Supervised practicum/internship with a practicing elementary school principal.

**61-693 Practicum/Internship in Secondary School Administration and Supervision** (1 hour). Supervised practicum/internship with a practicing secondary school principal.

**61-738 Internship in School Administration and Supervision** (2-4 hours) Involves a field experience in which the student spends periods of time observing and performing various functions associated with central office school administration and supervision.

**62-622 Internship in Special Education** (3 credit hours) Involves a field experience in which the student spends periods of time observing and performing various functions associated with special education administration. These experiences should include, but not be limited to the following: administrative matters, a legal basis for special education, financial aspects, placement conferences, managing the IEP, placement alternatives, program evaluation, mainstreaming and grant development. **Prerequisites**: Permission of student's program advisor and Coordinator of Graduate Educational Field Experiences, 62-621 Leadership in Special Education



## **SKILL AREAS**

### **SKILLS TO BE ASSESSED**

1. Problem Solving: Ability to recognize when a decision is required; seeks out relevant information, formulates an action plan to resolve an issue.
2. Ethical Leadership: Interacts with individuals in fair and honest ways; approaches situations with integrity and provides direction to a group.
3. Conflict Management: Ability to prevent or resolve disagreements between and among individuals and groups; has a calming effect in difficult situations.
4. Use of Technology: Utilizes available technology effectively; seeks and analyzes new sources of technology for school use.
5. Involvement With School Improvement: Continually investigates new and alternative methods to enhance teaching and learning.
6. Motivation: Encourages self and others to strive for personal and professional growth.
7. Manages Information: Understands and uses available information for school improvement; maintains confidentiality when necessary.
8. Promotes Learning/ Student Success: Creates and maintains an environment that is conducive to learning; encourages students to achieve at high levels.
9. Collaborative Efforts: Works with faculty, staff, members of community, school board and others to promote a positive climate; shares resources to promote school's mission.
10. Interpersonal Skills: Ability to work harmoniously with others; sensitive to needs and feelings of others; open and approachable.
11. Conferencing Skills: Provides feedback to maintain a positive educational environment; clearly states expectations; demonstrates tact when discussing areas of concern; uses praise appropriately.

- |                                       |   |
|---------------------------------------|---|
| 12. Assists In Meeting Student Needs: | Develops resources to enhance teaching and learning.  |
| 13. Organizational Ability:           | Skilled in planning, scheduling, and assigning activities within the school setting; capable of dealing with extraordinary time demands.  |
| 14. Communication Skills:             | Ability to express ideas and facts clearly in oral, written, and non-verbal forms; writes and speaks appropriately for different audiences.   |
| 15. Data Management:                  | Ability to gather, organize, and analyze data and make changes based on this data that drive school improvement.  |
| 16. Self-Improvement:                 | Demonstrates evidence of continuous professional learning through study, research, professional development training, etc. Actively seeks varied avenues to develop professionally. |

## **COMPETENCIES**

Both the practicum and internship are intended to afford many opportunities for the following competencies to be assessed by the on-site supervisor and the university supervisor.

### **COMPETENCIES TO BE ASSESSED**

- |  |  |
|--|--|
| 1. Leadership                              | Knowledge and understanding of bases of authority for educational leadership, basic leadership theories, functions and tasks of educational leadership, concepts of change processes, group dynamics, effective organizational skills, and professional growth activities.   |
| 2. Curriculum and Instructional Leadership | <p>Knowledge and understanding of the most prevalent concepts of schooling, the principles of directing a school program, developing the curriculum and managing instruction.</p> <p>Knowledge and understanding of monitoring student progress, communicating expected performance, integrating instructional support services, and program evaluation.</p> |
| 3. Management                              | Knowledge and understanding of administrative procedures and responsibility, maintaining a positive school image and managing and distributing information about the school to the general public, and strategies for promoting a positive school climate.   |



4. Personnel	Knowledge and understanding of recruiting and assigning staff, orientation of new teachers, staff development activities, performance-based evaluation systems, termination procedures, and positive interpersonal relationships with students, staff and other administrators.
5. Finance	Knowledge and understanding of Missouri's funding plan for public elementary and secondary schools, and budgeting process, the financial accounting and auditing processes, and school finance concepts.
6. School Law	Knowledge and understanding of constitutional provisions that apply to the public education system, state and federal laws and regulations pertaining to public education, the structure and governance of local school systems, and specific circumstances regarding tort, contract, district and personnel liability related to the operation of Missouri public schools.
7. Communications	Knowledge and understanding of the principles and strategies of effective communication, public information management, communicating behavioral and learning expectations to students, parents, and the community, and effective problem-solving and decision-making.
8. Change Agent	Knowledge and understanding of the processes and effects of change, importance of a school leader as a change agent, and the relationship of change to other crucial components of educational leadership.
9. Facilitator	Knowledge and understanding of the administrator's role in building trust, participative management, and their effects upon school climate.
10. Plant Management	Knowledge and understanding of the effective utilization of school facilities as correlated to educational needs, maintenance techniques, and population trends.
11. Technology	Knowledge and understanding of the vast uses of technology used to organize and manage data as well as its many uses to enhance student learning in the classroom. Plans for the use of technology in a moral, ethical manner.
12. Data Analysis	Knowledge and understanding of the many types of data and data management systems. Knowledge and understanding

of data uses to change instructional practice in the classroom and to raise student achievement.

- |                              |  |
|------------------------------|--|
| 13. Professional Development | Knowledge and understanding of the importance of continuous professional development to ensure sustained school improvement.   |
| 14. Special Education        | Knowledge and understanding of the administrator's role in that of meeting the need of all diverse learners especially those covered under various federal programs. |

## **RESPONSIBILITIES**

### **The student will:**

1. Attend the practicum/internship seminar and acquire information from the Office of Educational Field Experiences before or during this seminar.  
Web Site: <http://www.nwmissouri.edu/education/index.htm>
2. Complete and return all required forms and reports. The contract with the on-site supervisor must be returned within **14** days of the seminar.
3. Attend all meetings associated with the practicum/internship.
4. Select, in consultation with the on-site supervisor, a project(s) and activities to be completed that will benefit both the school and the student.
5. Read a minimum of one well respected book in the field of leadership per course. Relate this book to your practicum/internship experience in your final paper. **For 62-622 Internship in Special Education Administration**, instead of a book you will read a minimum of three current (within three years) journal articles from well-respected, professional special education and/or leadership journals. You may want to consider at least one of the articles be related to an issue addressed in your internship plan or project. See how these articles will be incorporated into your paper in #8 below as well.
6. Maintain and send in to the Office of Field Experiences a log of activities.
7. Meet regularly with the on-site and university supervisors to discuss progress.
8. Write a 5-8 page double spaced Times New Roman 12 pt. APA formatted paper:
  - a) Heading- Highlights
    1. Discussing the highlights of the practicum/internship,
    2. Outline of the project and its relationship to the current literature found in the 3 journal articles you chose
    3. Benefit to you and the school.
  - b) Heading- Problem Solving

1. A situation in which you identified, analyzed, and resolved a problem in your setting
  2. Your reflection on that situation and what it taught you as a leader
- c) Heading- Collaborative Outside Involvement
1. A situation where you sought assistance or involvement from the community or outside agency
  2. Your reflection on that situation and what it taught you as a leader
- d) Heading- Growth and Development
1. Specific instances and overall learning during this field-experience that assisted you in your professional development and/or personal growth
  2. Your reflection on that growth and development and what it taught you as a leader
- e) Last Page (it's own page and APA formatted)
1. References (Bolded and centered)- at least 3 references (see above about journal articles)

9. Submit the completed paper to the on-site supervisor for review and the university supervisor for evaluation.
10. All paperwork must be received by the Coordinator of Field Experiences at least two weeks prior to the end of each trimester in order for a grade to be assigned. Failure to do so will delay the grade until the end of the following trimester.
11. Delayed grades may be taken for up to one year following the enrollment in the practicum/internship. Students are encouraged to take at least two trimesters to complete the hours.

### **ON-SITE SUPERVISOR**

The person serving in the capacity of on-site supervisor is an essential component for the success of a clinical experience. This individual must hold a valid administrative certificate, be evaluated at the proficient or distinguished level on the MEES, sign the necessary contract for the student to begin work on the practicum/internship, be willing to devote appropriate amounts of time, serve as a positive role model, and to work with the university supervisor for the success of the student.

Additionally, **the on-site supervisor should:**

1. Meet with the student in order to arrange for future meetings.
2. Establish activities that allow the practicum/intern to gain a broad and deep understanding of how he/she accomplishes the tasks that lead to organizational effectiveness.
3. Provide opportunities for discussion of how and why decisions were made or activities were structured.
4. Assist the student in selecting a project(s) to be completed for the benefit of the student and the school.
5. Provide daily supervision and feedback to the student and periodic feedback to the university supervisor.
6. Approve at least one leadership book for the student to read.
7. Meet with the university supervisor at mutually arranged times to discuss the progress of the student and his/her potential to become an instructional leader.

8. Use the practicum/intern to serve the organization, but being aware that the purpose of the practicum/internship is to allow the student to grow and develop the knowledge, skills, and performance of an instructional leader.
9. Review and sign the student logs before they are sent in to the Office of Educational Field Experiences.
10. Read the paper that is written by the student.
11. Complete the evaluation form at the end of the experience and send in to the Office of Educational Field Experiences.

### **UNIVERSITY SUPERVISOR**

This is a regular or adjunct member of the faculty in the Department of Professional Education at Northwest, who is responsible for the overall supervision of this clinical experience.

**The university supervisor will:**

1. Discuss the proposed placement, knowledge, skills, and performance of the graduate student enrolled in this practicum/internship with the Coordinator of Graduate Field Experiences.
2. Make at least two on-site or virtual visits during the practicum/internship.
3. Assist the student in the selection of a leadership book.
4. Assist the student and the on-site supervisor in the development of a project(s) for the benefit of the student and the school.
5. Meet with the on-site supervisor and the student to discuss progress.
6. Make other contacts as deemed necessary.
7. Review the logs submitted by the student and give advice and direction to the student and/or on-site supervisor on appropriateness, depth and breadth of activities.
8. Read and evaluate the paper written by the student and check progress on the student's portfolio.

9. Consult with the on-site supervisor regarding the practicum/intern's progress, potential, and an appropriate grade, which will be turned in to the Office of Educational Field Experiences.
10. Conduct an exit interview with the practicum/intern and the on-site supervisor.

### **SUGGESTED ACTIVITIES AND INVOLVEMENT**

The practicum/intern should have an opportunity to become involved in a comprehensive experience involving most of the tasks for which the public school on-site supervisor is responsible. The opportunity for **participation** and research in the various duties of the public school on-site supervisor while **applying** the knowledge and skills gained from his/her program of studies will fulfill this requirement.

Participation is essential to ensure a good experience. Assuming actual duties assigned to the practitioner, and taking responsibility for projects over an extended period of time are crucial to success.

Whenever feasible, the practicum/intern should become involved in research projects which help in solving problems, data analysis, and answering questions for school districts. A book study between the on-site supervisor and the practicum/intern would allow each to gain a further understanding of leadership as it relates to the book chosen.

### Planning Your Activities

Prior to meeting with your on-site supervisor, you should develop a list of possible activities that will help you develop as an educational leader. A detailed list of possible activities will be discussed at the seminar and can be found on the website. Your on-site supervisor should be able to suggest additional activities that will have a practical benefit to the school and district. You and your on-site supervisor should also determine a project(s) that will benefit the school and district as well. Possible projects will also be discussed during the seminar. Please keep in mind that activities and projects should reflect that of an instructional leader. Management is an essential part of leadership; however, hours in management should only play a small part in the total hours accumulated in the practicum/internship experience.

The practicum/intern must now **assume the responsibilities** of an instructional leader.

### Internship for the Superintendency

61-738 Internship in Educational Administration and Supervision (2-4 hours)

When working with superintendents, suggested involvement might require the intern to participate in the following:

1. Curriculum and Instruction
  - a. Establishing or revising a curriculum program for the improvement of instruction.
  - b. Constructing curriculum outlines for beginning a program needed in the district.
  - c. Conducting a community survey and develop a community education project or program.
  - d. Study parental attitudes concerning curriculum.
2. Scheduling and Organizing
  - a. Making a system-wide survey of lines of authority for both certified and non-certified personnel.
  - b. Developing a district-wide study of community organizations which assist the district in carrying out its mandate.
  - c. Planning and organizing a transportation schedule.
  - d. Making arrangements for meetings and seminars as necessary.
3. Certified Personnel
  - a. Establishing a program for orienting new teachers.
  - b. Conducting a survey of teacher turnover.
  - c. Developing a job description file for certified and non-certified positions.
  - d. Developing an instrument for determining teacher awareness of school policies.
  - e. Participating in recruitment and selection of teachers.

- f. Planning a program for evaluating of non-certified personnel.
  - g. Participating and/or planning a system for reaching agreement on teacher contracts.
- 4. Public Relations
  - a. Preparing news releases for the media.
  - b. Establishing a publicity program for reporting school district accomplishments.
  - c. Evaluating the district-wide public relations program.
- 5. Pupil Personnel
  - a. Conducting a follow-up study on district's graduates.
  - b. Developing a program for admitting, orienting and assigning new pupils to the district.
  - c. Surveying students' involvement in decision making.
  - d. Establishing a system for evaluating at-risk students and possible causes.
- 6. School Management
  - a. Studying procedures for organizing and inventorying equipment and materials.
  - b. Surveying ways in which costs could be cut without affecting district functions.
  - c. Becoming familiar with and preparing State Department reports.
  - d. Data processing techniques which will improve overall efficiency can be evaluated.
- 7. School Plant
  - a. Becoming involved with maintenance, building remodeling, space requirements, etc.
  - b. Surveying facilities regarding function and space.
  - c. Researching population trends to determine future needs.
- 8. Finance



- a. Helping prepare a budget
  - b. Helping prepare the annual superintendent's report to the State Department
  - c. Studying plan for revenue collection
  - d. Assisting in planning and executing bond and levy votes
  - e. Understanding an application for federal funds
9. Legal
- a. Becoming familiar with cases related to legal responsibilities of schools and the school district
  - b. Becoming familiar with legislation and its implication upon schools and the school district
  - c. Understanding due process
  - d. Studying the interaction of lawyers and school legal matters
  - e. Determining extent of compliance with state and federal mandates
10. Board and Administration
- a. Attending board meetings as an observer having carefully planned with the on-site supervisor the meeting agenda, etc.
  - b. Presenting various reports and proposals to boards
  - c. Attending professional administrator meetings

#### Principalships and Director/Supervisors

61-694 (61-739) Practicum in Elementary Administration (2-3 hours)

61-693 (61-741) Practicum in Secondary School Administration (2-3 hours)

**62-622 Special Education Administration Internship (3 hours)**

### **COMPETENCY RELATED SUGGESTED ACTIVITIES**

#### Visionary Leadership Domain

1. Analysis, development, editing of CSIP/MSIP plan for visioning (1.1, 1.2, 1.3, 5.30)
2. Goal setting in the development, analysis, or creation of a school improvement plan (1.3)

#### Instructional Leadership Domain

1. Observation/Walkthrough – feedback to teachers (2.6)
2. Analysis of Alignment of Curriculum to the State Standards (2.4)
3. IEP – meeting attendance (2.8)
4. Data Analysis of student learning tied to best practices and technology (2.5, 2.8)
5. RTI – Differentiated Instruction – student intervention program – development/analysis (2.6)
6. Overseeing/implementing standardized testing window (3.11)

#### Managerial Leadership Domain

1. Analysis, development, revision of school budgeting – money management (3.16, 3.17)
2. Facilitation/analysis of student and staff handbooks (3.13)
3. Master scheduling implementation (3.13)
4. Crisis Planning – evaluation and leading the conducting of a drill (3.10, 3.11)
5. Supervision – all types – lunch room, hallway, playground, activities (3.13)
6. Student Discipline – intervention with a student (3.14, 3.15)
7. Participates in the hiring process – recruitment and retention (3.12)

#### Relational Leadership Domain

1. Organize/facilitate Parent/Teacher conference (4.24)
2. Newsletter/website analysis, creation, editing – communication with parents – rob call (4.24, 4.25)
3. Work with Diversity, Equity, and Inclusion – Character Education program (4.18, 4.19, 4.20)
4. School Climate/Culture Survey (4.21, 4.22)

#### Innovative Leadership Domain

1. Visit the State Department of Education (5.31, 5.32)
2. Lead a book study with staff (5.28, 5.31)

## **Supplemental Activities**

### **Visionary Leadership**

1. Internship Portfolio
2. Facilitating Student Handbook review and revisions
3. Visit General Assembly during session while education issue is being considered.
4. Work with School Improvement Plan, grade level goals, etc.
5. Collaborate with higher education stakeholders
6. New Teacher Programs
7. No Child Left Behind improvement processes
8. Standards-Frameworks-Assessments
9. Structure of District Administration
10. MSIP Standards and District Report
11. Development and Implementation of MSIP and CSIP
12. Analyze district report card/building report
13. Serve on a committee addressing standards, assessment, etc.
14. Curriculum Alignment and Standards
15. Curriculum Assessment
16. Curriculum Development

## **Instructional Leadership**

1. Research-based Intervention
2. Work on building-wide discipline plans or academic guidelines
3. Assist with grade level/Course level common assessment development
4. Students with ELL
5. Age Appropriate Literacy
6. Instructional Materials Selection Process
7. Standardized Testing Program Analysis
8. Role of Principal as Instructional Leader
9. Education of Special Needs Students
10. Substitute for principal at IEP staffing or conference
11. Use student data/profiles to identify goals and address actual needs
12. Develop a model portfolio for teachers
13. Review IEPs
14. Attend workshops, seminars, conferences for instructional leaders
15. Instructional leadership strategies
16. Special education issues and assessments
17. Assessment/testing
18. SPED
19. Employee Evaluation Plan
20. Evaluation of Personnel
21. General Personnel Management and Supervision
22. Observe or participate in “walk-through” or “look-for” supervision
23. Create building level study teams (whole faculty study groups)

## **Managerial Leadership**

1. Student Activity Supervision
2. Planning and Supervising Student Activities
3. Supervising Extracurricular Activities
4. Attend/plan student orientation
5. District Policy/Building Procedure Handbook
6. Create a scheduling plan for the building
7. Recruitment plan
8. Interviewing New Teacher Candidates
9. Recruitment, Interviewing, and Induction of Personnel
10. Induction of New Teachers
11. Attendance/tardy procedures/expectations with consistently enforced consequences
12. Attend field trips
13. Track discipline referrals and analyze for improvement
14. Teacher handbook
15. School Budget Development
16. Transportation Services
17. Master Schedule Development
18. School Facility Planning, Constructing, Equipping, and Maintaining
19. Enrolling/Scheduling Students
20. Planning and conducting a faculty meeting
21. Substitute for principal in lunch duty, bus duty, hall duty, etc.

22. Shadow or visit an administrator outside the district where the internship is being served
23. Attend Board of Education meetings
24. Plan/Lead staff meeting
25. Plan/Lead department meetings, grade level meetings, team meetings, etc.
26. Communication of building expectations/rules
27. Assist with crisis plan
28. Work with building budgets/procedures
29. Review compliance with Title IX or other regulations
30. Review fire marshal reports/fire and disaster drill records
31. Review insurance audit of building
32. Review building safety procedures and policies
33. Collaborate on budget decision-making
34. Become familiar with accreditation requirements, schedule, etc.
35. Review contracts for faculty and staff
36. Administrative Team Meetings in District
37. Board Policy
38. Business Office procedures
39. Collective Bargaining
40. Data analysis-district, state, federal reports, future enrollments
41. District code of ethics
42. Enrollment Projections
43. Facility-operations and maintenance
44. Finance
45. In-Service training for district teachers
46. Lunch Program/Breakfast Programs
47. Personnel Policies
48. Policies in district-attendance, student conduct, safety
49. School facilities
50. Transportation
51. Teacher recruitment and selection
52. Supervision
53. Budget/finance
54. Teacher evaluation
55. Nutrition Services
56. Custodial Services
57. Library and Counseling Services
58. Food/Facility Care Services
59. Athletics
60. Alternative Programs
61. After school programs
62. Summer School
63. Technology
64. End of year activities
65. Response to Bullying
66. Participate in personnel interviews, conferences, data teams, etc. with the principal
67. Special Educational Services
68. Creation or revision of student handbook, faculty handbook, substitute handbook, etc.

69. Use technologies to streamline procedures for attendance, grades, and registration

## **Relational Leadership**

1. Recognize those showing character
2. Celebrate diversity in the school
3. Community Relations
4. School Report Card-Newsletter-Parent Conference
5. Student Activity Plan and Crisis Management Plan
6. Parent Conferences
7. Student Disciplinary Conference
8. IEP Conferences
9. Supervision of Students and Behavior Management
10. Multi-Cultural Student Population
11. Board/Admin Relationships
12. School/Community Relations
13. Scheduling, Assisting, and /or conducting parent-teacher conferences
14. Disciplining Students
15. Visit a school in a district different in community, student population, and cultural diversity as compared to the internship site school. In addition to observing students and educators, the intern should shadow or conduct an interview with the building administrator as part of this internship requirement. In-depth observations should be made, requiring a visit at least a half-day or more
16. Visit an alternative school setting in another school district
17. Create weekly school newsletter
18. Coordinate monthly student recognition
19. Submit local newspaper articles highlighting achievement
20. Conduct school climate or culture surveys
21. Meet with office staff, business staff, maintenance staff, grounds, custodial, etc.
22. Attend parent advisory committee meetings
23. Start or facilitate a parent volunteer list and recognition ceremony
24. Survey parents about various school policies
25. Facilitate community agency assistance to students and families
26. Track number of referrals of students and families to community agencies
27. Track number of placements of students (SPED) in community agencies
28. Establish business partnerships to enhance collaboration in community
29. Communicate with community mobility programs in special education
30. Provide opportunities for speakers/programs for parents
31. Share character education info on newsletters to connect with parents
32. Provide multi-lingual newsletters and other school communications
33. Addresses specific concerns of families/students such as gender, sexual harassment, mascot change, etc.
34. Involve students in community services events and/or programs
35. District/School community partnerships
36. Diversity
37. Public relations
38. Stakeholder groups in district
39. Counseling

## **Innovative Leadership**

1. Professional Development
2. Create building Staff Development Plan
3. Plan professional development based on student achievement improvement area
4. Provide opportunities for faculty and staff professional development
5. Assist with planning building/district Professional Development Plan
6. Lead in-service, professional development, etc.
7. Become an active member of state or national organization
8. Visit with DESE supervisors about specific programs such as transportation, Chapter I, At-Risk, etc. Attend and administrative conference or in-service
9. Revise and maintain a yearly comprehensive professional growth plan
10. Visit with DFS staff about school attendance requirements, child abuse, and services available.
11. Visit with law enforcement officials concerning legal issues in dealing with juveniles.
12. Attendance at state and national administration conferences
13. Visit with county health officials about services available
14. Serve on district or building-wide focus, book study, strategic planning, etc. groups
15. Visit State Department of Education in Jefferson City for a day
16. Curriculum Development Procedures
17. Use of Technology in Teaching, Learning, and Administration
18. Curriculum Development
19. Utilization of Technology
20. Research and provide staff with professional reading material
21. Improve communication through school web site
22. Begin/assist with mentoring program
23. Establish a character education program in the school
24. Plan periodic assemblies that have role-plays and examples of good character

## **Northwest Missouri State University Additional Syllabus Information/Policies:**

**Note:** Course schedule is subject to change with instructor notification and students will be responsible for abiding by these changes.

**Attendance:** Students are expected to attend all classes as specified in the course syllabi for each course. It is the responsibility of the student to promptly notify his or her instructor when unable to attend class. Please refer to the university policy on attendance at <https://www.nwmissouri.edu/policies/academics/Attendance.pdf>

**Administrative drop:** An instructor may request the Office of the Registrar delete a student from a course roster if the student has not met the prerequisite for the course as stated in the catalog, or as a result of non-attendance in the course.

**Academic Administrative withdrawal:** When it is in the best interest of Northwest Missouri State University for a student to withdraw, a student will be given a W, put on administrative hold, and given notice that they are about to be withdrawn. This action will result in removal of all credits associated with courses that have yet to be completed in the semester in question and the student will be administratively withdrawn from the University. An Administrative Withdrawal does not affect the student's grade point average. Please refer to Northwest Missouri State University's Academic Administrative Withdrawal Policy at:

<https://www.nwmissouri.edu/policies/academics/Adding-Dropping-Withdrawals.pdf>

**University communications:** Students are expected to use their Northwest student email account for any electronic correspondence within the university. Students are also strongly advised to check their email and CatPAWS accounts on a regular basis.

**Academic integrity policy:** The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Please refer to Northwest Missouri State University's Academic Integrity Policy at <http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

**Learning or Living Accommodations Request Process:** Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 [ADA] and the ADA Amendments Act of 2008 [ADAAA]. If a student has a documented disability that qualifies under the ADA/ADAAA and requests accommodations, they should review the Accessibility and Accommodations webpage at <https://www.nwmissouri.edu/titleixequity/accessibility/index.htm> for guidance, including the accommodations application and supporting documentation requirements. Contact [ada@nwmissouri.edu](mailto:ada@nwmissouri.edu) or 660.562.1873 for further assistance. For the university policy on disability accommodation refer to <http://www.nwmissouri.edu/policies/student/Disability-Accommodation.pdf>

**Non-discrimination and anti-harassment policy:** Northwest Missouri State University is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. Please refer to the Non-

Discrimination and Anti-Harassment Policy at  
<http://www.nwmissouri.edu/diversity/titlevi.htm>

**Family Education Rights and Privacy Act (FERPA) policy:** Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Please refer to the Family Educational Rights and Privacy Act (FERPA) Policy at <http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>

**COVID-19 Classroom Mitigation:** Northwest is committed to the health and safety of the University community and has therefore adopted COVID-19 mitigation policies. Every student must wear a face covering (such as a cloth facemask, bandana, scarf, neck gaiter, or medical mask) over their nose and mouth at all times in all academic building spaces, including classrooms (unless directed not to by the instructor), offices, hallways, and restrooms. Face shields may be worn in addition to, but not in place of, a face covering. Students without face coverings will not be allowed in the classroom until they comply with expectations. Students must also follow directions regarding entries, exits and furniture, and maintain at least 6 feet of social distancing whenever possible. Northwest further asks all students to practice good hygiene and not enter academic buildings or attend face-to-face classes when they feel sick or have been instructed to quarantine/isolate; students who miss class should communicate with their instructors. Students who do not comply with these requirements will be subject to standard disciplinary procedures according to the Northwest Student Code of Conduct (i.e. verbal and written warnings followed by a hearing, if necessary). We thank you for doing your part to maintain our learning environment and to protect the health of fellow Bearcats.

**Change in Course Delivery:**

It is our goal as a University to continue all courses as planned on campus. However, due to unforeseeable impacts of COVID-19, faculty and students must be prepared to move all courses to a remote/online learning format anytime during the semester, either permanently or for a short term. The type of format (synchronous or asynchronous) will be at the discretion of each faculty member. The University and faculty will communicate with students in the event such action is deemed necessary to preserve the health and safety of students and employees.

**Disclaimer:** Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.