

**ADMN 5503: Mid-Management Internship**  
**PRAIRIE VIEW A & M UNIVERSITY (PVAMU)**

COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

**SUMMER 2008 COURSE SYLLABUS**

*Class Day, Time, Location:* **Saturday, 8:00 AM-12:30 PM –DELCO 241**

PROFESSOR: **Dr. M. Paul Mehta**  
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OFFICE HOURS: **Northwest Campus: Mondays, 3:00 pm – 5:00 pm**  
**Main Campus: Mondays, Tuesdays, Wednesdays, Thursdays – 8:30 am – 11:00 am**

**(U.S. Postal Service) Address:** **Prairie View A&M University – N. W. Campus**  
**16000 Stuebner Airline**  
**Suite # 130**  
**Spring, Texas 77379**

**Access to Learning  
Resources:**

PVAMU Library:  
Phone: (936) 261-1500;  
Web: <http://www.tamu.edu/pvamu/library/>  
University Bookstore:  
Phone: (936) 261-1990;  
Web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**COURSE DESCRIPTION**

Field-based and seminar experiences designed to provide on-site school-related activities, and the analysis of actual administrative situations and problems

**RATIONALE AND OVERVIEW**

The Mid-Management Internship is a specifically planned program of activities designed to develop a comprehensive set of competencies needed in public school administration. Practical application of these activities provides experience and insight through the analysis of administrative problems. A set of instructions and the specifically required activities are provided for the intern and for his/her local school district.

The Internship is a program designed to develop competence in mid-management administrative duties and responsibilities. It should be considered as on-the-job training. The Internship is an applied administrative theory course; actual working administrative experiences are required.

The student is assigned to and supervised by a practicing mid-level administrator. **A minimum of 150 hours** must be devoted to performance of duties normally performed by the administrator while under his/her supervision.

## **THE INTERN'S ROLE**

The intern is to plan and execute the leadership activities agreed on by the intern, the cooperating administrator, and the University supervisor. The intern is also to maintain a daily log of the activities in which he/she is involved. In addition, the intern participates in on-campus meetings and on-site conferences. Additional responsibilities include leadership activities and a leadership project.

## **COOPERATING ADMINISTRATOR'S ROLE**

The cooperating administrator is to provide an environment in which the intern can develop the latitude of administrative/supervisory competencies. The cooperating administrator interacts with the university in supervising the intern's activities and assessing his/her progress.

## **UNIVERSITY SUPERVISOR'S ROLE**

Collaborating with the intern and cooperating administrator, the University supervisor approves a sequence of learning-by-doing activities that will assist in the development of the leadership competencies of the intern. The University supervisor has a major responsibility for assessment of the intern's progress by meeting with the intern and cooperating administrator during the semester for at least one on-site conference. The University supervisor assigns a final grade.

## **COURSE OBJECTIVES**

1. To provide participants with a laboratory experience and to test their administrative skills under supervised controlled conditions.
2. To provide for exchange of ideas related to possible solutions encountered in the experience.
3. To provide participants the opportunity and challenge of relating and responding to simulated administrative problems.
4. To develop insight into the relationship of school policies and procedures, laws, and standards to problem solutions at the administrative level.
5. To provide participants with a variety of experiences essential in the development of minimum administrative skills and leadership techniques.
6. To assist participants in gaining realistic perspectives of school administration as a result of working with experienced career administrators.
7. To assist participants in making the transition from teacher to administrator.
8. To assist the cooperating school in training prospective administrators.

### **Educator as Facilitator of Learning for Diverse Populations**

(E-Fold-P)

#### **Conceptual Framework**

The Conceptual Framework Model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the teacher education Unit. E-FOLD-P guides the design and implementation of the teacher education programs located in the College of Education. This conceptual framework constitutes a commitment by the Unit to develop and prepare candidates

- As a problem solver, critical thinker, and decision maker
- As a reflective and a continual learner utilizing effective teaching practices
- As a facilitator of student growth and development, by precept and example
- As educators with an understanding and appreciation of human diversity and global awareness.

E-FOLD-P also represents the Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students

## COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS

Course Learning Outcomes	Competencies (T, R, I)		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
To provide students with knowledge of general contributions, basic processes, theories, models, and emerging developments of school administration	T	R	I
To provide students with a knowledge of the roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications),	T	R	I
To provide students with an awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.	T	R	I
To provide students with the knowledge of alternatives to public school education and special agencies that influence public education	T	R	I
To provide students with knowledge of practical dimensions education and the operational challenges associated with the deliver educational programs and services	T	R	I
To familiarize students with current issues and challenges that face public schools and public school administrators	T	R	I

### **STATE BOARD FOR EDUCATOR CERTIFICATION PRINCIPAL COMPETENCIES:**

Domain I – School Community Leadership

Domain II – Instructional Leadership

Domain III – Administrative Leadership

### **REQUIREMENTS FOR THE INTERNSHIP IN MID-MANAGEMENT**

Interns must have met the academic and experience requirements necessary for admittance into the Mid-Management certification program at Prairie View A&M University. Specifically, the following requirements must also be met.

### **TRUEOUTCOMES**

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at:

[www.trueoutcomes.net](http://www.trueoutcomes.net)."

## **General Requirements**

1. The intern must have completed all of the PVAMU coursework required for the mid- management certificate or must be enrolled in last course work needed during the semester of the internship.
2. The intern must be approved by the local school district for assignment. An agreement form with the appropriate signatures must be returned to the University supervisor.
3. The intern must attend ALL scheduled seminars.
4. The intern must complete all assigned tasks and submit a final report of his/her activities to the University professor for evaluation.
5. The intern must exhibit a willingness to make scheduled adjustments for observation and conference purposes during periodic visits by the University professor.
6. The intern and local school supervisor must agree that a minimum of ten hours per week will be spent on internship activities. The internship activities shall be completed in one semester unless approval is received from the University supervisor for additional time to complete the requirements.
7. The intern shall complete any additional requirements outlined by the local school supervisor or University supervisor.

**PREREQUISITE:** Good standing in the graduate program.

## **UNIVERSITY RULES AND PROCEDURES**

Students must familiarize themselves with the university rules and procedures pertaining to disability, academic misconduct and dishonesty, non-academic misconduct, sexual misconduct, attendance policy, and student academic appeals process.

**ADMN 5503: Mid-Management Internship**

**SUMMER 2008 - COURSE SCHEDULE**

Week 1	June 7	
Week 2	June 14	

At the end of this course, the student will

1. Be able to.../NCATE Standard... Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.
2. Be able to.../NCATE Standard... Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Demonstrate the ability to/NCATE Standard... Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Define.../NCATE Standard... Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Be able to.../NCATE Standard... Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner
6. Identify.../NCATE Standard... Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in 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.

### **UNIVERSITY RULES AND PROCEDURES**

Students must familiarize themselves with the University rules and procedures pertaining to disability, academic misconduct and dishonesty, non-academic misconduct, sexual misconduct, attendance policy, and student appeals process.

SEE ATTACHMENT AT THE END OF THIS COURSE SYLLABUS

## ARTIFACTS/ASSIGNMENTS

### I. Leadership Seminars

Each group will be responsible for conducting a state-of-the-art seminar. The theme of the seminar will be the title of the Domain (for example, Domain I - School Community Leadership; Domain II - Instructional Leadership; Domain III - Administrative Leadership). A top quality resource person (principal, coordinator, superintendent) must be identified to serve as presenter. The seminar must be presented in a professional manner and must include the latest technology (i.e., PowerPoint, Corel Presentation, etc.). There should be handouts to include goals, objectives, etc. Three seminars are scheduled in order to give interns an opportunity to share experiences and concerns with the interns and the university faculty. Attendance is required at all seminars for full credit for the internship. **DURING THE SUMMER SEMESTER, LEADERSHIP SEMINARS MAY BE SUBSTITUTED BY ORGANIZATIONAL WORK FOR THE ANNUAL WILLIAM H. PARKER LEADERSHIP ACADEMY.**

### II. Logs

Each intern will maintain a detailed log of daily activities describing the task(s) involved, date, beginning and ending time, and experience area (competency). A minimum of 150 hours must be devoted to intern work. Student supervision, such as bus duty, cafeteria duty, duty at athletic events, etc., is limited to 50 hours toward the 150-hour semester requirement. **Logs are due into True Outcomes at regular intervals---usually per week. The intern's cooperating administrator must certify the logs. This is done by signing the original logs. The intern then submits the signed logs at the end of the semester.** (See *Appendix*).

### III. Demographic Study

Early in the internship semester, the intern will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and intern to better understand the school and community. A listing of the areas to be addressed in the demographic study is found in the Appendix under the Demographic Study section of this handbook. **The format of the demographic study used should address the elements in the order given and be numbered in the order listed in the form found in the Appendix.**

### IV. Action Activities

Each intern (including assistant principals) must complete each activity in its entirety and attend and participate in all meetings (see *Appendix*). Action Activities should be outlined in the format that is given. (A.1.2.3; B.1.2.3, etc.)

The projects or problems presented are very real aspects of an administrator's daily routine. They are very practical in nature, so please address them in that vein.

### V. Philosophy of Education

The intern will write a paper, which describes his/her philosophy of education. This paper **must include** his/her philosophy about leadership and school administration.

### VI. Reflection Paper or Critique of Internship Experience

The intern will write a paper reflecting on the internship experience. This two-page critique should provide the university with the intern's personal assessment of the internship experience; suggestions for improvement should be included. This critique is submitted by the intern through TrueOutcomes.

## VII. Leadership Field Experience/Electronic Portfolio (TrueOutcomes)

Each intern must develop and submit a Leadership Field Experience. The field experience must be at the school level of the internship.

At the end of the internship, the cooperating administrator will complete the evaluation form and return to the University supervisor. The intern will submit the field experience to the University supervisor which will include the following:

1. The Demographic Study
2. Philosophy of Education
3. All Activity logs
4. Resume
5. Reflection
6. Leadership Field Experience

## VIII. Other Requirements

1. Appropriate Forms (Application for Internship, Student Agreement, Cooperating Administrator Statement of Acceptance for Internship in Educational Leadership, TYPED)
2. Manila File Folder (LETTER) --
3. Resume of Supervisor (Electronically)
4. The intern must complete the Survey for Completers of the Internship Program in True Outcomes
5. Internship Assessment

The internship assessment should be **given by the Cooperating Administrator** near the end of the semester (see *Appendix*). It is considered a confidential communication to the University, but the Cooperating Administrator must share it with the intern. The completed form can be given to the University supervisor or mailed to the Coordinator of the Intern Program. **It must be received by the last day of the semester.** At this time the University Supervisor must receive the original logs signed by the cooperating administrator.

## EVALUATION

Students will be graded using the College of Education adopted rubric.

### GRADING SYSTEM

	POINTS
Organizational work for Participation in the Leadership Academy	30
Logs ( <b>150 hours</b> ) and Administrator's Assessment	20
Field Experience (see evaluation criteria)	10
Artifact	30
Attendance and Timely Uploading of Artifact and Other Assignments into the TRUEOUTCOMES	10

### GRADING POINTS

95-100	=	A
85-94	=	B
75-84	=	C
74 and below	=	D



### **Completion of Internship and Certification Requirements**

All Mid-Management students must meet the following requirements to complete the requirements in the Mid-Management Internship certification program:

- 1. Master's Degree**
- 2. Complete ALL certification course work with no grade less than a B**
- 3. Hold a valid Texas Teacher's Certificate**
- 4. Have three (3) years of Teaching Experience**
- 5. Passing score on the TExES Examination ~ Principal 068**

## **APPENDIX**

Certification Information

Demographic Study

Action Activities

Log of Activities

Cooperating Administrator Evaluation of Student Intern

Instructions for June 14, 2008

**PRAIRIE VIEW A&M UNIVERSITY  
WITLOWE R. GREEN COLLEGE OF EDUCATION  
OFFICE OF TEACHER CERTIFICATION  
P.O. BOX 519; MS 2425  
PRAIRIE VIEW, TEXAS 77446  
Ofc: (936) 261-3605 Fax: (936) 261-3619**

**PRINCIPAL STANDARD CERTIFICATION**

**REQUIREMENTS**

1. A Master's Degree
2. Two Years Teaching Experience
3. Successfully pass TExES Examination #68
4. Applicant must apply for their certificate through the Office of Teacher Certification, Delco Bldg Room 302

Completing courses listed below does not grant automatic admission into the Principal Certification Program All entrance requirements must be met.

**COMMON CORE (18 Semester Hours)**

ADMN 5003 Fundamentals of School  
Administrations ADMN 5023 Public School Law  
ADMN 5033 School Business Management  
\*ADMN 5043 The Principalship  
ADMN 5073 School Curriculum Leadership  
SUPV 5113 Principles of Supervision

\*In order to qualify for the one (1) year Probationary Certification, 12 semester hours (including ADMN 5043) must be completed from the Common Core.

**ACADEMIC AREA (12 Hours)**

ADMN 5093 Educational Statistics  
ADMN 5163 Research  
CNSL 5143 Human Growth and  
Development CNSL 5153 Cross-Cultural  
Issues

**SPECIALIZED PREPARATION (6 Hours)**

ADMN 5133 School Community Relations  
ADMN 5013 Theory Practice and  
Research ADMN 5103 School Personnel  
Administration ADMN 5533 Decision  
Making  
ADMN 5053 Special Programs  
ADMN 5083 Special Topics  
ADMN 5173 Computer Applications

**INTERNSHIP (3 Hours)**

ADMN 5503 Principal Internship (**Must be taken at PVAMU**)

The following courses must have been taken within the **last ten (10) years** in order to receive credit toward certification: **ADMN 5003, ADMN 5023, ADMN 5033, ADMN 5043, ADMN 5073, ADMN 5103, ADMN 5053, ADMN 5133, OR ADMN 5013, SUPV 5113.**

At least 15 hours toward certification **must be taken** at Prairie View A&M University No grade of "C" will be accepted toward certification.

**PRAIRIE VIEW A&M UNIVERSITY  
WITLOWE R. GREEN COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL LEADERSHIP and COUNSELING  
P.O. BOX 519; MS 2420  
PRAIRIE VIEW, TEXAS 77446  
Ofc: (936) 261-3530 Fax: (936) 261-3617**

**SUGGESTED DEGREE PROGRAM**

**MASTER OF EDUCATION (M.ED) ADMINISTRATION**

<b><u>Hours</u></b>	<b><u>COMMON CORE</u></b>	<b><u>18 Semester</u></b>
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ADMN 5003 Fundamentals of School Administration  
ADMN 5023 Public School Law  
ADMN 5033 School Business Management  
ADMN 5043 The Principalship  
ADMN 5073 School Curriculum Leadership  
SUPV 5113 Principles of Supervision

<b><u>Hours</u></b>	<b><u>ACADEMIC AREA</u></b>	<b><u>12 Semester</u></b>
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ADMN/CNSL 5093 Educational Statistics  
ADMN/CNSL 5163 Research  
CNSL 5143 Human Growth and Development  
CNSL 5153 Cross-Cultural Issues

<b><u>Hours</u></b>	<b><u>SPECIALIZED PREPARATION</u></b>	<b><u>6 Semester</u></b>
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ADMN 5133 School Community Relations  
ADMN 5013 Theory Practice and Research  
ADMN 5103 School Personnel Administration  
ADMN 5533 Decision Making  
ADMN 5053 Special Programs  
ADMN 5083 Special Topics  
ADMN 5173 Computer Applications

**PRAIRIE VIEW A&M UNIVERSITY**  
**Department of Educational Leadership and Counseling**  
**ADMN 5503**  
**Mid-Management Internship**

**Summer 2008**  
(Due by July 26, 2008)

**DEMOGRAPHIC STUDY**

The semester the student will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and student to better understand the school and community. The study should be very specific/detailed and include all of the following elements. The format of the demographic study should follow each of these elements **in order** and the elements should be **numbered** as follows:

1. Historical background of the school and community.
2. Socio-economic characteristics of the district, school and community.
3. Ethnic composition of the district, school and community.
4. Geographical characteristics of the district and school attendance area.
5. Political characteristics of the district and school community.
6. Professional staff for the district and school including the number of nurses, counselors, psychologists, teachers, secretaries, etc. and number holding bachelors, masters, and doctorate degrees.
7. District and school's organizational charts.
8. District and school's enrollment and ethnic composition of student body.
9. Number of students receiving free and/or reduced lunches for both district and school.
10. Number and nature of school and support facilities in school district.
11. Number of students in Alternative School from district and school. Procedure for sending students to Alternative School or Center.
12. Describe the physical plant of the school.
13. Number of students in Special Education classes. Policy and procedures for enrolling students in Special Education classes.
14. Industry in the school district.
15. Number of students attending college for 2006-2007 academic year for school and district.
16. How Students Get to School.
17. Type of School.
18. Outstanding Characteristics (Strengths) and Innovative Programs (Overview of Each Program)
19. TAKS pass rate for school (each grade level) and for district.
20. School's Greatest Problems. District's Greatest Problems. What is being done?

## **ACTION ACTIVITIES**

### **1. *ADMISSION, REVIEW AND DISMISSAL (ARD) MEETING (OPTIONAL)***

**List the etiquette and procedures for the assistant principal chairing the ARD**

**List some circumstances involved in tabling an ARD**

**Document attendance**

**Write a brief summary of meeting**

### **2. *SCHOOL BOARD MEETING***

**Attend two school board meetings**

**Document attendance**

**Write a brief summary of meeting**

### **3. *PRINCIPAL'S MEETING (OPTIONAL)***

**Attend a principal's meeting**

**Document attendance**

**Write a brief summary of meeting**

**Attach a copy of meeting agenda**

### **4. *TEACHER OBSERVATION AND CONFERENCE. (OPTIONAL)***

**Attend a teacher observation and conference**

**Document attendance**

**Write a brief summary of the conference**

### **5. *PERSONNEL PACKET***

**Obtain a complete personnel packet of your school district including salary scale**

**Describe complete contents of the personnel packet.**

### **6. *ORGANIZATIONAL CHARTS***

**Provide a district organizational chart**

**Provide a school organizational chart and indicate by an asterisk your location**

### **7. *CURRICULUM***

**What is the process at your school for adapting and/or modifying curriculum and/or instruction to meet the needs of special education students?**

**What is the procedure at your school for selecting textbooks?**

**Describe the District's process for developing curriculum at the elementary and secondary levels. How is the curriculum evaluated and updated? What recommendations do you have?**

**Discuss in-service program planning and implementation procedures in your school.**

### **8. *PLANNING***

**Discuss your school's plan and develop a plan for the collection of funds and/or fees. List**

**step by step procedures and show forms where appropriate.**

**Conduct a space needs assessment and record your findings.**

**Discuss the procedures for preparing a schedule of classes in the elementary and secondary school.**

**How often are faculty meetings called? For what purpose? Evaluate the effectiveness.**

**List at least three objectives for your school, describe how you are going to implement the objectives, and specify how you plan to evaluate the objectives.**

**Describe how you would involve the faculty and district personnel in preparing and fulfilling your objectives.**

#### ***9. ADMINISTRATION OF AUXILIARY SERVICES***

**Describe the execution of a work order through to completion.**

**What are the regulations for community use of the buildings?**

**Describe the procedure for handling bus discipline?**

**What is the supervisory role of the principal for support personnel? Do custodians, cafeteria workers, maintenance personnel or others report to the principals? What other special arrangements may exist in these supervisory relationships?**

**Tour the building with the principal and note needed repairs.**

#### ***10. PUPIL PERSONNEL***

**What is the role of the school nurse in the school?**

**What is the role of the guidance counselor in the school?**

**Discuss the procedure for the orientation of new students to the school.**

**Discuss the disciplinary policies and due process procedures for students in the school.**

**What efforts have been made in the last four years to increase student participation in co-curricular activities? To what degree have these efforts been helpful?**

#### ***11. OFFICE MANAGEMENT***

**Describe the role of the school secretary.**

**Review the procedure for conducting the inventory of supplies and equipment.**





**PRAIRIE VIEW A&M UNIVERSITY**  
**Department of Educational Leadership and Counseling**  
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**Summer 2008**

**Evaluation of Student Intern**

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

Please use the chart below in evaluating the performance of the student who has interned in your school. Upon completion of this evaluation form it should be returned to the university supervisor by the field supervisor.

	<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	<b>COMMENTS</b>
	Above Average	Average	Below Average	
Punctuality				
Attendance				
Appropriate Attire				
Cooperation				
Community Involvement				
Ability to Organize and Perform Assignments				
Problem Analysis				
Decisiveness				
Ability to use Supervision (seek and use help, accept criticism)				
Personal Motivation				
Judgment				
Written Communication				
Oral Communication				
Sensitivity				
Ability to Relate to Certified Personnel				
Stress Tolerance				
Ability to Relate to Non-Certified Personnel				
Ability to Relate to Students				
Educational Values				
Range of Interests				
Overall Performance				

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**Evaluation of Student Intern**  
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Please comment on any other aspects of the student's internship performance.

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Brief description of intern assignments: 

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Note: This evaluation will be kept confidential. Please return this evaluation to:

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University Intern Supervisor

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Signature of Cooperating Administrator

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Date

**PRAIRIE VIEW A&M UNIVERSITY**  
**Department of Educational Leadership and Counseling**

ADMN 5503  
Mid-Management Internship

Summer 2008

**COOPERATING ADMINISTRATOR  
STATEMENT OF ACCEPTANCE FOR  
INTERNSHIP IN EDUCATIONAL LEADERSHIP**

I hereby approve \_\_\_\_\_ for an internship during the Spring 2008, and agree to assist with his/her field experiences. I understand that the internship involves a variety of administrative and supervisory experiences on-site in a school or central office setting.

I am willing to work with this intern and the Prairie View A&M University supervising professor from the Department of Educational Leadership and Counseling in developing an appropriate set of experiences and a school improvement project.

\_\_\_\_\_  
Signature of Cooperating Administrator

**COOPERATING ADMINISTRATOR INFORMATION**

Name of Cooperating Administrator: \_\_\_\_\_

Name of School & Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Degree Held: \_\_\_\_\_ Certification: \_\_\_\_\_

Current Position: \_\_\_\_\_ Years of Experience: \_\_\_\_\_

Type of Teacher and/or Leadership Evaluation Preparation: \_\_\_\_\_

Have you had Mentor Preparation?:    ☐ Yes    ☐ No

## INSTRUCTIONS FOR June14, 2008 – NEXT MEETING DATE

- I. Log into True Outcomes and upload your professional resume
- II. TO BE TURNED IN TO DR. MEHTA ON June 14, 2008
  1. COOPERATING ADMINISTRATOR AGREEMENT
  2. FILE FOLDER (Manila- **letter size**) WITH A TYPED LABEL  
  
LABEL WILL READ: Last Name, First Name  
SUMMER 2008 ADMN 5503
- III. Each **group coordinator** will turn in a typed list of members of their group, including phone number and e-mail address. This list may be e-mailed.
- IV. Each intern will read the entire syllabus.