

EDUL 6398 Internship in Principalship

Semester: Web

Spring 2009

Address:

<http://www.utpa.edu/edlead>

Credit:

3 Hours Graduate

Instructors:

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A field/ based course in which students practice competencies and theories- acquired as they assume responsibilities associated with the middle management positions in local school districts.

Catalog Description:

Grades will be based on the quality of the portfolio, the extent to which the goals of the course have been attained and meeting course requirements. No Incompletes will be given.

Grading:

Required as a Diagnostic Tool. A date for taking the Benchmark exam will be set in September, 2009 and students will be informed as appropriate.

Principal TExES Exam:

recommended.

Taking the Principal TExES Exam this semester is strongly

Textbook:

Wilmore, E.L. (Latest) Passing the Principal ExCET (TExES) Exam.
Thousand Oaks, CA: Corwin Press.

Meetings:

TBA

7:10 pm

Orientation

EDUC 119

TBA

7:10 pm

Class Assignments/
Meeting with Professors

EDUC 119

. Other meetings and TExES Review Sessions will be set by the Professors. Attendance for class meetings and TExES review sessions are mandatory. An absence will result in a grade reduction and possible delay in taking the TExES qualifying exam.

Disability Notice:

If you have a documented disability which will make it difficult for you to carry out the work as outlined herein and/or if you need special accommodations/assistance due to a disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez Schunior Hall Room 1.101 immediately. Appropriate arrangements or accommodations can be arranged.

EDUL 6398

Syllabus - Fall 2009

Internship in Principalship

The Principal Internship is designed to introduce students to the problems, issues and challenges they will encounter as school leaders. Professional administrators are required by the Texas Education Agency to complete an internship experience for public school administrative certification. The internship, involving a total of 120 hours allows students to engage in actual experiences related to the practical side of school administration with the help and guidance of a fully certified **field mentor** (usually the school principal) and the UTPA **supervisor** (a professor at The University of Texas-Pan. American in the Department of Educational Leadership) and others as appropriate. The UTPA supervisor and field mentor will help interns connect the academic content of administrator preparation with the practice of administration in school settings.

Each student enrolled in EDUL 6398 will select a field mentor with whom to work. In the selection process, students should consider at least the following: (a) school and district personnel policies governing the operation of field experiences; (b) the willingness of a prospective mentor to collaborate on a set of required experiences for the duration of the internship; (c) the likelihood of a prospective mentor making significant positive contributions to the knowledge and practical expertise of the student; and (d) logistics of time and place. The relationship between the intern and the field mentor is of critical importance to the success of the internship experience. The UTPA supervisor serves primarily as an academic resource and a manager of the total internship experience.

Letters from both the district superintendent and the principal / field mentor approving the internship must be filed with UTPA early in the internship.

CLASS MEETINGS/ SPEAKERS

The work in this internship will be field experience done independently or with the field mentor outside of regularly organized classes. Class meetings, as scheduled, will be occasions to prepare for the TExES or to hear and learn from academic and practitioner experts on the problems and issues students will encounter.

EXPECTATIONS

Students will complete an electronic portfolio covering 120 hours of internship experiences in EDUL 6398, including the core activities, reflections, supporting documents and artifacts, and a master log of activities. Interns are expected to organize their time so as to permit the satisfactory completion of all internship requirements.

THE ELECTRONIC PORTFOLIO

Students are asked to respond to core activities (see below) electronically, and to collect print documents and artifacts in a separate paper file. The electronic portfolio and accompanying print materials will assist the UTPA supervisor in determining the extent to which the objectives of the internship have been attained, and will serve as a valuable reference for the student when he/she becomes a practicing administrator.

The core activities interns are expected to complete serve as the course content in EDUL 6398. A minimum of 120 hours of the intern's time.

The electronic portfolio and log will be sent periodically via email attachment to the UTPA supervisor for review. At the end of each semester the work will be evaluated and a grade assigned.

FIELD MENTOR TASKS

UTPA is unable to compensate field mentors in more tangible ways than a sincere thank you, along with a rewarding experience in helping to prepare future school leaders. The university is aware that the success of the internship rests largely on the student's relationship with the field mentor. We ask the field mentor do the following:

1. **Provide** time to talk on a regular and consistent basis with your intern about school leadership, its challenges and its rewards.
2. **Provide** time to talk with your intern about past experiences related to school leadership, and to guide interns to think about such experiences reflectively.
3. **Delegate** to the intern specific tasks, where appropriate, related to the core activities of the course. These will afford the intern an opportunity to gain practical experience in situations closely related to daily administrative responsibilities in the school.
4. **Permit** the intern to "shadow" you through a variety of leadership activities.
5. **Involve** the intern in activities outside the school which might enhance his/her knowledge of school leadership.

THE INTERNSHIP LOG

Interns will keep a detailed record of activities engaged in during the internship. At least 120 hours of activities must be undertaken during the semester and recorded electronically below. The activities should encompass the full range of school leadership endeavors. **Only one entry will be permitted for activities such as bus duty, cafeteria duty, soccer practice, etc.**

Date _____ Time _____ # Hours _____ Activity _____ Competency # _____

Note: Begin your log entries here.

CORE ACTIVITIES OF THE INTERNSHIP

The core activities of the internship are aligned with the Principal TExES, and follow the Wilmore textbook. As you study the nine competency areas of the TExES, take note of the core activities detailed below. Your UTPA supervisor and your field mentor will guide you as you undertake the core activities of the internship. Record electronically your responses to the activities directly below. At the conclusion of each competency, write a paragraph or two reflecting on your experiences. These reflections are extremely important and must be given careful attention.

* \

1

Domain I: School Community Leadership - Competency 001 (Wilmore, pp. 17-27)

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

*1.1 Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff members. (p.20). **Explore with the principal his/her efforts at creating a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for all. Summarize your discussion here.***

Note: **Begin your narrative here.**

*1.2 Ensure that parents and other members of the community are an integral part of the campus culture. (p.20). **Find evidence that parents and community members are an integral part of the campus culture.***

*1.3 Implement strategies to ensure the development of collegial relationships and effective collaboration. (p.21). **Observe the campus environment to arrive at generalizations regarding collegial relationships and cite examples of collaborative efforts.***

*1.4 Respond appropriately to diverse needs in shaping the campus culture. (p.21.) **Identify evidence on campus that diverse needs are appropriately accommodated.***

1.5 Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision. (p.21) **Cite types of information (see examples above) used in the development and implementation of the campus vision.**

1.6 Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning. (p.22) **Explore the principal's strategies for involving all stakeholders in the planning processes focused on teaching and learning.**

1.7 Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision. (p.22) **Critique the objectives and strategies of the plan for implementing the campus vision.**

1.8 Align financial, human, and material resources to support implementation of a campus vision (p.23) **Locate evidence that financial, human, and material resources have been aligned to support the campus vision.**

1.9 Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision. (p.23) **Identify formative evaluation procedures designed to ensure achievement of the campus vision.**

1.10 Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities. (p.25) **Cite examples of innovative thinking and risk taking activities on campus. How are these supported and encouraged?**

1.11 Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision. (p.26) **Find examples of contributions to the campus vision of students, staff, parents and community members. How are these acknowledged and celebrated?**

Reflections on Competency I

2

Domain I: School Community Leadership - Competency 002 (Wilmore, pp. 29-35)

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

2.1 *Communicate effectively with families and other community members in varied educational contexts. (p.30)* **Locate examples of communications with the community and families. Include these in your file of print materials.**

2.2 *Apply skills for building consensus and managing conflict. (p.31)* **Identify strategies for building consensus on campus. Explore with the principal his/her approach to managing conflict. Record your personal observations regarding these.**

2.3 *Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders. (p.31)* **Enumerate the ways in which stakeholders are kept informed and input is sought. Are there other strategies that might be employed?**

2.4 *Develop and implement strategies for effective internal and external communications. (p.31)* **Detail the overall program of internal and external communications. Talk with those having primary responsibility for communications. Comment on the program's effectiveness.**

2.5 *Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media. (p.32)* **Explore the principal's role in community relations. How are communications with the media handled?**

2.6 *Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children, (p.33)* **Enumerate the opportunities for parents/caregivers to be involved in the education of their children both within and outside the school. Is this a strength or a weakness in your school? Reflect on the importance of this.**

2.7. *Establish partnerships with parents and caregivers, businesses, and others in the community to strengthen programs and support campus goals. (p.33)* **Identify campus community collaborations and partnerships. Are there others which might be initiated? Reflect on the importance of these in strengthening programs and supporting campus goals.**

2.8. *Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. (p.33)* **Investigate ways your school responds to diversity. Is it evident that all students have an equal opportunity for success? Cite evidence.**

2.9 *Respond to pertinent political, social, and economic issues in the internal and external environment. (p.34)* **Observe the internal and external environment of the school, and identify the pertinent political, social, and economic issues impacting it. Select one issue for in-depth treatment, state your position on the issue, and offer suggestions for resolution.**

Reflections on Competency 2

3

Domain 1: School Community Leadership - Competency 003 (Wilmore, pp. 37-41)

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

3.1 *Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors. (p.38)* **Discuss with your field mentor the importance of integrity and fairness in school leadership, and the ways they are exemplified in his/her daily leadership activities.**

3.2. *Implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators. (p.38)* **Review the Texas State code of ethics for professional staff. (You can find this on the Web.) Copy the code for inclusion in your print materials file. Discuss it with your field mentor.**

3.3 *Apply knowledge of ethical issues affecting education. (p.38)* **Identify several ethical issues evident in your school district.**

3.4 Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff members and to improve learning opportunities. (p.38) **Review the policy manual of your school or district. Find out from your field mentor where she/he would obtain additional information about legal situations that might arise at school. What legal situation is most frequent? Identify the policy which a) most surprised you and explain why, and b) you would prefer to change and explain why.**

3.5 Apply laws, policies, and procedures in a fair and reasonable manner. (p.38) **Discuss with those most involved in student discipline how fairness, ethics, and legality come into play in their area of concern. Discuss discipline philosophies. -What-has-changed-in recent years? What-issues-are most-difficult-to resolve, and techniques for resolution. Determine your own responses to the questions. Compare and contrast the responses.**

3. 6 Articulate the importance of education in a free democratic society. (p.39) Write a brief essay on the importance of education in a free democratic society.

3. 7 Serve as an advocate for all children. (p39) **Discuss with your mentor his/her approach in serving as an advocate for all children.** Cite examples.

3.8 Promote the continuous and appropriate development of all students, (p.3.9) **Explore ways in which the continuous and appropriate development of all students is facilitated in your school.**

Reflections on Competency 3

4

Domain II: Instructional Leadership - Competency 004 (Wilmore, pp. 43-48)

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

4.1 Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends', demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements). (p.45) Cite

evidence that a) emerging issues, b) occupational and economic trends, c) demographic data, d) student learning data, e) motivation theory, 1) teaching and learning theory, g) principles of curriculum design, h) human developmental processes, and j) legal requirements have been included in the curriculum planning process.

4.2 *Facilitate the use of sound, research based practice in the development, implementation, and evaluation of campus curricular, cocurricular, and extracurricular programs. (p.46)* **Identify ways research based practice has been incorporated into the campus curricular, cocurricular, and extracurricular programs.**

4.3 *Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content, and alignment. (p.46)* **Provide examples of campus participation in district curriculum development (planning, implementation, monitoring, and revision) to ensure appropriate scope, sequence, content, and alignment.**

4.4 *Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability. (p.47)* **Explore the measurement of student learning on your campus. Do you consider these practices to be appropriate assessments to ensure educational accountability? Are there other assessments that might be used but at present are not? Elaborate.**

4.5 *Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum. (p.47)* **Describe how technology, telecommunications, and information systems enrich the curriculum.**

4.6 *Facilitate the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other district programs. (p.47)* **Cite examples of campus and district coordination of curricular, cocurricular, and extracurricular programs.**

4.7 *Promote the use of creative thinking, critical thinking, and problem solving by staff members and other campus stakeholders involved in curriculum design and delivery. (p.48)* **Provide examples of creative thinking and problem solving by those involved in curriculum design and delivery.**

Reflections on Competency 4

Domain II: Instructional Leadership - Competency 005 (Wilmore, pp. 49-57)

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice, (p.51)

Discuss with the principal his/her strategies for incorporating relevant research and best practice leading to instructional improvement and change.

5.2 Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students. (p.51) **Cite examples of success oriented opportunities (strategies, decisions, programs) available to students.**

5.3 Create conditions that encourage staff members, students, families/caregivers, and the community to strive to achieve the campus vision. (p.51) **Explore with the principal the conditions which encourage all constituents to contribute to the achievement of the campus vision.**

5.4 Ensure that all students are provided high quality, flexible instructional programs with appropriate resources and services to meet individual student needs. (p.52) **Cite evidence that programs with appropriate resources and services are provided to meet individual student needs.**

5.5 Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals. (p.52) **Show how student assessment data are used to develop, support, and improve campus instructional strategies and goals.**

-5.6 Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning. (p.53) **Identify ways technology, telecommunications, and information systems enhance student learning.**

5.7 Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning. (p.53) **Enumerate ways a campus environment conducive to teaching and learning can be enhanced.**

5.8 Facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs. (p.54) **Talk with those responsible for student services and student activity programs. Solicit their vision_ astohowthese fulfill academic, developmental, social, and cultural needs.**

5.9 Analyze instructional needs and allocate resources effectively and equitably. (p.54) **Discuss with the principal his/her plan for the effective and equitable allocation of resources.**

5.10 Analyze the implications of various factors (e.g. staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning (p.55) **Investigate staffing patterns, class scheduling formats, school organizational structures, and student discipline practices. Analyze the implications of these factors for teaching and learning.**

5.11 Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning (a.56) **Identify diversity factors which impact students' development and learning. Cite ways in which your school responds to these.**

Reflections on Competency 5

6

Domain II: Instructional Leadership - Competency 006 (Wilmore, pp. 59-68)

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

6.1 *Work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff*

needs and aligns professional development with identifies goals. (p. 6V Consider the major challenges of staff evaluation and development. What are the rewards? What are the legal and ethical issues related to personnel management? Identify the models of supervision and staff development that are in evidence? Review with the principal his/her philosophy of personnel management, with emphasis on evaluation. Include in your print materials file copies of evaluation forms used for professional and classified staff.

6.2 Facilitate the application of adult learning principles and motivation theory to allow campus professional development activities, including the use of appropriate content, processes, and contexts. (p.62) Cite evidence of the application of adult learning principles and motivation theory in professional development activities. Comment on___ the overall effectiveness of professional development on campus.

6.3 Allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans. (t.62)Review the professional development plan with special emphasis on the schedule, budget, and resources.

6.4 Implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff (p. 63) Explore with the principal his/her role in the area of human resources, including recruitment, screening, selection, and assignment. Interview the person responsible for personnel. Include in your discussion procedures for a) hiring, b) orientation, c) promotion, and d) termination. Investigate discipline, due process, disability, and leave (sick, personal, and . professional). Collect items related to personnel (handbooks, forms, etc.) for inclusion in your print materials file.

6.5 Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff. (p.64) Review the staff evaluation program. Is there evidence of both formative and summative evaluation? Comment on the program's effectiveness.

6.6 Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff. (p. 65) Interview a sampling of campus staff regarding morale and the health of the organization. Explore with the principal his/her strategies in this regard.

6..7 Engage in ongoing professional development activities to enhance one's own

knowledge and skills and to model lifelong learning. (p. 66) Explore with the principal his/her personal program of professional development. Cite examples from your own observations how he/she models lifelong learning.

Reflections on Competency 6

7

Domain II: Instructional Leadership - Competency 007 (Wilmore, pp. 69-74)

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

7.1 *Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment. 63.70) Explore with the principal his/her administrative credo. What specific strategies or accommodations are employed to ensure an effective learning environment.*

7.2 *Implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making 61. 71) Identify sources of data used for informed decision making. Is it evident to the careful observer that decision making is a data intensive process? Explain.*

7.3 *Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. 6). 71) Explore with the principal his/her problem solving and decision making processes.*

7.4 *Use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus. 6). 72) Identify strategies used on your campus to promote collaborative decision making and problem solving. Is there an observable effort to facilitate team building and develop consensus? Comment on the principal's role in these initiatives.*

7.5 *Encourage and facilitate positive change, enlist support for change, and overcome obstacles to change. 6).72) Observe your principal and comment on his/her role as a change agent. Do you consider yourself an agent of change? Do you aspire to be one? Elaborate.*

7.6 Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals. (p.73) Investigate ways change is occurring on your campus. Is there an observable program for monitoring and evaluating these efforts? Make some generalizations based on your observations about your colleagues and their receptivity or resistance to change.

Reflections on Competency 7

8

Domain III: Administrative Leadership - Competency 008 (Wilmore, pp.75-77)

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use

8.1 Apply procedures for effective budget planning and management. (p. 76)

Review the basic budgeting process of the school, including the forms and processes used for the following: a) calendaring budget preparation at the school level, including the principal's role in preparing the district-wide budget; b) defining what is capital outlay; c) purchasing supplies (instructional, media, custodial, etc.); d) repair and/or maintenance contracts for equipment; e) check requests for purchases and reimbursements; f) maintaining inventories (instructional supplies, room and building, capital outlay, etc.); g) monthly financial reports, including payroll; h) textbook monitoring; i) testing material and administration.

8.2 Work collaboratively with stakeholders to develop campus budgets. (p. 76)

Interview the school finance/business officer to determine how stakeholders are involved in the development of the campus budget. What does he/she do, under what schedule and what legal obligations (audit trails). What is the relationship between this officer and the principal? Study the school budget and the monthly account statements. Learn to interpret these documents.

*8.3 Acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities. (p. 76) Explore with **the principal the challenges of human**, material, and financial management. How are priorities set on campus in these areas of concern?*

8.4. *Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants. (p. 76)* Identify strategies **employed to ensure sound** financial management of accounts, bidding, purchasing, and grants. Include **documents** related thereto **in your** print materials file.

8.5 *Use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals. (p. 77)* Cite evidence of effective planning, time management, and organization of personnel. Identify some strategies in this regard which you deem especially effective in attaining campus goals.

8.6 *Develop and implement plans for using technology and information systems to enhance school management. (p.77)* Enumerate ways technology and information systems aid in the 'management of school business services **on your** campus. Are there gaps in "what is vs. what should be" in this area?

Reflections on Competency 8

9

Domain III: Administrative Leadership - Competency 009 (Wilmore, pp.79-82)

*The principal knows **how** to apply **principles** of leadership **and** management to the campus physical **plant** and support systems to ensure a safe **and** effective learning environment.*

9.1 *Implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively. (p.80)* **Walk through** the **school** with the principal and **document** your observations regarding the physical plant and **support** systems. Do the same walk **through** with a member of the custodial staff. Note differences. Detail the challenges and advantages of the physical plant, including the difficulties and/or constraints placed on the instructional program. Are changes planned? What changes would you propose? Talk with the person responsible for building maintenance. What does he/she do? What are the challenges and satisfactions of that job? What would he/she like to see changed? What role does the principal play in assisting this person? What are the standard procedures for addressing repairs? How is vandalism addressed?

9.2 *Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns. (p.80)* Review the following school safety concerns and include with your print materials the written procedures and forms

related to each: a) fire, severe weather, flood, bomb threat, stranger on campus, etc.; b) health emergencies; c) fire code inspections; d) workplace safety and OSHA filings; e) health inspections; f) school beautification. If you do not find written guidelines regarding the above, comment on the necessity of same. What changes would you propose?

9.3 Develop and implement procedures for crisis planning and for responding to crises. (p.80) Locate, and include in your print materials file, school and/or district documents related to crisis planning and response.

9.4 Apply local, state, and federal laws and policies to support sound decision making related-to-school programs and operations-(e.g.,-student-services food services, health services, transportation). Talk with those in charge of student services, food services, health services, and transportation. What do they do? Explore their major challenges and rewards. Gain knowledge and insight into these operations with "behind the scenes" observations.

Reflections on Competency 9

End of Electronic Portfolio

This document prepared by Barton R. Herrscher
August 2002; Revised August 2007.