

**COLLEGE OF EDUCATION
STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
Year 1 and/or Year 2 Practicum/Internship
LEAD 8841
ADVANCED INTERNSHIP IN EDUCATIONAL LEADERSHIP
3 SEMESTER HOURS**

REQUIRED TEXTBOOK

Morgan, P. L., Gibbs, A., Hertzog, C. J., & Wylie, V. (1997). The educational leader's internship: Meeting new standards. Lancaster, PA: Technomics Publishing Company, Inc.

RECOMMENDED READING

Green, R. (2001). Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards. Upper Saddle River, NJ: Merrill-Prentice Hall.

COURSE DESCRIPTION

This course is designed to give leaders an opportunity to work in a real world setting. Activities will include both leadership and management functions at school sites. This course will be the capstone experience and reflected in the student's portfolio.

CONCEPTUAL FRAMEWORK (ISLLC Standards)

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources
5. The educational leader acts with integrity, fairness, and in an ethical manner
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader effectively uses inquiry, including field based inquiry and action research to investigate and solve educational problems

SPECIFIC COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS
(Numbers in parentheses relate to departmental (ISLLC) standards)

Course Outcomes Student will:	Course Activities Student will:	Assessments Instructor will:
effectively communicate and articulate (model) the vision and mission of the school. (1, 6)	refine and incorporate vision into the leadership and teaching and learning philosophy portion of Leadership Portfolio narrative.	assess the narrative in the Leadership Portfolio
identify and address barriers to student learning. (1, 3, 4, 7)	implement a school instructional improvement project utilizing instructional leadership skills.* prepare weekly reflections on internship project progress.	evaluate progress of project through field visits, meeting with field supervisor and intern. assess weekly reflections in the Internship Experiences Notebook.
demonstrate an understanding of the administrative processes of human and non-human resource development and their applications to improved student performance. (1, 2, 3, 5, 6)	assign appropriate human and non-human resources to ensure success of school improvement project. prepare weekly reflections on project progress. shadow a school administrator in the school district and compare and contrast with first semester internship shadowing.	evaluate progress of project through field visits, meeting with field supervisor and intern. evaluate documented log in Internship Experiences Notebook. assess reflective narrative of the shadowing.
use knowledge of developmental, learning, and teaching theories to inform management decisions. (2, 3, 4, 6)	implement a school instructional improvement project utilizing instructional leadership skills.* prepare weekly reflections on internship involvement. conduct a clinical supervision cycle on at least one teacher document leadership accomplishments in Leadership Portfolio	evaluate progress of project through field visits meeting with field supervisor and intern. assess weekly reflections in the Internship Experiences Notebook. assess documentation of clinical supervision activity assess Leadership Portfolio documentation
demonstrate an understanding of the roles of local, state, and federal governments and other stakeholders in education. (4, 5, 6)	attend Board of Education Meetings. attend Board of Education Work Sessions prepare weekly reflections on internship involvement.	evaluate documentation of minutes in Internship Experiences Notebook. assess a reflective narrative of the meeting. assess weekly reflections in Internship Experiences Notebook

Course Outcomes Student will:	Course Activities Student will:	Assessments Instructor will:
utilize effective group process, conflict resolution, and consensus building skills. (2, 3, 4, 6)	<p>complete 125 hours of leadership involvement at the school and system level.</p> <p>conduct formal meetings involving system level personnel, school level personnel, community members, and/or the Board of Education.</p> <p>document leadership accomplishments in Leadership Portfolio</p>	<p>assess documentation of logs in the Internship Experiences Notebook</p> <p>assess documentation of meeting (agenda, minutes etc.) in Internship Experiences Notebook</p> <p>utilize field supervisor input to assess group leadership skills</p> <p>assess Leadership Portfolio documentation.</p>
identify and nurture relationships with the school community and its leaders. (1, 2, 4, 6, 7)	become actively involved with a community civic or community service organization.	assess documented logs in Internship Experiences Notebook including a reflective narrative of experiences
demonstrate a personal and professional code of ethics, and an understanding of moral leadership. (1, 2, 4, 5)	dress professionally and model the Georgia Code of Ethics as an educational leader.	<p>conduct field observations</p> <p>utilize field supervisor's evaluation.</p>
shape school policy to provide high expectations for students and staff. (1, 2, 6, 7)	<p>complete 125 hours of internship involvement at the school and system level.</p> <p>shadow a school administrator in the school district.</p> <p>will prepare weekly reflections on internship involvement.</p> <p>complete analysis of case studies</p>	<p>verify documented logs in the Internship Experiences Notebook.</p> <p>utilize field supervisors evaluation</p> <p>assess documented logs in Internship Experiences Notebook including a reflective narrative of experiences</p> <p>evaluate analysis of case studies</p>
demonstrate appreciation for and sensitivity to the diversity and values in the community (4,5)	<p>engage in community service work</p> <p>make decisions and model actions which demonstrate sensitivity for diversity</p>	assess documented logs in Internship Experiences Notebook including a reflective narrative of experiences
employ technology to effectively manage the educational mission (3)	demonstrate the use of technology in decision-making, presentations, communication, ect.	assess documented logs in Internship Experiences Notebook including a reflective narrative of experiences

* This project may be included in the Leadership Portfolio demonstrating mastery of Standards 1,2,3,7.

COURSE ACTIVITIES/REQUIREMENTS

1. Complete a minimum of 125 hours of approved and documented administrative activities. The field and university supervisors and intern will mutually develop a program of leadership experiences.
2. Complete an Internship Experiences Notebook that includes:
 - A daily log of leadership activities and observations keyed to the Department of Educational Leadership Program Standards and Outcomes.
 - Typed weekly reflective journal of activities, observations, and learnings.
 - Documentation of attendance at a school board work session and a school board meeting during the semester of the internship. A written reflection of the meeting must be attached to the agenda.
 - Shadowing of an educational leader within the intern's school district. A reflection of the observation will be attached to the analysis of the shadowing experience.
 - One formal presentation at a school related meeting as approved by field supervisor.
 - Documentation of the leadership of a meeting in the organization. A written reflection and agenda must be included.
 - Documentation of active and continuous participation in a social service, civic, and/or community organization that is oriented to community improvement.
 - Documentation of at least one clinical supervision cycle on a teacher for each semester of the internship. Each cycle should include pre-conference summary, completed observation instrument, analysis of data, summary of post-conference, summary of professional development plan.
 - Two completed case studies from the internship seminars.
3. Demonstrate substantial progress toward completion of a Leadership Portfolio that includes:
 - Up-dated professional resume/vitae.
 - List of educational leadership course work, quarter/semester completed, and professor for the course.
 - Leadership narrative addressing
 - ✓ Leadership Philosophy
 - ✓ Teaching and Learning Philosophy
 - ✓ Description of Leadership Practices
 - ✓ Analysis of Leadership Techniques and Strategies
 - ✓ Assessment of Effectiveness
 - ✓ Awards and Recognition
 - ✓ Professional Improvement Activities
 - ✓ Future Leadership Goals and Directions
 - Exhibits which document the student's accomplishments of Department of Educational Leadership Program Standards and Outcomes
 - ✓ Standard 1: Facilitate a shared vision of learning
 - ✓ Standard 2: Sustain a school culture and instructional program conducive to student learning and staff growth

- ✓ Standard 3: Manage resources for a safe and effective learning environment
 - ✓ Standard 4: Collaborate with and respond to the community
 - ✓ Standard 5: Act ethically and with integrity
 - ✓ Standard 6: Respond to a larger political and cultural context
 - ✓ Standard 7: Use inquiry to solve educational problems
 - ✓ Other Appendices as the Student may determine; grants, awards, publications, etc.
- A formative assessment will be conducted at the end of LEAD 8841. Students must demonstrate substantial progress on these assessments in order to receive a passing grade for the course. IP's will be issued if portfolio deficiencies are not corrected.
 - Final portfolio will be due to the Portfolio Coordinator no later than eight weeks prior to graduation.
 - The portfolio is the final comprehensive assessment for the Natural Forces degree in Educational Leadership
 - See Professional Portfolio Guidelines for additional information

(The Internship Experiences Notebook and Leadership Portfolio will become the property of the Department of Educational Leadership—please make any desired personal copies.)

4. A school improvement project focusing on teaching and learning to be approved by the field and university supervisor. This project should be based on a needs assessment. The paper should be 5 to 7 pages and should follow APA guidelines. The project components are:

- Title page
- Introduction and background--statement of the problem
- Needs assessment
- Literature / readings: include a minimum of 5 articles and archival data from the school which is related to the proposed change and other resources—a minimum of 1 research study must be included
- Description of the proposed change
- Evaluation design
- Analysis and description of how the proposed change progressed--document, as appropriate
- Conclusions
- Appendix --- documents that support project design and implementation
- Reference list--APA

(This project may be included in the Leadership Portfolio demonstrating mastery of Standards 1,2,3,7)

5. Attend the following Seminars:

- Seminar I. Internship Orientation
- Seminar II Portfolio Development/ Reflective Leadership Practices
- Seminar III. Reflective Leadership Practices

(Seminar dates, times and meeting places will be determined at Orientation)

COURSE EVALUATION

Because of the nature of an internship, the evaluation process will be continuous. This continuous process will involve conferencing with the field supervisor, field conferences and office meetings with the intern, scheduled reviews of the reflective journal entries, Internship Experiences Notebook, Leadership Portfolio, and by the end of the semester, completion of the instructional improvement project.

EVALUATION METHODS

- School Improvement Project
- Internship Experiences Notebook (rubric)
- Leadership Portfolio (rubric)
- Completion of 125 hours of documented leadership experiences
- Field Supervisor's Evaluation Form

SCHEDULE OF EVALUATIONS

Scheduled conferences with field supervisor, university supervisor, and intern will occur throughout the internship.

GRADING SCALE AND PROCEDURES

The student may receive a final grade of S (Satisfactory) or U (Unsatisfactory). To earn an S, ALL course requirements must be fulfilled satisfactorily. Appropriate credit (3 semester hours) will be assigned. A grade of U will represent no academic credit earned. Should the intern earn a grade of U, the advisory, university supervisor, and intern will develop a remediation plan. The grades of S and U will not be included in the computation of the grade point average.

INSTRUCTOR

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Office hours are posted each semester. Students who need other times may make appointments.

ATTENDANCE POLICY

Interns are expected to attend all scheduled seminars. If problems arise, the student should contact the instructor in advance. Students not attending scheduled seminars may earn an incomplete for the semester and be required to attend a make-up seminar the following semester.

SPECIAL NEEDS STATEMENT

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program must contact the Special Services Office in Jannis Hall, Room 143. The telephone number is 123-4567.

COURSE SCHEDULE

Seminars and field visits will be schedule during the orientation and throughout the internship.

Meeting Dates:

Orientation/1st Seminar

2nd Seminar

3rd Seminar