

15:230:530:01 - Internship in Educational Administration I Fall 2011

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COURSE DESCRIPTION

This course is designed to accompany a semester-long internship within a school setting. The course seeks to assist participants integrate their internship experience with:

- Prior professional experiences;
- Theories and ideas that further understanding of individual experiences and the organizations within which they occur; and
- Research that establishes the larger perspective of school improvement.

This course will be conducted as a seminar with the goal of allowing students to consult, support, and challenge one another as well as interact with the instructor. A hybrid mode of instruction will be followed. Students are required to have Internet access. Class meetings will be held periodically, but not every week. Class meetings will generally be taught in the lecture/discussion format.

In addition, students will be required to submit weekly journal entries to the professor via SAKAI drop box and email.

APPLICABLE STANDARDS

This course is designed to further the following administrative certification standards detailed in New Jersey Administrative Code:

1. **General Leadership:**

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (elements of developing and implementing shared vision);
 - v. Leading with integrity and fairness;

2. **Instructional Leadership:**

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (instructional elements);
 - ii. Leading a climate and culture conducive to student learning and staff professional growth;

3. **Management:**

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iii. Leading a safe and effective environment for learning;

4. **Context/Community:**

- New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iv. Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;
 - vi. Leading with a perspective of the larger political, social, economic and legal context;

COURSE EXPECTATIONS

A. Internship

- Students are responsible for arranging their own internship placements. Each student will secure a cooperating administrative mentor and submit a signed mentor agreement form.
- Students will submit an initial plan of activities for their internship, maintain a journal, submit weekly activity reports, and submit a final report on their experience.

B. Seminar Study

- The course is designed to be a small seminar. Therefore, the success of the course will depend upon careful preparation and engaged, thoughtful participation of all class members. Participation/engagement will be in person at class meetings; during possible onsite internship visits by the professor; as well as electronically via SAKAI drop box and email. It is the quality of participation that counts, not the quantity.
- The course will focus upon assisting participants understand and further their own professional development following the Interstate School Leaders Licensure Consortium Standards (ISLLC). Internship experiences are the substance of the course.
- Activities will include maintaining a journal, discussion of readings and case studies, as well as the challenges and successes of the ongoing in-school internship experiences.
- In general, reading assignments will be relatively light. They will consist of texts, research articles and general readings.
- The course will meet periodically, but not every week. (The design is to give students time to work on internship activities and on their written assignments).
- Weekly summaries and reflections on internship activity will be submitted to the professor via SAKAI drop box (by email if a problem with SAKAI).
- Class discussion questions and individual feedback will be distributed by SAKAI. An electronic discussion-based bulletin board may also be established.

THE INTERNSHIP

- The administrative internship is an individualized experience designed by the student in consultation with a local administrative mentor.
- The professor must approve proposed internship plans.
- The State requires a minimum of 150 hours of internship-related work over the course of the semester - an average of 10 hours per week. All hours involved in course and individual school settings count provided they are documented on the TIME LOG and discussed in the JOURNAL.
- Students should design their internship plan to incorporate sustained leadership activities and experiences that help them master the six Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium (ISLLC, 2007). [SAKAI]
- The proposed internship plan should include a variety of activities and experiences that encompass all six ISLLC Standards. Internship plans should include:
 - Involvement in at least one task/project where the intern serves in a major leadership role, that is, planning, (e.g., budget, program, organizational); group/meeting facilitation; staff development, assessment, and support; handling of student issues; parent and community relations; etc.
 - The major task/project must involve working collaboratively with a group. The group may be a project team formed by the intern, a school department or grade level team, an existing school committee etc. Collaborative group work is an essential part of Internship.
 - Additional tasks that involve the intern in daily routine activities as well as activities that address longer-term school/organizational issues.

- Also included with the proposed internship plan should be:
 - Time for the intern to “shadow” as many local administrators as possible to obtain a better understanding of their role in the district. Reports on shadowing time should be included in the weekly reflections.
 - Attendance and observation at least one public meeting of their board of education. A report on the visit should be included in a weekly reflection.
- It is understood that the initial internship plan is a flexible document and that internship activities will likely evolve over the course of the semester. The goal, however, is to provide experience in each of the ISLLC Standards.
- Students and administrative mentors should consider the student’s prior experience and be conscious of any legal constraints on the student’s performing certain activities.
- Weekly activity reports (1-2 pages maximum) will be submitted to the professor by SAKAI drop box (email if SAKAI not available.). The professor will comment via Drop Box.
- The professor may make site visits during the semester to review progress with the intern and the mentor.

READINGS

A. Texts:

Giuliani, Rudolph W. (2002). Leadership. New York: Hyperion.

Fullan, M. (2005). leadership & sustainability. Thousand Oaks, California: Corwin Press.

[Please begin reading the Giuliani book as soon as possible. It is a quick read that provides a popular perspective on leadership. Michael Fullan’s book will provide ideas for discussion in the second half of the course.]

B. Course Schedule and Course Reading List:

- A separate schedule of topics for discussion and readings for each class meeting will be distributed at the start of the semester and will also be available on SAKAI.
- Articles listed in the Reading Schedule and designated ‘RU’ can be accessed from Rutgers SAKAI web pages. To use this resource you must:
 - a) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
 - b) Supply the instructor with your NetID and have him add you to the course site.
 - c.) Once added, you can access SAKAI at:
<https://sakai.rutgers.edu/portal/site/!gateway/page/!gateway-100>
 - d) After logging in, click the Upper Tab for 530 Internship and then click RESOURCES on left margin.

Other course resources will also be available on SAKAI.

COURSE ASSIGNMENTS –

See Course Schedule and Course Reading List for due dates

Students will be expected to complete *each* of the following assignments. Two copies of each assignment shall be submitted on or before the due dates. A hard copy should be submitted in person at the beginning of class meetings. A second electronic copy should be uploaded to the student’s SAKAI drop box.

A. Start of Semester

1. Proposed Internship Plan (File final copy in DROP BOX)

- Submit an action plan outline that will specify major tasks to be undertaken including specific activities to be performed, individuals involved, expected outcomes, and the applicable ISLLC standard(s) involved. Follow the template on SAKAI.
 - Include a brief description of the educational setting in which the activities will take place.
 - Email the professor tentative plan for comments before due date. The professor must approve the proposed plan before the final plan is submitted.
2. Complete the **Administrative Internship Agreement Memorandum of Understanding** form with signatures of the student and the administrative mentor and submit the original of the form at the class meeting. [Form available on SAKAI]
 3. Complete the **Self Inventory of School Leadership** form [SAKAI]. This is an electronic form. Download, fill checkboxes, save and upload copy to DROP BOX. You will repeat this process at the end of the course.

B. Time Log

1. Begin keeping a log of time spent on Internship activities beginning with the first day of the course. A template for the log is provided on SAKAI. Keep this electronically.

C. Reflective Journal – Electronic Format – MS Word

1. Please immediately begin keeping a narrative journal of your experiences on your internship project. A minimum of one entry per week is required. Your first entry should update from the first day of the course.
2. Journal entries should be concise and address three main issues. First, summarize the specific activities and experiences you had during the week. Second, thoughtfully reflect upon those activities and experiences. Are you making progress towards the desired outcomes? Discuss constraints/problems you have encountered. Identify any thoughts/concerns that you may have. Be sure to relate your activities to the ISLLC standards. Third, Query topics for journal discussion will be introduced for each third of the course. [See sample Journal page format on SAKAI.]
3. By midnight Sunday each week submit by drop box your journal entry for the past week. Material submitted will be read by the professor, but will remain confidential.

D. Mid-Term Paper (Assignment Guide available on SAKAI)

Paper: (5-8 Pages, Double Spaced) Compare and contrast the leadership concepts presented by Rudolph Giuliani in his book Leadership with each of the six ISLLC standards. Would you consider Giuliani a transformational or transactional leader based on his ideas?

E. End of Course Submissions (Assignment Guide available on SAKAI)

Note: Materials also to be uploaded to the Educational Administration Portfolio SAKAI Site

1. Final Report

Submit a final report documenting and reflecting on your internship experience. Several weeks before the end of the term, the professor will present on SAKAI a more detailed outline of the final report requirements. The final report should include documentation of tasks and responsibilities undertaken, discussion of the constraints encountered, discussion of the concerns raised during your work, identification of the outcomes achieved and discussion of whether these outcomes differed from initial expectations, consideration of how the work you started might be continued and

improved, reflections on the internship, etc. Artifacts that illustrate your work should be included in your report.

2. **Essay – Concept of Sustainability:** Submit an essay discussing the evidence you observe in your school of the application of the ideas presented by Michael Fullan in leadership & sustainability. As an administrator, how would you implement these ideas in your school?
3. **Self – Evaluation:** Submit a self-evaluation (form on SAKAI)
4. **Administrator Mentor Evaluation and Sign Off:** Submit a sign-off and evaluation (form on SAKAI) by your mentor for the work you have completed.
5. Update the ratings on the Self **Inventory of School Leadership** from the beginning of the semester. Record new ratings in END of course boxes. Upload a new copy to DROP BOX.

GRADING

Students will be evaluated on the basis of participation in all course activities (in person and electronic), presentation of ideas, quality of written assignments, and quality of the internship work. All assignments must be completed in order to receive a satisfactory or better grade in the course.

Students are reminded of the Rutgers Academic Integrity Policy which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/integrity.shtml#I>].

Activity	Weight Towards Final Grade
Participation in classroom discussion	5 %
Weekly Reflective Journal Submissions	30 %
Midterm Paper: Concepts of Leadership	15 %
Final Report and overall Quality of Internship Work	40 %
Mentor Feedback	10 %

J.W.A. 4/2011

ACADEMIC INTEGRITY

Please read Rutgers University policy on academic integrity at:
<http://academicintegrity.rutgers.edu/integrity.shtml>