

15:230:530 - Internship in Educational Administration I

Syllabus- Fall 2016

Class meetings will be held 4:50 p.m.-7:30 p.m., Room 115, Murray Hall
(See Course Assignment/Reading Schedule for meeting dates)

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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 professor. 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 reflective journal entries to the professor via Sakai assignments.

APPLICABLE STANDARDS

This course is designed to align with 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); and
 - 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); and
 - 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; and
 - 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, submit weekly reflective journal 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. It is the quality of participation that counts, not the quantity.
- The course will focus upon assisting participants to understand and further their own professional development following the six Interstate School Leaders Licensure Consortium (ISLLC) Standards.
- Activities will include maintaining a journal, discussing readings and case studies, as well as the meeting the challenges and enjoying the successes of the ongoing in-school Internship experiences.
- 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 activity/ reflective journal reports, including responses to journal queries, will be submitted to the professor via Sakai assignments.
- An open Discussion Forum in Sakai will be made available for students to communicate with each other and the professor, as need be.

THE INTERNSHIP

- The administrative Internship is an individualized experience designed by the student in consultation with a local administrative mentor. Most students complete their Internship in their home school or district.
- 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. **Note:** Internship Two involves another 150 hours. Internship One plus Internship Two satisfies the state certification requirement of 300 hours of Internship.
- 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, 2008) (Sakai Resources)

Major Requirements for Internship Plans

Please read and review carefully before submitting your draft Internship plan.

- Your proposed Internship plan should include a variety of activities and experiences that encompass all six ISLLC Standards. Plans generally include **one major task/project** and one or more **secondary tasks/projects**. It is most likely that your major task/project will concentrate in one or more standards. Select secondary tasks/projects to cover the remaining standards.
- Internship plans should include a **primary** major task/project. **For the primary task/project:**
 - **The intern must serve in the 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 mentor may act as a facilitator for the intern's work.
 - The primary 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.
- **Secondary tasks/projects** should be chosen to provide further experience with the ISLLC standards.
 - Secondary tasks/projects may involve the intern in daily routine activities as well as activities that address longer-term school/organizational issues.
 - Secondary tasks/projects **do not** have the major leadership role or collaborative group requirements for the intern.
- **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 journal reflections.
 - Attendance and observation **at least one public meeting of their Board of Education**. A report on the visit should be included in one weekly journal 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 six 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/ reflective journal reports (1-2 pages maximum) will be submitted to the professor via Sakai assignments. The professor will comment via Sakai Assignments.
- The professor may make random site visits during the semester to review progress with the intern and the mentor. Visitations will be arranged at a time that is mutually convenient for all parties.

READINGS

A. Texts:

Kotter, John P. (2012). *Leading Change*. Boston: Harvard Business Review Press.

Fullan, M. (2005). *Leadership and Sustainability*. Thousand Oaks, California: Corwin Press.

(Please begin reading the Kotter book as soon as possible. It will be used for the mid-term assignment. Michael Fullan's book will provide ideas for discussion in the second half of the course.)

COURSE ASSIGNMENTS

Course Assignments and Reading Schedule

- A separate schedule for assignments/due dates and reading/discussion topics will be distributed at the start of the semester and will be available on Sakai Resources.
- Students are expected to have read the materials before the designated class period.
- Articles listed in the Reading Schedule and designated 'RU' can be accessed from the Rutgers Sakai site. To use this resource you must:
 - a) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
 - b) Access Sakai at: <https://sakai.rutgers.edu/portal/site/!gateway/page/!gateway-100>
 - c) Click the Upper Tab for Internship in Edu Admin 1 and then click Resources on left margin.

Students will be expected to complete and submit each of the assignments according to due dates. A hard copy should be submitted in person at the beginning of class meetings. A second copy should be uploaded to Sakai Assignments. Guidelines for assignments and various required forms are available on Sakai Resources.

A. **Start of Semester submissions** (Start Semester Assignment Guide and materials on Sakai Resources)

1. **Proposed Internship Plan**

- Submit an **action plan outline** that will specify tasks to be undertaken including specific activities to be performed, individuals involved, expected outcomes, and the applicable ISLLC standard(s) involved. Follow the template available on Sakai Resources.
 - Be sure to discuss how the proposed major task will satisfy the major leadership role and collaborative group requirements.
 - Include a brief description of the educational setting in which the activities will take place.
 - Submit your tentative plan to the Professor through e-mail (gail.verona@gse.rutgers.edu) for comments and suggestions before the due date. The professor must approve the final plan version.
 - Submit final copy to Sakai Assignments.
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. (Sakai Resources)
 3. Complete the **Self-Inventory of School Leadership** form (Sakai Resources). This is an electronic form. You are asked to complete this self-inventory twice- once at the start of Internship One, then

again at the completion of Internship Two. Download, fill checkboxes for Start columns, save and upload copy to Sakai Assignments. You will repeat this process at the end of Internship Two.

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 Resources. Keep this electronically.

C. Reflective Journal – Electronic Format- MS Word (2-3 pages)

1. Please immediately begin keeping a reflective 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. Activities and experiences will be related to your Internship project(s), but also what you observe in your school during the week. Be sure to relate your issues to the ISLLC standards.
 - Third, include responses to query topics for journal discussion, which will be presented for each third of the course. (See sample Journal page format on Sakai Resources.)
3. Submit your journal entry for the past week to Sakai Assignments by 11:55 p.m. Sunday each week. Materials submitted will be read by the professor and will remain confidential.

D. Mid-Semester submission (Mid Semester Assignment Guide and materials on Sakai Resources)

1. Paper: Case Study-Tyler Middle School

- Paper should be (8- 10 pages, double spaced)
- Examine the school-based case study available on Sakai Resources. Using the leadership ideas of John Kotter, develop a plan to remedy the school situation.
- Submit to Sakai Assignments.

E. End of Semester Submissions (End of Semester Assignment Guide and materials on Sakai Resources)

Note: Required Materials also to be uploaded to the Educational Administration Portfolio Sakai Site.

1. Final Report

Submit to Sakai Assignments a final report documenting and reflecting on your Internship experience. (A detailed outline of the final report requirement is in the end of semester assignment guide- End of First Semester Submissions.) 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 to Sakai Assignments a 3-5 page (double-spaced) essay discussing the evidence you observe in your school of the application of the ideas presented by Michael Fullan in Leadership and Sustainability. As an administrator, how would you implement these ideas in your school?

3. **Self-Evaluation:** Submit to Sakai Assignments a self-evaluation (form on Sakai Resources)

4. **Mentor Evaluation and Sign Off**: Submit to Sakai Assignments a sign-off and evaluation (form on Sakai Resources) by your mentor for the work you have completed.
5. **Save a copy** of the **Self-Inventory of School Leadership** for use at the end of Internship Two.
6. Time Log- Students will submit completed **Time Log** to Sakai Assignments.

GRADING

Grades will be assigned on a point-basis. Feedback from the professor will be provided on a regular basis. 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 posted to Sakai Assignments on the stipulated dates they are due. No late assignments will be accepted. Students are reminded of the Rutgers Academic Integrity Policy, which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/>]

Activity	Point Values
Participation in classroom discussion	5 points
Weekly Reflective Journal Submissions	30 points
Midterm Paper: Case Study	15 points
Final Report and overall quality of Internship Work	30 points
Essay: Concept of Sustainability	10 points
Mentor Feedback/Evaluation	10 points
Total Points	100 points

Grading Scale (based on points)

- A 90-100
- B+ 85-89
- B 80-84
- C+ 75-79
- C 70-74
- D 60-69
- F Below 60

DISABILITY ACCOMMODATION POLICY

Any student who believes that s/he may need an accommodation in this class due to a disability should contact Rutgers Office of Disability Services (<https://ods.rutgers.edu/>) in order to receive appropriate accommodations. Any student who has already received a “letter of accommodation” should contact the professor at the start of the semester to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodation(s).