

15:230:531 - Internship in Educational Administration II Spring 2018

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COURSE DESCRIPTION

This course is designed to continue a student's administrative Internship within a school setting and will follow the same basic structure as Internship in Educational Administration I (15:230:530). (Note: Two semesters of Internship are required to enable students to meet the New Jersey requirement of 300 hours of Internship for certification as a school principal.) The course seeks to assist participants with integrating their Internship experience during a second semester 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.

The course will be conducted as an online seminar, combining Internship work within the school with the opportunity for students to consult, support, and challenge one another as well as interact with the professor. The academic topic to be explored during the semester will be Ethical Leadership. Students will be in weekly contact with the professor via Sakai Assignments and email.

APPLICABLE ADMINISTRATIVE CODE AND STANDARDS

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

I. General Leadership:

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

2. **Instructional Leadership:**

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

3. **Management:**

Effective educational leaders:

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

4. **Context/Community:**

Effective educational leaders:

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

COURSE EXPECTATIONS

A. Internship

- Internship arrangements from first semester should be continued during this second semester of 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. **Second semester mentors need not be the same local administrator from first semester.**
- Students will **submit and obtain professor approval of their Internship Plan** for Internship II.
- Students will continue the basic activities of Internship I: maintain a time log; maintain and submit weekly activity journal reports including reflections on the week's work; and submit a final report on their experience during both semesters of Internship work.

B. Seminar Study

- In addition to Internship fieldwork, students will examine administrative ethics in a seminar study, conducted online, based upon cases studies. The success of the seminar study will depend upon careful preparation and the engaged, thoughtful participation of all class members.
- Students will participate and interact with the professor through online activities, during possible random onsite Internship visits by the professor; as well as electronically via Sakai Assignments and email. Students will interact with one another in scheduled “chat” sessions. For all activities, 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 ten 2015 Professional Standards for Educational Leaders (PSEL). Internship experiences are the substance of the course.
- 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. **During Internship II, Internship I activities can be continued, modified or new projects/tasks added.**
- The professor **must approve** proposed Internship plans.
- The State requires a total of 300 hours of Internship-related work over the period of the two Internship semesters. **Each semester counts as 150 hours of Internship work.** Hours may not be carried over from Internship I. Hours in approved projects/tasks in school settings and hours directly related to course activities count provided they are documented on the time log and discussed in the journal.
- Students are reminded to design their Internship plan to incorporate sustained leadership activities and experiences that help them master the ten 2015 Professional Standards for Educational Leaders (PSEL). If Internship I work did not provide ample experiences in any Standard(s), Internship II activities should be chosen to correct that deficiency.
- The proposed Internship plan should include a variety of activities and experiences that encompass all ten PSEL 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 for Internship II 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 ten PSEL 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 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.

READINGS

Text:

Strike, Kenneth A. (2007). Ethical leadership in schools: Creating community in an environment of accountability. Thousand Oaks, CA: Corwin Press. ISBN-13: 978-1412913515

(Please begin reading the textbook as soon as possible. It will serve as a reference throughout discussions during the semester.)

Additional Readings:

Articles listed in the Reading Schedule and designated 'RU' can be accessed from Rutgers Sakai Resources. After logging in, click the Upper Tab for Internship in Edu Admin II and then click RESOURCES on left margin. Other course resources will also be available on Sakai.

COURSE ASSIGNMENTS

Course Assignment/Reading Schedule

- A separate schedule for assignments/due dates and reading/discussion topics will be available on Sakai Resources.
- Students will be expected to complete and submit each of the assignments on or before the due dates. One electronic copy of every assignment/submission should be uploaded to Sakai Assignments. Guidelines for assignments and various required forms are available on Sakai Resources.

A. Start of Semester (see Sakai Resources- Assignments/Submissions- Start Semester)

1. Proposed Internship Plan

- Submit an **action plan outline** for your activities during Internship II. Specify major tasks to be undertaken including specific activities to be performed, individuals involved, expected outcomes, and the applicable PSEL standard(s) involved. You may include continuing work from Internship I and/or add new projects or tasks.
- Prior to due date - Go back and forth with the professor via email (gail.verona@gse.rutgers.edu) to review and finalize your tentative plan. The professor must approve the final plan version.
- Submit final copy to Sakai Assignments.

2. Complete two (2) original copies of the **Administrative Internship Agreement Memorandum of Understanding** form (Form available on Sakai Resources) for this semester with signatures of the student and the administrative mentor.

Mail (by regular mail) one signed form to the professor:

Dr. Gail Verona, Graduate School of Education, Rutgers University, 10 Seminary Place,
New Brunswick, NJ 08901-1183.

Keep second the second copy for final submission at the end of the semester.

B. Time Log

1. Begin keeping an electronic log of time spent on Internship II activities beginning with the approval of your Internship Plan. Follow the same guidelines as for Internship I. A template is provided on Sakai Resources.

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

1. Continue submitting weekly electronic journal entries from the past week to Sakai Assignments by 11:55 p.m. each Sunday. Material submitted will be read by the professor, and will remain confidential.
2. Recall that journal entries should be concise and address two main issues. First, summarize the specific activities and experiences you had during the week. Second, thoughtfully reflect upon those activities and experiences.
3. The professor will respond to your weekly entry with notes on Sakai Assignments.

D. Case Study Essays and “chat” Discussions

Three case studies will be presented during the course. Students will read and react to each case in a 2-3 page essay. Discussion questions will be provided. (Three separate essays over the semester.)

- a. Each student will submit his/her essay to Sakai Assignments.
- b. One week later, students and professor will participate in an online “chat” to discuss the case. Time for the “chat” to be arranged.
- c. The professor will return essays with comments and grades after the “chat” session.

E. End of Course Submissions- (see Sakai Resources- Assignments/Submission-End Semester- Final Submissions)

1. Final Report

Submit a final report documenting and reflecting on your Internship experience. (A detailed outline of the final report requirement is in Assignments/ Submissions-End Semester- Final Submissions in Sakai Resources). 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.

2. Ethics Essay: Submit a 3-5 page essay discussing your views about the importance of ethics in educational leadership. How do you plan to integrate ethics into your personal administrative practice? (A detailed outline of the essay requirement is in Assignments/ Submissions-End Semester- Final Submissions in Sakai Resources)

3. Self – Evaluation: Submit an Internship self-evaluation (form on Sakai Resources).

4. Administrator Mentor Evaluation and Sign Off: Submit a sign-off and evaluation (form on Sakai Resources) by your mentor for the work you have completed.

5. Update the ratings (fill checkboxes for End columns) on the **Self-Inventory of School Leadership.**

6. Time-Log-Students will submit completed **Time Log** to Sakai Assignments.

F. On-Site Visitations

- If possible, the professor will arrange with each student an on-site visitation during the Internship project.
- The visit will provide an overview to the site, introduce the mentor, review the basic Internship plan, and review accomplishments to date.
- Visitations will be arranged at a time that is mutually convenient for all parties.

DISABILITY ACCOMODATION POLICY

Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Rutgers Office of Disability Services: <https://ods.rutgers.edu/students/applying-for-services>.

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 accommodations.

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, presentation of ideas in online discussions, 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	Points
Participation in online "Chat"	5 points
Weekly Reflective Journal Submissions	30 points
Case Study Papers (3)	15 points
Final Report and overall Quality of Internship Work	30 points
Ethics Essay	10 points
Mentor Feedback/Evaluation	10 points
Total	100 points

Grading Scale (based on points)

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