



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
EDUCATIONAL LEADERSHIP DEPARTMENT

1. LOCATOR INFORMATION

Instructors:

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Office Hours: 2:30-5:30 p.m. WR and 12:30-3:00 p.m. T

Course and Number: EDAM 690, Internship II

Semester: Fall

Credit Hours: 6

Course Location and Meeting Time: BU 325, Thursday 3:00-5:50

- 2. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

Internship Part II is the first semester of a full time year-long administrative experience. The course provides interns with opportunities to develop insight into administrative processes focusing on skills of observation and diagnosis while shadowing site administrators and mentors/coaches. Seminars with participating faculty members are devoted to analysis and discussion of the intern's field experiences and conferencing with field mentors/coaches. The activities and experiences will be web-enhanced and focused on facilitating the internship process.

The overall purpose of the Internship in School Administration is to: (a) extend the intern's familiarity and involvement in administrative tasks at assigned intern sites, (b) initiate data collection and needs assessments for action research, (c) plan, design and document internship experiences that meet state standards and competencies, and (d) provide site-based seminars/workshops related to issues in school administration and educational leadership.

4. **Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. **TEXTBOOK**

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, D.C.

Blase, J. & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Thousand Oaks: Corwin Press.

Kowalski, T. (2005). *Case Studies of Educational Administration* (5th ed.). Boston: Allyn & Bacon.

6. **SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. **COURSE GOALS, OBJECTIVES**

EDAM 690 Part II is designed to:

- A. Provide a clinically oriented performance based internship
- B. Introduce interns to role specific behavior in a clinical setting.
- C. Provide problem solving and problem based experiences for interns to understand the nature and uses of knowledge and to develop technical competencies appropriate to the real world of school administration.
- D. Provide field based and performance based clinical experiences and interaction with government, professional, and private role models for training in quality control and to ensure quality assurance through the design of experiences relevant to job needs, integrated learning with the needs of schools and emergent problems of practice.
- E. Combine theoretical knowledge, practice, and research and clinical writing through continuous and joint inquiry of needs and emergent problems of schools.
- F. Provide program enhancement activities and experiences for cohort building and professional networking for the improvement of educational leadership and student achievement.

8. **Standards for the Educational Leadership Program:**

Interstate School Leaders Licensure Consortium (ISLLC)

Information on the ISLLC Standards can be retrieved :

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the schools community.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a schools culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Educational Leadership Constituents Council (ELCC)
Standards for Advanced Programs in Educational Leadership**

Information concerning ELCC can be retrieved at this website:

<http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

9. DIVERSITY

Diversity is integrated into this course through various instructional, strategies, including: (a) internship assignments related to the leader's response to the increased diversity in the classroom and community, (b) assigned readings and discussions, (c) reflective journal and portfolio requirements, (d) action research projects, and (e) site-base internship clinical experiences. Through these instructional strategies, candidates should: (a) understand diversity in a broader sense; (b) understand the role that diversity plays in leadership, teaching and learning; and (d) practice culturally responsive leadership.

Diversity will be assessed through: (a) an analysis of candidates' behaviors as related to their beliefs, values and commitments displayed throughout the internship, (b) an evaluation of entries in the reflective journal and portfolio, and (c) analysis of responses to assigned readings, and (d) an assessment of the degree to which diversity was addressed in the action research project.

10. TECHNOLOGY

Technology is integrated into the course through the use of blackboard for online web-enhanced activities, the requirement of an electronic portfolio, and the presentation of the research project through a powerpoint presentation.

The following assessments will be used to measure knowledge and skill levels in the area of instructional technologies: (a) the use of blackboard for the completion of online assignments, (b) the use of technology in the implementation of internship clinical activities, and (c) the use of technology for various course assignments and the presentation of the of the research project.

11. DISPOSITIONS

Dispositions that will be addressed in this course are related to the candidates' beliefs, values, and commitments displayed toward diversity issues throughout the completion of the internship experience.

Assessment of dispositions will be completed through onsite observations of candidates and an analysis of responses to all assignment related to candidates' beliefs, values and commitments in working with various stakeholders throughout the internship experience.

12. GENERAL REQUIREMENTS

All interns will experience the dynamics of management and leadership functions through shadowing and observing site-based mentors in assigned settings tailored to individual professional development plans.

All interns will be expected to complete the following:

- Continued maintenance of a daily activity log of all observations, shadowing experiences, active participation, and individual research
- (including review of documents and data) and written clinical experience
- reports related to identified state standards and competencies.
- Continuing development, revision and modification of the internship plan.
- Continuing the development of the agreed upon action research project.
- Continued categorization of internship activities appropriately filed by leadership role categories (Clinical Experience Reports).
- Select and read three current educational leadership books (2000-2008) and provide summaries of no more than two pages each. Summaries are to be included in the portfolio. Books selected must be approved by class instructors.
- All interns will be expected to: (a) adhere to district level and school-based policies regarding attendance, reporting, working hours, duties, and other responsibilities; (b) report to assigned internship sites for the entire instructional day as determined by district policies; and (c) attend all scheduled reflective seminars and accept responsibilities for hosting a site-based seminar for cohort members including planning, designing and facilitating workshop activities relating to school administration/ leadership.
- All interns are expected to attend and participate in the School of Education Awards and Recognition Ceremony in May, 2010.
- Continue the completion of the professional and electronic portfolios.
- Course modifications that may be required due to the transition to North Carolina School Executive/ Preservice Principal Standards.

13. EVALUATION CRITERIA

Interns will be evaluated on the quantity and quality of field-based internship experiences, feedback and assessment by the collaborating supervising mentor, attendance and active participation in scheduled seminars with University faculty supervisor and the quality of the required Action Research Project.

University Graduate Grading will be utilized as:

- “S” Satisfactory (Superior work with all assigned tasks completed).
- “U” Unsatisfactory (marginal work -Not of high quality).
- “I” Incomplete (passing average but all course requirements have not been completed).

A. Grade Distribution

The maximum points for each required activity will be:

Attendance and participation in scheduled seminars (20 points x 5)	100
Discussion Forum (2)	100
Planning and conducting site-based seminar (Points will be earned only during the semester student's seminar/workshop is scheduled)	50
Updated Internship Plan	50
Clinical and Field Reports	100
Portfolio Documentation/Electronic	100
Action Research Project Part 2	100
	Total 600 Pts.

B. Portfolio Documentation:

- Reflective Journal
- Daily log
- Updated Internship Plan
- Educational Administration Articles/Books
- Clinical and Field Experience reports
- Summary of Site Rotation
- Site Mentor's Evaluation
- Any additional items that may be required due to the transition to the North Carolina School Executive/ Preservice Principal Standards

14. COURSE OUTLINE

Date	Topic
August 20, 2009	General Orientation and Site Updates
September 17, 2009	Reflective Seminar/Case Studies:3, 4, 5
October 15, 2009	Reflective Seminar/Assigned Chapters/Case Studies:8, 11, 12
November 5, 2009	Campus Seminars
November 11, 2009	Administrative Licensure Workshop: 1:30-5:00 p.m.
November 12, 2009	Administrative Licensure Workshop: 1:30-5:00 p.m.
November 13, 2009	Administrative Licensure Workshop: 8:30-5:00 p.m.
December 3, 2009	Licensure Examination Feedback

15. Teaching Strategies

EDAM 690 Part II will engage interns in structured experiences that focus on the individual and professional needs of the intern through collaboration of practitioners, interns, technology, and University faculty for an organized school-based internship that encompasses real world problems of practice.

16. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

17. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Delpit, L. 1995. *Other people's children: Culture and conflict in the classroom*. New York: The New Press.
Fenstermacher, G., & Richardson, V. (2005). On making determination of quality in teaching. *Teachers College Record*, 107, 186-212.

Haycock, K. (2002, December). Toward a Fair Distribution of Teacher Talent. *Educational Leadership*, 60, 11-15.

Noddings, N. 1992. *The challenge to care in schools*. New York: Teacher's College Press.

North Carolina Public Schools. *Reports and Statistics*. <http://www.ncpublicschools.org/>

North Carolina Public Schools. *Standard Course of Study*. <http://www.ncpublicschools.org/>

[Northwest Regional Educational Laboratory. Leadership Practices of Successful Principals.](http://www.nwrel.org/request/2005nov/advice.html)
<http://www.nwrel.org/request/2005nov/advice.html>

Sanders, W.L. & Rivers, J. C. (1996). *Cumulative and residual effects of teacher on future student academic performance*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

Sergiovanni, T. 1992. *Moral Leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.