



# Fayetteville State University School of Education Department of Educational Leadership

## 1. LOCATOR INFORMATION

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<b>Office Hours:</b>	M 1:00-5:00 p.m. W/R 1:00-3:00 p.m. Other Times by Appointment
<b>Semester:</b>	Fall 2009
<b>Course No. &amp; Name:</b>	EDLE 730 - Internship in Educational Leadership (Part I)
<b>Credit Hours:</b>	3
<b>Day/Time Class Meets:</b>	Wednesday 3:00 - 5:50 p.m. (3 <sup>rd</sup> Wednesday)
<b>Class Location:</b>	Butler Building, Room 325

2. **FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto: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**

The advanced educational leadership internship is a year-long educational experience that will provide an opportunity for students to engage in a series of field-based clinical experiences. An individualized plan will be developed as a team by the student, faculty supervisor, and the mentor of the participating organization. These initiatives will be based on the experiences, background, needs, and professional goals of the student. The activities and experiences will be web-enhanced and focused on facilitating the internship process.

### **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 (1<sup>st</sup> Floor); 910-672-1203

### **5. TEXTBOOK**

No textbook required.

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

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 Educational Leadership Program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence; educational applications; and caring dispositions and ethical responsibility.

### **7. COURSE GOALS, OBJECTIVES**

#### **SPECIFIC COURSE OBJECTIVES**

EDLE 730 is designed to:

- A. Involve interns in an appropriate educational setting that will provide experiences designed to build competencies necessary to demonstrate dynamic educational leadership.

- B. Ensure appropriate field based experiences that will involve interns in activities related to standards and indicators addressed by the Educational Leadership Constituent Council (ELCC) and the National Policy Board for Educational Administration as approved by the National Council for the Accreditation of Teacher Education (NCATE), and N.C. State Board of Education.
- C. Provide knowledge and skills for interns to enhance their writing skills.
- D. Become involved in professional experiences at the local, state and national levels.
- E. Provide a platform for interns to demonstrate acquired competencies through the use of oral, written, and technological skills.

## **8. NCDPI STANDARDS FOR EDUCATIONAL LEADERSHIP**

### **STANDARDS FOR EDUCATIONAL LEADERSHIP DEGREE PROGRAM**

#### **Standard 1: Strategic Leadership**

**Summary:** Leaders create conditions that result in strategically re-imagining the vision, mission, and goals to ensure that every student graduates, globally competitive and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on values and beliefs about the preferred future and then developing a pathway to reach it.

#### **Standard 2: Instructional Leadership**

**Summary:** Leaders set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

#### **Standard 3: Cultural Leadership**

**Summary:** Leaders understand and act on the important role a system's culture has in the exemplary performance of all schools or the higher education institutions understand the people in the district and community, how they came to their current state, and how to connect with their

traditions in order to move them forward to support the efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the community, a leader must be able to “reculture” the district, or institution if needed, to align with the district’s goals of improving

student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

#### **Standard 4: Human Resource Leadership**

**Summary:** Leaders ensure that the district or institution is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Leaders use distributed leadership to support learning and teaching, plan professional development, and engage in succession planning. and engage in district leadership succession planning.

#### **Standard 5: Managerial Leadership**

**Summary:** Leaders ensure that the district /institution has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The leader must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district/institution.

#### **Standard 6: External Development Leadership**

**Summary:** A leader, in concert with the board, designs structures and processes that result in broad community engagement with, support for, and ownership of the vision. Acknowledging that strong schools build strong communities, the leader proactively creates, with the staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

#### **Standard 7: Micropolitical Leadership**

**Summary:** The leader promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the leader works with the board to define mutual expectations, policies, and goals to ensure the academic success of all students.

**Note: Standards modified for purpose of course focus on PK-12 and Higher Education.**

**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 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 assignments related to candidates' beliefs, values and commitments in working with various stakeholders throughout the internship experience.

## 12. GENERAL REQUIREMENTS

Interns are expected to perform all tasks at the highest level of quality and in a timely manner. Attendance and active participation are expected in all scheduled course activities and related programs scheduled by the university. Internship activities will be documented in a professionally developed portfolio.

## 13. EVALUATION CRITERIA

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).

Maximum points for each activity:

A.	Attendance and participation in Seminars (5 x 20).....	100
B.	Internship Proposal .....	100
C.	Inquiry Study .....	100
D.	Reflective Journal (Up-To-Date) .....	50
E.	Professional Growth and Development .....	50
F.	Site-based Mentors Assessment.....	100
G.	Visitation Reports .....	100
H.	Portfolio .....	100
	Total.....	700

*“Failure Is Not An Option”*

## 14. COURSE OUTLINE

The internship activities are designed to personalize and individualize the experiences and professional goals of interns through appropriate placements and site mentors. The site based mentors will be an educational leader with district-wide or state level responsibilities.

- A. Interns are expected to:

1. Update as needed a well-planned internship proposal and filed in the doctoral office.
2. Attend and actively participate in monthly seminars to explore and articulate knowledge gained from the internship experience.
3. Complete an inquiry project that will make the internship reflective and experiential. Presentation of results to be made to students, faculty and others.
4. Maintain comprehensive reflective journals.
5. Participate in all cultural and enrichment activities of the University.

**B. Seminar Dates**

- |                    |   |                               |
|--------------------|---|-------------------------------|
| August 26, 2009    | - | Orientation                   |
| September 16, 2009 | - | Presentations and Reflections |
| October 21, 2009   | - | Presentation and Reflections  |
| November 18, 2009  | - | Presentation and Reflections  |
| December 9, 2009   | - | Presentations and Reflections |
|                    | - | Reporting Day                 |
|                    | - | Portfolio Updates             |
|                    | - | Evaluations                   |
|                    | - | All Other Assignments         |

**15. OTHER COURSE REQUIREMENTS**

**A. INQUIRY PROJECT**

Students will complete the inquiry project that includes the following:

1. An identified field and performance based experience(s) that will be of importance to the college/university system, school district, the internship site, or has educational significance. The topic must have some personal interest to the student.
2. An introduction which includes the statement of the problem, purpose of the study, major questions to be answered, significance of the study, and any limitations.
3. Literature review (extensive)

4. Method, Technique and Data Sources. (What specific information will be gathered? How? From whom? How will the data be analyzed or summarized)
5. Results of the study
6. Summary of the study
7. Educational significance of the study
8. Recommendations

Student will make a formal presentation of the inquiry project in the Spring 2010 semester to faculty, students, and other interested persons.

## **B. LOCAL SCHOOL DISTRICTS/HIGHER EDUCATION STUDY**

Each Student will conduct a comprehensive study of all major components of the school district or institution of higher education and write a brief summary of the study. Areas to include: Finance, Human Resources, facilities, support, administration, curriculum and instruction, board meetings, administrative meetings, etc.

## **C. OTHER MEANINGFUL EXPERIENCES**

1. Visit County Commissioners Meetings.
2. Visit Tax Assessor's Office.
3. Observe A Court Case.

## **16. TEACHING STRATEGIES**

The year-long internship process will involve interns in a theory to practice rigorous cognitive apprenticeship. The interns will be engaged in experiences and activities that will cause them to actively explore and demonstrate the standards and indicators adapted from the Educational Leadership Council (ELCC) and the National Policy Board for Educational Administration as approved by the National Council for the Accreditation of Teacher Education (NCATE) in January of 2002, to assist current and future school administrators meet the changing demands of society and schooling. This participatory process will involve site and university advisors, faculty members, public school administrators and the community.

Seminar instructional strategies will include lecture, small group discussions, reflections, online activities, inquiry research project presentations and expert panel discussions.

## 17. REFERENCES

- Dickmann, M. H., and Stanford-Blair, N. (2002) Connecting Leadership to the Brain. Thousand Oaks, CA: Corwin.
- Fullan, M. (2002). Leading in a Culture of Change. New York: Wiley.
- Gorton, R.A., & Snowden, P.E. (2002). School Leadership and Administration. New York: McGraw-Hill.
- Hersey, P., Blanchard, K. & Johnson, D. (2001). Management of Organizational Behavior: Leading Human Resources. Upper Saddle River: Prentice Hall.
- Hoy, W. K., & Miskel, C. G. (2001) Educational Administration: Theory, Research, and Practice. New York: McGraw-Hill.
- Kohn, A. (1999). The Schools Our Children Deserve. New York: Houghton Mifflin.