

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW/SCHEDULE/INSTRUCTIONS

I. EDUC 5283: Internship in School Administration

Hours Credit: 3

Jennifer Dennis, Ph.D.

Nance Boyer 1078B, 581-2515

Classroom: Nance Boyer 2069

E-mail Address: jdennis@cameron.edu

Office Hours: 9:30-10:30, M, TH, F

2:15-4:15, T

*other times by appointment

Class Schedule: September 6, 2007 @ 4:15, initial meeting

Two scheduled site visits with student and site supervisor

II. COURSE DESCRIPTION:

A course designed to provide opportunities for the development of school administrator skills and competencies needed to provide leadership and direction to carry out a school system's purposes, programs, policies, procedures, regulations, and agreements as they relate to the operation of a school or school district.

III. CONCEPTUAL FRAMEWORK



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators, who can successfully work with diverse students.

Educators who are COMPETENT value the subject matter they teach, appreciate multiple teaching strategies, and use fair and consistent practices. Educators who are CARING exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs. Educators who are COMMITTED are reflective, lifelong learners who demonstrate professionalism and are dedicated to the profession of teaching.

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS: (taken from the ELCC—Educational Leadership Constituency Council):

The successful candidate will:

1. demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; (7.1a)
2. have a minimum of 6 months of full-time internship experience; (7.1b)
3. participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis; (7.2a)
4. apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; (7.3a)
5. have experiences designed to accommodate candidates' individual needs; (7.3b)
6. have experiences in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills; (7.4a)
7. have experiences that include work with appropriate community organizations such as social service groups and local businesses; (7.4b)
8. have experiences that are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; (7.5a)
9. have a mentor who is provided training to guide the candidate during the intern experience; (7.5b)
10. earn graduate credit for their intern experience. (7.6a)

V. TEACHING STRATEGIES

- Provide opportunities for students to collaborate with school leaders
- Provide authentic tasks for the student to practice their leadership skills in a real-world setting

VI. REQUIREMENTS AND ASSIGNMENTS:

<u>Assignments</u> *denotes portfolio assignment	<u>Point Value</u>
5 logs and 5 reflections @ 5 pts. each	50
Internship Plan, including 3 reflections related to 3 of the 6 ELCC Standards	300
Completion of 75 hours (approximately)	100
Completion of alternate site activity (6 hours)	50
Completion of the following to the university supervisor:	
Proposal	25
Internship Agreement and Site Supervisor Data Form	25
Intern data form	25
Self-assessment	25
TOTAL POINTS	600

VII. TEXTBOOKS/MATERIALS:

No textbook is required for this course.

VIII. EVALUATION/GRADING:

All work is to be turned in on the day it is due. If there are circumstances beyond your control, please notify the instructor as soon as possible, so that appropriate arrangements can be made.

Teachers are held to a high ethical standard by colleagues, administrators, and students. In keeping with this, academic honesty is expected in this class.

The point value of all of the assignments total 600. The grading scale is as follows:

540-600	A
480-539	B
420-479	C
360-419	D
Below 360	F

IX. ATTENDANCE/WITHDRAWAL POLICY:

Last date to enroll or add a class.....	August 27
Last date to drop without entry on transcript.....	August 31
Last date to drop with a full refund	August 31
(Student is responsible for tuition/fees after this date.)	
Last date to withdraw with an automatic "W"	November 14

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance.

X. COURSE OUTLINE AND SCHEDULE:

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

Thursday, September 6th

Initial course meeting
Introductions
Syllabus
Assignments and expectations for the semester
Complete and turn in the following before you leave:
Intern Data Form
Intern Self-Assessment
Internship Agreement and Site Supervisor Data

Friday, September 21st

1st Log and reflection due (approx. 15 hours)

October 1st-12th

First site visit will occur—**proposal** must be approved at this time and I will meet with you and your site supervisor to be sure we are all on the right track.

Friday, October 5th

2nd Log and reflection due (approx. 15 hours)

Friday, October 26th

3rd Log and reflection due (approx. 15 hours)

Friday, November 9th

4th Log and reflection due (approx. 15 hours)

November 26th-December 7th

Second site visit will occur.

Friday, November 30th

5th Log and reflection due (approx. 15 hours)

Friday, December 7th

Due: Complete log showing 75 hours at your site and 6 hours at a different site
3 reflections over 3 of the 6 ELCC standards

XI. BIBLIOGRAPHY

- Collins, J. (2001). *Good to great*. New York: Harper Collins.
- Gallagher, D.R., Bagin, D., & Moore, E.H. (2005). *The school and community relations* (8th ed.). Boston: Allyn and Bacon.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). *SuperVision and instructional leadership: A developmental approach* (7th ed.). Boston: Allyn and Bacon.
- Goldratt, E. (1992). *The goal*. Great Barrington: North River Press.
- McEwan, E. (2003). *Ten traits of highly effective principals*. Thousand Oaks: Corwin Press.
- Senge, P. (2000). *Schools that learn*. New York: Doubleday Dell.
- Sergiovanni, T. (2006). *The Principalship*. Boston: Allyn and Bacon.