EDAD 611 School District CEO Leadership: The Internship COURSE SYLLABUS

Fall 2013

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COURSE INFORMATION

American Psychological Association. (2001). Publishing manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Course Description
This hybrid course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and applying knowledge from superintendent preparation coursework. This internship experience is contextualized in the real-world setting of functioning schools. Practice-based coursework assignments, related to each standard of district leadership, are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the internship, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences. Students will be challenged and expected to:

1) think critically about the role of the superintendent l and leading effective school districts,
2) engage in reflective thinking about the role of the superintendent and leading effective school districts,
3) integrate a variety of ideas regarding the role of the superintendent and leading effective schools, and
4) synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools.

Student Learning Outcomes
This internship provides opportunities to work with and to learn from administrators in schools. Through field based experiences, the student has the opportunity to strengthen his or her

qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

1. Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
2. Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
3. Students will refine a philosophy of education as a result of the internship experience.
4. Students will gain additional experience and confidence in their professional abilities.
5. Students will provide authentic administrative assistance in the work setting.
6. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives.

Application Deadlines
This course is two semesters and 3 semester credit hours. The deadline for applying for the internship and submitting the internship proposal is July 15 for the Fall / Spring Course. However, if course enrollment for a student occurs after these dates, know that all proposals will be due the second week of the course start date.

Completing the Internship Proposal
The internship is one of the most important experiences that you will have during the Superintendent preparation program. The care with which a student prepares the Internship Proposal is critical.

1. Identify a district supervisor and request his/her assistance.

2. Complete the Self Assessment Profile (See attachment in the Handbook for the Superintendent's Certification Program) and a resume. A student should consider their skills, knowledge, and professional experiences in administrative leadership activities. As a student engages in self-assessment, consider the administrative skills one does well and those areas where additional experience is needed. As the student documents their experience and strengths in the resume and the Self-Assessment Profile, it will become clear what a student brings to the internship. Now, as one considers their needs, identify activities and skills that need developing. Consult with the district supervisor in planning the internship proposal.

3. Select a second district function. Each student shall complete the internship on at least two or more functions and levels (i.e. high school, middle school, elementary school) to meet the diversity requirement of the standards. At least 160 hours must be documented.

4. Complete a proposal of activities. [See Proposal Format & Required Internship Activities sections.] Objectives in each of the ten SBEC standards should be included in the proposal. Areas that the student does not have experience in should be the focus of activities selected rather than ones that have been previously experienced.

5. A student will then request approval for the plan from the district supervisor. Once the Self-Assessment Profile, the student's resume, and the internship proposal are completed, submit, with explanation, the proposal package to the district supervisor/central office administrator.

   Secure his or her signature on the proposal. Share the "Recommendations for Site Administrators" with the supervisor.

6. Submit the proposal package to the Internship Instructor in the Student Document category, which is located in the Doc Sharing tab of the course shell.

7. The intern will be assigned to an A&M-Commerce supervising instructor. Once enrolled, the supervising instructor will review the internship proposal and may make changes to the proposal. The A&M-Commerce supervisor may adapt requirements to align with the specific internship situation. Once all parties have agreed on the proposal, the intern will begin to implement the proposal. The proposal should be considered a fluid document that may change during the internship.

Role of the District Supervisor/Site Administrator

The role of the cooperating district official as a supervisor and mentor to the intern is the critical factor in making the internship a success. The guidance and counsel is of the utmost importance in helping the intern's activities to be fulfilling and appropriate. The functions of the district supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the intern.

2. Reviewing the internship materials found in the Superintendent Internship Program.

3. Conferencing with the intern concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Internship Program.

4. Meeting with the intern to discuss activities, tasks and experiences. Additionally, review progress, discuss successes and determine additional growth for the intern.

5. Approve and sign each of the logs created by the intern.

7. Conferring with the A&M-Commerce supervising instructor on the intern's growth and achievements during the year-long internship.

GENERAL DESCRIPTION OF INTERNSHIP ACTIVITIES

1. *Log*. Each intern must complete and document a minimum of 160 hours of activities for the internship. Interns shall complete a periodic log and submit it to the A&M-Commerce internship supervisor as assigned. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports, etc.). Artifacts shall be included in the final portfolio or collection.

2. *Reflections.* Each intern shall maintain a reflective journal to reflect upon experiences and submit reflections as assigned to the university internship supervisor. Reflections should display the student's ability to connect theory gained in university coursework with field experiences.

3. *Professional Development.* Each intern shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration and documented in the log.

4. *Shadowing.* Each intern shall shadow a second central office administrator in the same (depending on size) or another district in addition to the sponsoring superintendent.

5. *Interview.* Each intern shall complete interviews of at least three central office personnel with a written report of results to be included in the internship portfolio.

6. *Portfolio.* Each intern shall collect artifacts (e.g. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the assigned university supervising instructor.

7. *Required Standard-based activities*. Each intern shall have activities related to each superintendent competency.

Internship Log and Reflections

Internship logs must be submitted to the A&M-Commerce Internship Instructor during designated intervals. In the past many students have exceeded the clock hour requirement because they viewed the internship as a valuable learning experience and because they had an opportunity to complete an ongoing project. Students are to submit log periodic entries, as well as submit a bi-weekly reflection. The reflection is separate from the log and is designed to allow the intern to reflect and assess his/her experiences in an unstructured manner. The intern should examine what occurred during the two-week timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues. This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, an intern should not repeat what is stated in the log. In the reflection, dissect and evaluate what occurred. Include any reference to professional readings that have been have completed. This reflective writing does not need to be shared with anyone except the university supervising instructor.

Internship Evaluation
A final grade of A, B, C, D, or F will be assigned at the end of the semester. Input from the district supervising administrator, the A&M-Commerce supervisor, and the intern will be used in determining a grade. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on -time to the supervising professor.
2. The quality of the internship plan.
3. The quality of any projects completed as part of the activities.

Self-Assessment Profile
This profile is to be complete by each intern.

Suggestions for District Supervisor/Central Office Administrator
The quality of the internship is related to support provided by central office administrator and university professor. The following are suggestions for the intern and the campus site administrator.

- Be willing to make the internship a valuable experience for the intern.
- Explain to the faculty the role and responsibilities of the intern
- Allow the intern a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Be honest with your feedback. Constructive feedback will help the intern address areas of growth.
- Allow the intern to participate in district conferences and district evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the intern with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the intern.
- While the intern is available to assist you with a variety of tasks, please try to vary the assignments so that the intern gets diverse experience.
- The intern is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development that relates to district officials.
- Allow the intern to “shadow” you during a full day. They should observe

and assist you in all your activities. Be sure and ask them to be present for your entire day (i.e. 7a.m.-7p.m.) so that they can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable and not replicable in a university setting.

COURSE REQUIREMENTS

Class Participation
(150 points)
All interns are expected to participate fully in all activities and assignments in order to maximize their learning experience. In order for this class to be interesting and beneficial, students are expected to come to class prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of your study and reflection. This means that interns should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Students are required to attend all designated class sessions and work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all internship handbook activities.

Virtual Visits
Virtual Meetings will be conducted during the internship between the instructor and student.

Student Learning Outcome:
Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives.

Assessment Method:
Each student's class discussion contributions will be graded using the Principal Competencies Evaluation Form

Philosophy Statement
(150 points of 1,000)
Prepare a PowerPoint presentation that illustrates and presents the student's personal philosophy of education based on the following scenario:

> *You have recently been hired to lead a campus (your choice of elementary or secondary) that is in need of improvement. The campus has had three principals in the past five years. The faculty initially appears to be somewhat stable, but closer examination reveals a split between experienced teachers and a rotating contingent of new teachers. TAKS scores are not bad, but neither can they be classified as good. The students are reasonably well-disciplined, and parental involvement is average for your type of school.*

You have called a faculty meeting prior to the beginning of school. It is your intent to introduce yourself to your faculty members and to let them know where you stand in terms of the issues facing your new school.

The presentation should include at least the following:

- An introduction of the student as a professional educator
- The student's beliefs regarding the professional learning environment
- The overall educational philosophy that guides the student's thinking
- The role of teachers in the learning environment
- The role of students in the learning environment
- The role of parents in the learning environment
- The student's expectations for members of the learning community
- How the student envisions success at the school district.

The presentation should be as long as needed to accomplish the intent of the assignment. Even so, it should leave the reader with a solid impression of who you are, what you believe, and for what you stand; accomplishing these objectives will require some detail. Presentations should be professional in content, organization, and presentation, and suitable for presentation to faculty or superiors. Presentations should include appropriate graphics and formats.

Feedback on the presentation will be provided by the instructor and colleagues.

Student Learning Outcome:
Students will refine their philosophy of education as a result of the internship experience.

Assessment Method:
Each student's philosophy presentation will be graded using the Philosophy Power Point Rubric.

Shadowing Activity (150 points of 1,000)
Shadow a superintendent (or other district official) for at least half a day. Provide a written reflection of the shadowing activity based on the questions listed below. The reflection should be emailed to the instructor. Each set of responses should have the following information:

- Student's name
- Date of shadowing; time of shadowing
- District official who was shadowed; length of time this person has served as a district administrator.
- The district office where shadowing took place; district name
- Identification of the person responding.
- Questions listed with answers following each question. (Please provide a narrative format for responses as this provides more detail.)

The assignment will also include responses to the following reflective questions. Please respond in a narrative format.

- What events took place while shadowing the district administrator?

- What insight or learning took place during the shadowing experience?
- How could the shadowing experience impact the student's practice (1) as a future administrator and (2) as a classroom teacher?
- How has this experience provided insight or learning that might not have gained without the shadowing experience?
- What conversations took place; what questions were asked?
- What advice or coaching was provided by the district administrator?

Student Learning Outcome:
Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the intern toward his/her career objectives.
Students will gain additional experience and confidence in their professional abilities.

Assessment Method:
Each student's shadowing activity will be graded using the Shadowing Activity Rubric.

Portfolio (550 points of 1,000)
The portfolio should document all of the required internship activities including:

- Final professional resume
- Artifacts that document each of the seven standards
- Philosophy statement
- Shadowing activity
- Logs (a minimum of 160 hours is required)
- Experience at a second office (at least 8 hours)
- Reflections (due every 2 weeks; see internship handbook) as to your progress in completing the course assignments. An email to the instructor with appropriate attachments is sufficient.
- Self-assessments
- Required Standards-based Activities (SBEC)
- Professional Development Activity
- Provide documentation of all required activities to the instructor. (a hard -copy or an electronic portfolio). The portfolio should be organized in a way that will allow the easy review of all the required materials.

Student Learning Outcome:
Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations. Students will provide authentic administrative assistance in the work setting.
Assessment Method:
The Portfolio Rubric Form will be used to assess.

Grading
While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

A = 90 or more Points

B = 80-89 Points
C = 70-79 Points
D = 60-69 Points
F = 59 or less Point

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, other assignments will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the successful completion of all required activities. With this in mind, the final grade awarded for the course will be at the sole discretion of the instructor.

TECHNOLOGY REQUIREMENTS

This is hybrid course and some obvious technological resources will be required, including: 1) access to a computer with high speed Internet access, 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a brower test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-ommerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization
The course is organized for a two term session. Some topics occur across multiple weeks while others are more frequent. All assignments due the assigned timeframe must be submitted by the posted due date.

What to Do First
Download syllabus, then open and read the Introduction module. Post autobiographical information in the Student Lounge in eCollege as directed.

How to Proceed with Class Activities Each Week
1. Access and follow all course instructions found in the unit content area of the eCollege course (left navigation bar).

2. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Links to documents are provided in the course units.

3. Respond to posted discussion board questions using the eCollege discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of eCollege.

4. Complete and submit assignments electronically using the eCollege drop box tool/tab located in the toolbar at the top of the eCollege course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via eCollege units.

5. Complete the course assignments according to the instructions provided in this syllabus and the eCollege unit content.

eCollege Technical Concerns
Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. In the event you wish to speak with me, you may reach me on my cell phone: 903.841.1135. Additionally, face to face meetings can be arranged by appointment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Assignment Policy

Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment.

Late Work

Late work will not be accepted.

Incompletes

An incomplete will not be available for this course.

Graduate Online Course Attendance Policy

A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

University Specific Procedures:

Academic Honesty Policy

Please see the TAMU-C Graduate Catalog at http://catalog.tamuc.acalog.com/index.php?catoid=9 and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University-Commerce, Graduate Catalog, 2009-2010)

Drop a Course

"A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page." Drops should be completed according to University procedure to avoid the posting of a failing grade.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

EDAD 611: Assignment Calendar 2013 Fall Semester, Sub-Term I

Unit	Unit dates	Assignment	Due	Completion
Unit 1	Aug. 26-Sept. 8	Internship Proposal	Sept. 8	
		Reflection	Sept. 8	
		Professional Dev.	Sept. 8	
Unit 2	Sept. 9-Sept. 22	Reflection		
		Philosophy PPT	Sep. 22	
		Log	Sep. 22	
Unit 3	Sept. 23-Oct. 6	Reflection	Oct. 6	
		Three Interviews	Oct. 6	
Unit 4	Oct.7-Oct. 20	Reflection	Oct. 20	
		Log	Oct. 20	
Unit 5	Oct. 21-Nov. 3	Reflection		

		Class Meeting	Nov. 2	Mesquite Metroplex Center
Unit 6	Nov.4-Nov. 17	Reflection	Nov. 17	
		Shadowing Report	Nov. 17	
		Log		
Unit 7	Nov. 18-Dec. 1	Reflection	Dec. 1	
		Self-Assessment	Dec. 1	
Unit 8	Dec. 2-Dec. 15	Reflection	Dec. 15	
		Log	Dec. 15	
		Class Meeting	Dec. 7	Mesquite Metroplex Center
Unit 9	Dec. 16 - Dec. 29	Reflection	Dec. 29	
Unit 10	Dec. 30-Jan.12	Reflection	Jan. 12	
		Professional Dev.	Jan. 12	
Unit 11	Jan. 13-Jan26	Reflection	Jan. 26	
		Class Meeting	Jan. 18	Mesquite Metroplex Center
		Standard Base Activity	Jan. 26	
		Log	Jan. 26	
Unit 12	Jan. 27-Feb.9	Reflection	Feb. 9	
		Secondary Campus Visit	Feb. 9	
Unit 13	Feb. 10-Feb.23	Reflection		
		Class Meeting	Feb. 22	Mesquite Metroplex Center
		Final Resume	Feb. 22	
Unit 14	Feb. 24-Feb.28	Portfolio: all components	Feb. 28	
		Final Log	Feb.28	