

OFFICIAL SYLLABUS

Department Prefix: EDEL
Course Number: 690

I. Catalog Entry

EDEL 690: Internship in School Administration.

Six(6) hours laboratory.

Prerequisites: Acceptance by the Graduate College; completion of 3 semester hours of Educational Leadership program coursework; and permission of the Advisor and Department Chairperson at least four weeks prior to registration.

Administrative experience in local schools under the cooperative supervision of both local school/district and university personnel. Grade is recorded as "Pass" or "Fail."

II. Detailed Description of Content of Course

The following topics are reinforced and amplified in their practical applications:

1. Observation skills
2. Curriculum planning and development
3. Group dynamics
4. Professional relationships
5. Assisting teachers
6. In-service activities
7. State reports and requirements
8. School-community relations
9. Administration of extracurricular activities
10. All other activities as determined by the school principal and the university supervisor (see examples in Field Experience Handbook)

III. Detailed Description of Conduct of Course

Internship students spend a minimum of 360 hours at three of the following four levels: elementary administration, middle school administration, secondary administration, and/or at the central office. For each semester credit of practicum experience, students must spend a minimum of sixty (60) hours in the schools. Students desiring a fourth practicum placement may consult their advisor. Seminars for the practicum are conducted throughout the semester and follow a format that includes : Field reports (students share the activities in which they have been engaged), Idea Files (one "best idea" gleaned from the practicum thus far is shared with the group), Discussion of Issues (students raise issues of concern and relevance to the group and receive professional responses), Discussion of Best Practices and/or important issues (seminar professor shares information such as salary schedules in Virginia for school personnel by school district, bulletins from professional school administration organizations, journal articles, etc.), and SLLA discussion and preparatory work.

IV. Goals and Objectives of the Course

The codes listed below refer to: National Council for Accreditation of Teacher Education (NCATE), Virginia Department of Education Standards for Administration and Supervision (VAS), and Interstate School Leaders Licensure Assessment (ISLLC).

Goals, objectives, and assignments in this class address NCATE Standards e, f., and g. Students completing a field experience, in collaboration with an on-site mentor, will be able to:

1. Demonstrate knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity. (VAS-A) (ISLLC 2)
2. Apply principles of student motivation, growth, and development as foundation for age- and grade-appropriate curriculum, instruction, and assessment. (VAS-A.1) (ISLLC 2)
3. Demonstrate collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning. (VAS A.2) (ISLLC 2)
4. Demonstrate planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment. (VAS A.3) (ISLLC 2)
5. Demonstrate collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention. (VAS A.4) (ISLLC 2)
6. Incorporate differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity. (VAS A.5) (ISLLC 2)
7. Integrate technology in curriculum and instruction to enhance learner understanding. (VAS A.6) (ISLLC 2)
8. Demonstrate identification, analysis, and resolution of problems using effective problem-solving techniques. (VAS A.7) (ISLLC 2, 3, 4)
9. Communicate a clear vision of excellence, linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division. (VAS A.8) (ISLLC 1, 4, 2)
10. Demonstrate knowledge, understanding and application of systems and organizations. (VAS B) (ISLLC 3)
11. Detail systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models. (VAS B.1) (ISLLC 3)
12. Align organizational practice, division mission, and core beliefs for developing and implementing strategic plans. (VAS B.2) (ISLLC 1)

13. Demonstrate information sources and processing, including data collection and data analysis strategies. (VAS B.3) (ISLLC 3, 2)
14. Use data as a part of ongoing program evaluation to inform and lead change. (VAS B.4) (ISLLC 3)
15. Develop a change management strategy for improved student outcomes. (VAS B.5) (ISLLC 2, 3)
16. Develop empowerment strategies to create personalized learning environments for diverse schools. (VAS B.6) (ISLLC 2)
17. Demonstrate effective communication skills including consensus building, negotiation, and mediation skills. (VAS B.7) (ISLLC 4, 2)
18. Demonstrate knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations. (VAS C) (ISLLC 3)
19. Align curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level. (VAS C.1) (ISLLC 2)
20. Detail principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community. (VAS C.2) (ISLLC 2, 3, 4)
21. Utilize management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models. (VAS C.3) (ISLLC 3, 2, 4)
22. Demonstrate principles and issues related to fiscal operations of school management. (VAS C.4) (ISLLC 3)
23. Demonstrate principles and issues related to school facilities and use of space and time. (VAS C.5) (ISLLC 3)
24. Detail legal issues impacting school operations and management. (VAS C.6) (ISLLC 6, 5, 3)
25. Demonstrate technologies that support management functions. (VAS C.7) (ISLLC 3)
26. Apply data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement. (VAS C.8) (ISLLC 1, 2)
27. Demonstrate knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including. (VAS D.) (ISLLC 4)
28. Discuss emerging issues and trends within school/community relations. (VAS D.1) (ISLLC 4)
29. Demonstrate the ability to work collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population. (VAS D.2) (ISLLC 4, 3)
30. Develop appropriate public relations and public engagement strategies and process. (VAS D.3) (ISLLC 4)

31. Demonstrate awareness of and use of principles of effective two-way communication, including consensus building and negotiation skills. (VAS D.4) (ISLLC 4, 2)
32. Integrate technology to support communication efforts. (VAS D.5) (ISLLC 4)
33. Demonstrate knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including. (VAS E) (ISLLC 5)
34. Discuss an historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior. (VAS E.1) (ISLLC 5)
35. Integrate high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community. (VAS E.2) (ISLLC 2, 4)
36. Demonstrate reflective understanding of theories of leadership and their application to decision-making in the school setting. (VAS E.3) (ISLLC 3)
37. Demonstrate an intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions. (VAS E.4) (ISLLC 5)
38. Demonstrate an intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity. (VAS E.5) (ISLLC 2, 4, 1)
39. Demonstrate knowledge and application of basic leadership theories and influences that impact schools. (VAS F) (ISLLC 2, 3)
40. Discuss concepts of leadership including systems theory, change theory, learning organizations and current leadership theory. (VAS F.1) (ISLLC 3)
41. Discuss historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations. (VAS F.2) (ISLLC 3)
42. Identify and respond to internal and external forces and influences on a school. (VAS F.3) (ISLLC 6, 4)
43. Identify and apply the processes of educational policy development at the state, local, and school level. (VAS F.4) (ISLLC 6, 5)
44. Identify and demonstrate ways to influence educational policy development at the state, local, and school level. (VAS F.5) (ISLLC 6)
45. Demonstrate that a school administrator is an educational leaders who promotes the success of all students by facilitating the development, articulation, and implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC-1)
46. Demonstrate that a school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (ISLLC-2.)

47. Demonstrate that 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. (ISLLC-3)
48. Demonstrate that 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. (ISLLC-4)
49. Demonstrate that a school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC-5)
50. Demonstrate that a school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (ISLLC-6)
51. Experience activities that complement, implement, and parallel the university curriculum. (VAS G.1)
52. Experience activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program. (VAS G.2)
53. Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school. (VAS 2)

V. Assessment Measures

In order to successfully complete an EDEL 690 2-hour internship class, students must complete all the following assignments:

1. Complete a 120 clock-hour internship mentored by an elementary school administrator, middle school administrator, high school administrator, or central office supervisor/director/ assistant superintendent or superintendent.
2. Attend two Saturday seminars
3. Send 4 emails to his/her Internship professor detailing what is being done during the internship.
4. Have his/her mentor complete the RU Dispositions Form.
5. Have his/her mentor complete the RU Professional Characteristics Form.
6. Have his/her mentor write a reference/recommendation letter and send it to the University supervisor.
7. Write a 3-5 page Reflection paper detailing what was learned during the internship.

8. Turn in a log of the 120 clock hours signed by his/her mentor.
9. Complete 1/3 of the items on the Internship Checklist so that by the time three internships are completed, all 75 checklist items have been experienced and checked off by the mentor.

Technological proficiency must be demonstrated in written assignments, electronic mail communications, and correspondence.

VI. Other Course Information

None