

**WEBSTER UNIVERSITY**  
**Course Syllabus**

**LEAD 6005** (course number and Section)

**Internship in Collaborative Leadership**

(Course Title)

Instructors

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Term: Fall I & II

**I. Course Description:** (Student focus, rationale, scope, prerequisites)

The Internship in Educational Administration is a clinical experience that is supervised, supported, individualized, and advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory and research. The Standards for School Leaders require entry-level administrators to demonstrate competence related to specific knowledge, dispositions, and performances. The central purpose of the Internship in Educational Administration is to offer interns opportunities to:

- a. Practice effective school leadership strategies
- b. Document mastery of performance standards;
- c. Design and implement an individual Leadership Development Plan.

Students pursuing the Education Specialist Degree in Educational Administration or administrator certification will enroll in a minimum of one credit hour of internship each semester or summer they enroll in a core block. By the end of the program students will have a minimum of 4 credits of internship. Students wishing to pursue more than one area of certification will be required to take an additional 3 credits of internship for each additional certification.

Over the length of the program, the intern and faculty mentor will develop an individual plan that focuses on both breadth (experiences with different mentors in diverse settings) and depth (long-term relationships with a mentor and specific school community). At least two credit hours of internship must be completed at a location other than the school where the intern is currently employed.

The intern, faculty mentor and site mentor will collaborate to design projects that address genuine problems, needs or possibilities within the school community. Emphasis will be given to the strengths, needs and interests of the intern.

Each intern will collaborate with the coordinator and/or faculty mentor to identify an appropriate site and site mentor for the internship experience. The coordinator must approve the site and site mentor for the internship. The intern site mentor and faculty mentor will approve the individual Leadership Development Plan.

Each semester or summer term students are enrolled in block courses, they will complete a minimum of 30 clock hours of administrative work in schools. They will attend at least 3 internship seminars and facilitate 2 conferences that include the site mentor and faculty mentor.

## 2. **Learning Outcomes:** (Goals, objectives, course outcomes, etc.)

All standards for School Leaders may be achieved and documented in the Internship in Educational Administration. Specific Standards achieved will vary based on interns' individual Leadership Development Plans. Interns' Leadership Development Plans may specifically address other Standards in addition to (or instead of) those listed below.

1.3.1.: 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 school community.

Knowledge: The Administrator has knowledge and understanding of -

- 1.3.1.1.2. The principles of developing and implementing strategic plans.
- 1.3.1.1.4. Information sources, data collection, and data analysis strategies.

Dispositions: The administrator believes in, values, and is committed to:

- 1.3.1.2.2. A school vision of high standards of learning.
- 1.3.1.2.3. Continuous school improvement.
- 1.3.1.2.6. A willingness to continuously examine one's own assumptions, beliefs and practices.
- 1.3.1.2.7. Doing the work required for high levels of personal and organization performance.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 1.3.1.3.7. The vision shapes the educational programs, plans, and actions.
- 1.3.1.3.9. Assessment data related to student learning are used to develop the school vision and goals.
- 1.3.1.3.11. Barriers to achieving the vision are identified, clarified, and addressed.

1.3.2.: 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.

Knowledge: The administrator has knowledge and understanding of -

- 1.3.2.1.7. Diversity and its meaning for educational programs.
- 1.3.2.1.9. The change process for systems, organizations, and individuals.
- 1.3.2.1.11. School cultures.

Dispositions: The administrator believes in, values, and is committed to:

- 1.3.2.2.6. The benefits that diversity brings to the school community.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 1.3.2.3.1. All individuals are treated with fairness, dignity, and respect.
- 1.3.2.3.8. There is a culture of high expectations for self, student, and staff performance.
- 1.3.2.3.16. A variety of sources of information is used to make decisions.

1.3.3.: 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.

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 1.3.3.3.7. Time is managed to maximize attainment of organizational goals.
- 1.3.3.3.8. Potential problems and opportunities are identified.
- 1.3.3.3.9. Problems are confronted and resolved in a timely manner.
- 1.3.3.3.15. Effective problem-framing and problem-solving skills are used.
- 1.3.3.3.16. Effective communication skills are used.
- 1.3.3.3.17. Effective group-process and consensus-building skills are used.
- 1.3.3.3.18. Effective communication skills are used.

1.3.4.: 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.

Performances: The administrator facilitates processes and engages in activities ensuring that -

- 1.3.4.3.5. Credence is given to individuals and groups whose values and opinions may conflict.
- 1.3.4.3.11. Diversity is recognized and valued.

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

Knowledge: The administrator has knowledge and understanding of -

1.3.5.1.3. The values of the diverse school community.

Dispositions: The administrator believes in, values, and is committed to:

1.3.5.2.4. Bringing ethical principles to the decision-making process.

Performances: The administrator:

1.3.5.3.1. Examines personal and professional values.

1.3.5.3.2. Demonstrates a personal and professional code of ethics.

1.3.5.3.5. Accepts responsibility for school operations.

1.3.5.3.6. Considers the impact of one's administrative practices on others.

1.3.5.3.8. Treats people fairly, equitably, and with dignity and respect.

1.3.5.3.10. Demonstrates appreciation for and sensitivity to the diversity in the school community.

1.3.5.3.11. Recognizes and respects the legitimate authority of others.

1.3.5.3.12. Examines and considers the prevailing values of the diverse school community.

1.3.5.3.14. Opens the school to public scrutiny.

1.3.5.3.16. Applies laws and procedures fairly, wisely, and considerately.

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

Dispositions: The administrator believes in, values and is committed to:

1.3.6.2.2. Recognizing a variety of ideas, values and cultures.

### **3. Schedule of required readings, class preparation and assignments, lectures, discussions, student presentations, and exams:**

Students will participate in three Internship seminars. Students are to complete reading before the class assigned.

Session 1:

Introductions

Overview of Internship

Portfolio Products and Performances

Case Studies - Group Activity

Due: Leadership Development Plan

Session 2:

Updates and Reflections on Internship Experiences

Time Management Problem-Based Teaming Project

Due: Internship Log  
Reflective Journal

Session 3:

Reflections on Internship Experiences

Peer Review of Portfolios

Due: Internship Log

Reflective Journal

"Creating a Vision and the Time to Achieve It"

Leadership Development Essay

Professional Portfolio

Throughout the Internship experience, the student should:

- a. Engage in authentic administrative tasks as indicated in a personal Leadership Development Plan. (A minimum of 30 clock hours is required.)
- b. Engage site mentor in regular, frequent interactions about professional readings, theory, research, exemplary practices, challenges, or questions.
- c. Communicate regularly with faculty mentor about your progress (using phone, fax, e-mail or personal conferences).
- d. Participate in supportive, collegial relationships with other Interns (study groups, phone, fax, e-mail).
- e. Collect artifacts for personal portfolio that document professional growth.

**4. Text Required:**

None

**5. Evaluation:**

- A. Leadership Development Plan (required, not graded)

The Leadership Development Plan, is not to exceed two double-spaced typed pages addresses: Individual learning goals for the internship experience; strategies to achieve individual goals; and documentation of professional growth to be collected. The Leadership Development Plan must be approved by the site mentor and faculty mentor.

Competencies to be addressed:

1.3.1.2.6.

1.3.1.2.7.

1.3.2.1.9.

1.3.2.3.8.                      1.3.3.3.18.                      1.3.5.3.1.  
 (Additional competencies may be documented by individual interns.)

B. Case Study Analysis (required, not graded)

In teams, students will analyze case studies and present oral reports of their findings.

Competencies to be addressed:

1.3.1.1.2.	1.3.2.1.7.	1.3.4.1.2.
1.3.1.1.4.	1.3.2.1.9.	1.3.4.3.5.
1.3.1.2.2.	1.3.2.1.11.	1.3.4.3.11.
1.3.1.2.3.	1.3.2.2.6.	1.3.5-1.3.
1.3.1.2.6.	1.3.3.3.15.	1.3.5.3.8.
1.3.1.3.7.	1.3.3.3.16.	1.3.5.3.10.
1.3.1.3.9.	1.3.3.3.17.	1.3.5.3.12.
1.3.1.3.11.	1.3.3.3.18.	

C. Internship Log (required, not graded)

The Internship Log records the dates and administrative tasks performed during the Internship. A minimum of 30 clock hours must be documented.

D. Reflective Journal (required, not graded)

The intern will maintain a reflective journal that:

1. describes administrative tasks performed.
2. analyzes internship experiences drawing from professional readings.
3. reflects on intern experiences to construct personal meaning,

Competencies to be addressed:

1.3.1.2.6.	1.3.5.1.3.	1.3.2.1.9.
1.3.5.2.4.	1.3.2.3.8.	1.3.5.3.1.
1.3.2.3.16.	1.3.5.3.2.	1.3.3.3.15.
1.3.5.3.6.	1.3.3.3.18.	1.3.5.3.10.
1.3.4.3.5.	1.3.5.3.12.	1.3.4.3.11.

(Additional competencies may be documented depending on the intern's Leadership Development Plan)

E. Leadership Development Essay (graded by professor)

Before writing the Leadership Development essay, the intern should examine and reflect on the products and performances completed during the internship. (It is helpful for the student to quote from their own earlier work to document their learning in this essay.) The intern will develop a first-person narrative (story) that explains:

1. Personal level of competence at the beginning of the term.
2. Moments of insight that served as benchmarks of personal change.
3. How personal experiences relate to professional readings.
4. Goals achieved and remaining challenges.

Competencies to be addressed:

1.3.1.2.6.	1.3.3.3.15	1.3.1.2.7.
1.3.3.3.18.	1.3.1.3.11.	1.3.5.3.1.
1.3.2.1.9.	1.3.5.3.6.	1.3.2.3.8.

(Additional competencies may be documented depending on the intern's Leadership Development Plan.)

G. Site Conferences (required, not graded)

The intern will schedule and facilitate two conferences involving the site mentor to analyze the intern's performance. For each conference, the intern will arrange the time and location of the meeting; establish the agenda; facilitate the meeting; and summarize the content of the meeting in a memo to both mentors.

1.3.1.1.2.	1.3.3.3.17.	1.3.1.2.6.	1.3.3.3.18.	1.3.1.2.7.
1.3.5.3.1.	1.3.2.1.9.	1.3.5.3.5.	1.3.2.3.8.	1.3.5.3.8.
1.3.3.3.8.	1.3.5.3.11.	1.3.3.3.15.	1.3.3.3.16.	

(Additional competencies may be documented depending on the intern's Leadership Development Plan.)

H. Professional Portfolio (required, not graded)

All standards for School Leaders must be documented by the end of the student's degree/certification program. Students are to review the Webster University Educational Leadership Portfolio packet.

6. **Supplements:** (Study Guide, Sample Tests, Project Outlines may be attached.) Please list.

None

7. **3 Hour Courses:** Not Applicable

8. **Final Project**

Student providing a self addressed and stamped envelop will have their Leadership Development Essay returned following final review by the instructor.

Other:

Students will be required to complete a make-up assignment for missed classes.

Students who do not complete the requirements of the course by the final class period published on the syllabus will receive no credit unless they have developed a contract with the instructor in advance of the end of the course.

Students are to make copies of all their work for their professional portfolio. Submitted materials may be retained by the instructor. All completed assignments and projects are to be original works completed specifically for this course.

This syllabus is subject to change at the discretion of the instructor. Students will receive written notice of all changes in due dates for projects or other activities related to the evaluation of the student.