



Course Syllabus

COURSE NUMBER: LEAD 6005	COURSE TITLE Internship Step 1	TERM: Fall 08
SITE: Litzinger School	INSTRUCTOR CONTACT INFORMATION: Annie Ritter 636-227-0790 (home) annieritter@sbcglobal.net	CREDIT HOURS: 1 credit hour

1. COURSE DESCRIPTION:

In this Ed. S. degree program, the internship is not shadowing an administrator. The Ed. S. Internship in SSSL is a clinical experience that is supervised, supported, individualized, and considered as advanced professional study. It offers opportunities for interns to integrate practice with philosophy, theory and research. The Ed. S. Degree in SSSL requires the successful completion of 5 internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

This internship component of the Ed. S. program is designed as a two-semester project. The first semester is Step One and earns a credit and a grade based on the work completed during that semester. That Step One is this course. The second semester is Step Two, a continuation and completion of the project and also a credit based on that work completed. Step Two will be the course you take for your second semester of the internship experience.

Each Internship requires a minimum of 67.5 contact hours of work on your project. Please complete an **Internship Log**. The log will assist you in keeping track of your time, the topic you spent time on, and the dates in which you logged your hours. This document is a requirement of the course and verifies your contact hours. You will send it to me periodically during the course and at the end, so I will have a document verifying your contact hours.

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2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
The central purpose of the Internship in Educational Administration is to offer interns opportunities to:	1. Education candidates will demonstrate	The seven ELLC and NCATE Standards define knowledge, skills, and expectations that today's leader must master in a real

<ul style="list-style-type: none"> Practice effective school leadership strategies. Document mastery of performance standards. Design and implement an individual Leadership Development Plan. Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for leadership. Each internship is in the form of an Action Research Project and must directly stipulate how the project effects student achievement. Don't panic. The course offers many resources explaining the Action Research process and the instructor will help you to format and understand the process. 	<p>knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.</p> <p>The knowledgeable learner:</p> <ul style="list-style-type: none"> 1.1 knows content that supports conceptual understanding; 1.2 applies tools of inquiry to construct meaningful learning experiences; 1.3 identifies developmental factors in student learning; and 1.4 understands theoretical principles of effective instruction to plan learning experiences. <p>2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.</p>	<p>setting. Standard 7.0 addresses the Internship and is listed below.</p> <p>Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Webster University and school district personnel for graduate credit.</p> <table border="1" data-bbox="966 751 1526 976"> <thead> <tr> <th>Number</th> <th>Standard</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Number	Standard	Explanation			
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	<p>The informed instructor:</p> <ul style="list-style-type: none"> ○ 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs; ○ 2.2 understands and uses a range of instructional strategies; ○ 2.3 uses a variety of communication modes, media, and technology to support student learning; and ○ 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction. <p>3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.</p> <p>The reflective</p>	7.3	Standards-based	The project is linked to one of the Standards.
		7.4	Real setting	The project took place in a school setting.
		7.5	Planned and Guided Cooperatively	The intern worked collaboratively with the mentor for planning, guiding and working on the project.
		7.6	College Credit	Application of knowledge, skills was rigorous enough to warrant college credit (a minimum of 67.5 clock hours=1 hour of college credit in the Internship).
		<p>Dispositions NCATE defines dispositions as “the values, commitments and professional ethics that</p>		

	<p>collaborator:</p> <ul style="list-style-type: none"> ○ 3.1 values and integrates reflection to grow as a professional; ○ 3.2 promotes communication and collaboration with colleagues, families, and community leaders; ○ 3.3 seeks relationships with families and students to support student learning; and ○ 3.4 initiates change that benefits students and their families. <p>4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p>The responsive educator:</p> <ul style="list-style-type: none"> ○ 4.1 understands and responds appropriately to issues of diversity ○ 4.2 	<p>influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.</p> <ol style="list-style-type: none"> 1. Understands and Respects Self <ul style="list-style-type: none"> ○ 1.1 Understands and respects that s (he) may be different from others ○ 1.2 Embraces an openness to change (adaptability, flexibility) ○ 1.3 Exhibits curiosity ○ 1.4 Engages in reflection 2. Understands and Respects Others <ul style="list-style-type: none"> ○ 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings ○ 2.2 Exhibits empathy ○ 2.3 Commits to fairness and honesty ○ 2.4 Listens respectfully to other points of view 3. Understands and Respects Professional Communities <ul style="list-style-type: none"> ○ 3.1 Commits to professional behavior in university and school cultures ○ 3.2 Practices informed decision-making in university and school cultures ○ 3.3 Communicates and collaborates in university and school cultures ○ 3.4 Accepts academic rigor
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	<p>acknowledges social and cultural contexts to create effective teaching and learning environments;</p> <ul style="list-style-type: none"> ○ 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and ○ 4.4 identifies resources for specialized services when needed. 	<p>(willingness to work/ high expectations)</p> <ul style="list-style-type: none"> ○ 3.5 Affects change with courage and confidence

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

_____ August 28th – 1st Class meets @ 5:00 Litzsinger School –

Assignment for next class (9-18):

- Read chapters 1, 2, 3, 4 in text. Briefly answer the Questions for Further Thought at the end of each chapter to turn in on 9-18.
- Complete the Webster University Internship APPLICATION for Action Research
- Complete for your faculty mentor [this class instructor] the Webster University School of Education, Internship in Educational Leadership, Leadership Development Plan (LDP.)
- Begin developing your “Burning Question”.

_____ September 18th -- 2nd Class meets @ 5:00 Litzsinger School –

- Review of Chapters 1, 2, 3, 4
- **Turn in LDP to faculty mentor** [this class instructor]

Assignments for next class (10-16):

- Read chapters 5, 6, 7 in text. Briefly answer the Questions for Further Thought at the end of each chapter to turn in on 10-16.
- Finalize your “Burning Question”
- IRB – download forms www.webster.edu/irb/ [form 1040]
- **READ this document entirely and COMPLETE it flawlessly by 10-16 or you will not be able to obtain the required signatures.**

_____ October 16th -- 3rd Class meets @ 5:00 Litzsinger School

- Review of Chapters 5, 6, 7
- Dialogue on Action Research project
- **Turn in Burning Question to faculty mentor.**
- **Bring the original of all three forms including attachments/artifacts (this is the IRB DOCUMENT **)**
- **Make two (2) copies of the above document to be signed by faculty mentor (me) at THIS CLASS!** The original to be turned into OAA(see below), one copy is kept by the instructor , second copy is for your records.

Assignments:

- Turn in **** IRB DOCUMENT** to Office of Academic Affairs by October 23rd.
- Begin Review of Literature for Annotated Bibliography
- Be “thinking” about your Leadership Development Essay

_____ October 23rd (No Class) IRB forms (Three (3) form = Application, LDP and IRB #1040) should be error free and complete with signatures and student ID #.

- **IRB application due at the Office of Academic Affairs.** Your faculty mentor (me) must have all copies as well [US Mail or in class on Oct. 16th]. All documents must be signed for the committee to approve your research. *This is a several week process to obtain the needed approval. Without the approval you can NOT enroll or take LEAD 6005, Step II. That is why this date is important to meet.*

_____ November 20th – 4th Class meets @ 5:00 Litzsinger School–

- **Annotated Bibliography of Journal Articles due**

_____ December 4th (No Class) Leadership Development Essay requirements see rubric this syllabus: follow APA format, be error free, and have student ID# on the cover page.

- **Leadership Development Essay due: Mail hardcopy to Instructor or drop off in SoE office mailbox**

_____ December 18th – Final Class meets @ 5:00 Litzsinger School – **Final assignments due**

- Turn in a copy of your IRB Approval Letter with approval #.
- Internship Log – minimum of 67.5 clock hours required -- see requirements and rubric in this syllabus
- Reflective Journal – cover page with student ID # -- see requirements and rubric in this syllabus
- These can be combined into one document. Be sure to have a cover page and keep a running tally of your total hours along with timely hourly entries!

4. RESOURCES:

Required Text(s):

Mills, Geoffrey. Action Research (Third Edition) A Guide for the Teacher Researcher
ISBN 0-13-172276-X

5. EVALUATION:

Leadership Development Plan & Application (required)

You are required to complete a two (2) page Internship APPLICATION for Action Research AND a six (6) page Internship in Educational Leadership, Leadership Development Plan (LDP) with signatures {from your building principal who MUST know about research occurring in the building + a site mentor (knowledgeable person in your school or district who will oversee your work and research)}. The faculty mentor is your professor for this class. You will also need to attach to the six (6) page (LDP) the information requested at the bottom of page two (2).

Leadership Development Plan Rubric & Application

Internship application 20 points	Possible	Achieved
Personal /professional learning goals	10	
Rationale for site mentor / location selected	10	
Internship approval form 30 points		
Description of topic	5	
Impact on student achievement	5	
Description of artifact(s)	5	
Connection to standards	5	
Complete with signatures / error free / punctual	10	
Total Points Possible	50	

Webster University, Leadership LDP Rubric, 8/15/08

Institutional Review Board Form 1040 (required)

This is an application that must be reviewed by Webster University Office of Academic Affairs and approved BEFORE you can go forward with your actual research study (next semester). This is required because your research involves the “use of human subjects”. **NOTE: PART II: (on the second page) will need to be attached to the five page application.** You must make two (2) copies and get both signed by your instructor. It is **your responsibility** to submit the signed form to the Office of Academic Affairs by October 23rd.

Form 1040 is available on Webster University’s website. At the bottom of the webpage, go to the search boxes. In the first box, insert “IRB” in the second box for the search use the drop down menu to select “Webster Web Site”.

Leadership Development Essay (required)

Before writing the Leadership Development essay, you need to examine and reflect on the products and performances you will be doing during this internship. (It is helpful for you to quote from your own previous work at Webster to document your learning in this essay, as well as learning you have gained from your teaching experiences. If this is your first course, reflect on previous learning and experiences -- OTJ.)

This essay should be a first-person narrative (story) that explains:

1. Your personal level of competence at the beginning of the term supported by a self analysis of the internship outcomes.
2. Moments of insight that served as benchmarks of personal change.
3. How personal experiences relate to the professional readings (10) in this course.
4. Your personal level of competence at this point (Nov. 15) which is supported by your Reflective Journal.
5. Educational and coarse goals which you have already achieved AND remaining challenges you foresee.
6. The relationship of your internships research and anticipated student outcomes/achievement.

Leadership Development Essay Rubric Webster University, Leadership LDP Rubric, 8/15/08

Leadership Development Essay 75 points	Possible	Achieved
Establishes entry level competence in the area of doing Action Research	10	
Sites personal experiences that support personal growth as an educator	10	
Makes a connection to the Review of Literature with personal “ahas”	10	
Documents personal growth in competency to this point in the course (completed LDP, ARP, Review of Literature)	10	
Sites remaining challenges and area(s) of focus for future inquiry.	10	
Establishes how personal growth will result in improved student achievement.	10	
Uses first person / error free / punctual	15	
Total Points Possible	75	

Annotated Bibliography (required)

An annotated bibliography differs from a bibliography. *The annotated bibliography gives a brief summary of the reading as well as telling how this information is useful to the student's research topic.* Ten entries are required using APA format.

Annotated Bibliography Rubric

Annotated Bibliography	75 points	Possible	Achieved
Sites a minimum of ten (10) journal articles		10	
Restates the “burning question”/ focus statement		10	
Uses correct APA style with 12 point Times Roman font		5	
Clearly and succinctly summarizes the article		20	
Clearly and succinctly relates the journal article to the “burning question” / focus statement		20	
Bibliography is error free and punctual		10	
Total Points Possible		75	

Webster University, Leadership LDP Rubric, 8/15/08

Reflective Journal (required)

You are required to keep a Reflective Journal and make 16 entries in the Assignments area. 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.
4. Relates how this impacts student achievement.

Reflective Journal & Internship Log Rubric

Reflective Journal & Internship Log 120 points	Possible	Achieved
Notes weekly or timely entries	20	
Entries are clearly and succinctly written	20	
Entries indicate the researcher is processing and analyzing the information from the Literature Review (Insights gained)	15	
Entries indicate the intern sees how the readings relate to the Action Research Study	15	
The intern is able to formulate relevant questions as a result of the readings	10	
Entries reflect the intern is constructing personal meaning from the tasks being performed	10	
Entries relate how readings and/or tasks are impacting student achievement	10	
There is an accurate record that documents dates and time spent during the internship (a minimum of 67.5 clock hours)	20	
Total Points Possible	120	

Webster University, Leadership LDP Rubric, 8/15/08

Internship Log (required)

The Internship Log records the dates and administrative tasks performed during the Internship. A minimum of 67.5 clock hours must be documented. Please keep track of your time and submit the Internship Log at the end of the course. This may be a combined document with the Reflective Journal above.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Points	Percentage of Grade
Submission of all Assignments on Time	Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for leadership.	25	5
Chapter Questions	1.1 Knowledge of pedagogy, agent of change	50	10
LDP Essay	Design and implement leadership development plan	75	15
IRB Form	Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for leadership.	100	20
Annotated Bibliography	1.1 knows content that supports conceptual understanding; <ul style="list-style-type: none"> o 1.2 applies tools of inquiry to construct meaningful learning 	75	15
Internship Time Log	Documents mastery of performance standards	60	12
Reflective Journal	3.1 values and integrates reflection to grow as a professional;	60	12
7.1 Action Research Plan/Project (For Step II)	The Intern's project is substantial (ample to answer the research question).	(20)	(3.70)
7.2 Action Research Plan/Project (For Step II)	The project is sustainable. It is socially just, environmentally responsible, and economically feasible.	(20)	(3.70)
7.3 Action Research Plan/Project (For Step II)	The project is linked to one of the Six ELLC and/or ISLLC Standards.	(20)	(3.70)
7.4 Action Research Plan/Project (For Step II)	The Action Research project took place in a real setting	(20)	(3.70)

	such as a school or administrative location.		
7.5 Action Research Plan/Project (For Step II)	The intern worked collaboratively with the mentor and faculty advisor for planning, guiding and working on the project.	(20)	(3.70)
7.5 Action Research Plan/Project (For Step II)	Application of knowledge, skills was rigorous enough to warrant college credit (a minimum of 67.5 clock hours =1 hour of college credit in the Internship).	(20)	(3.70)
IRB Approval	Action Research is approved	30	6
Attendance**	Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for leadership.	25	5
Total Points		500	100%

6. GRADING SCALE:

***Submission Points:** All work needs to be turned into your faculty mentor on or before the due date to gain submission points.

****Attendance:** Class meets five times. Attendance is 4 points for each class. However, instructors have noted that students who are not in attendance usually experience difficulty in understanding the Action research process as well as developing and completing their project in a timely manner.

Grade Point Scale

475 – 500	A (95%)
450 – 474	A- (90%)
440 – 449	B+ (88%)
415 – 439	B (83%)
400 --414	B- (80%)
385 – 399	C+ (77%)
350 – 384	C (70%)
349and below	Unsatisfactory

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students will receive a zero on assignments that are determined to be academically dishonest.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

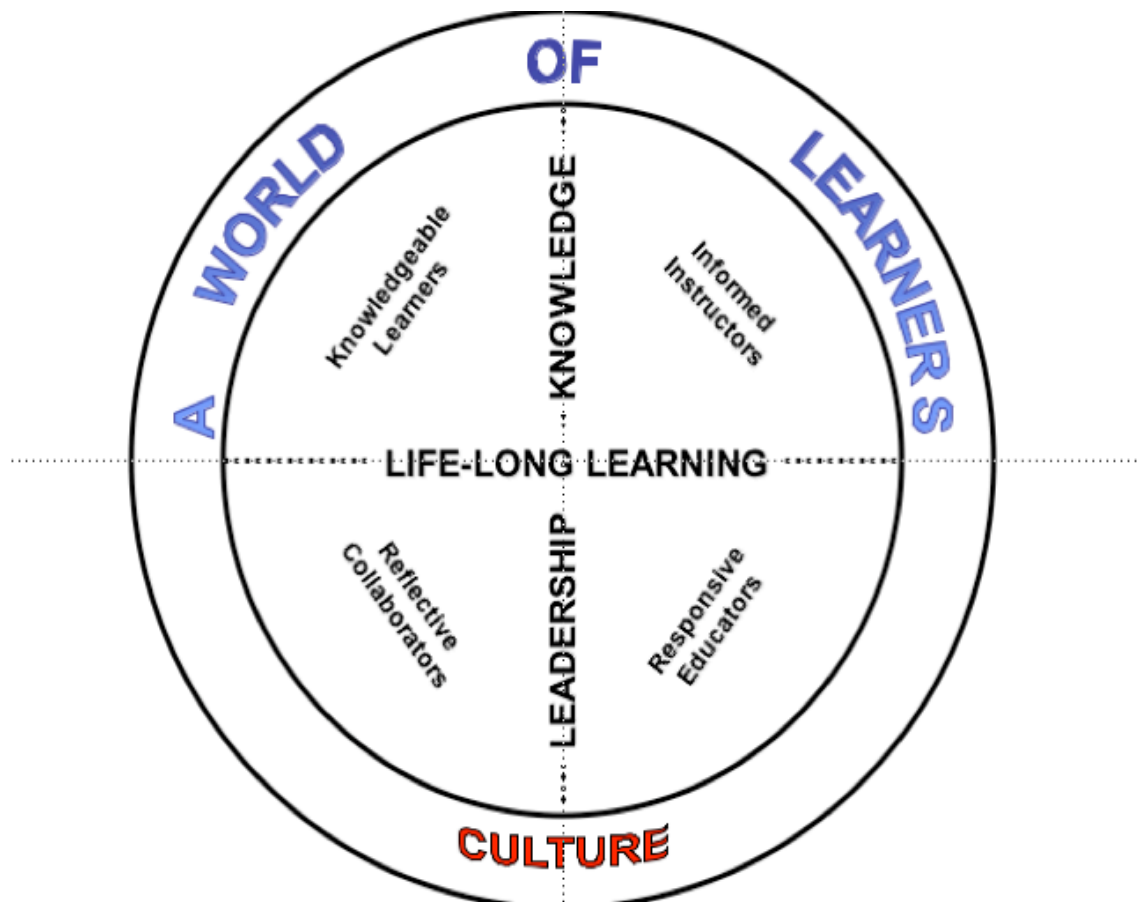
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty

- 2.4 Listens respectfully to other points of view
- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

The instructor reserves the right to modify this syllabus.