



Course Syllabus

COURSE NUMBER: LEAD 6005	COURSE TITLE Internship Step 2	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.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
<p>The central purpose of the Internship in Educational Administration is to offer interns opportunities to:</p> <ul style="list-style-type: none"> Practice effective school leadership strategies. 	<p>1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and</p>	<p>The seven ELLC and NCATE Standards define knowledge, skills, and expectations that today's leader must master in a real setting. Standard 7.0 addresses the Internship and is listed below.</p>

- 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.

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,

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.

Number	Standard	Explanation

	<p>strengths, and needs;</p> <ul style="list-style-type: none"> ○ 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 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, 			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</p> <p>NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and</p>		

	<p>families, and community leaders;</p> <ul style="list-style-type: none"> ○ 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 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 	<p>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 (willingness to work/ high expectations) ○ 3.5 Affects change with courage and confidence
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| | <ul style="list-style-type: none"> o 4.4 identifies resources for specialized services when needed. | |
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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 8 & 9 in text.
- Begin Implementation of your research project with confirmation of approval from the IRB.
- Keep a Reflection Journal.
- Log your hours and how they are spent.

_____ September 25th – EMAIL your instructor your Reflective Journal and Log to date.

Update should include:

- Your progress to date.
- Questions / concerns you may have.
- Reflection Journal entries to date.
- Time Log.

_____ October 23rd -- EMAIL your instructor your Reflective Journal and Log to date.

NOTE: Do NOT send what you sent before. Start with the last date to this date. KEEP a running total throughout, however.

Update should include:

- Your progress to date.
- Questions / concerns you may have.
- Reflection Journal entries to date.
- Time Log.

_____ November 20th – EMAIL your instructor your Reflective Journal and Log to date.

NOTE: Do NOT send what you sent before. Start with the last date to this date. KEEP a running total throughout, however.

Update should include:

- Your progress to date.
- Questions / concerns you may have.
- Reflection Journal entries to date.
- Time Log.

_____ December 11th – 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 NOTE: The journal and log 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!
- Write-up of project findings including recommendations. Must include students number be in hard copy form, and follow APA format. Use the Mills book Chapters 8 & 9 to guide you.

4. RESOURCES:

Required Text(s):

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

5. EVALUATION:

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.

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.

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	

Write-up of Project (required)

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	6.32
Internship Time Log	Documents mastery of performance standards	50	12.65
Reflective Journal	3.1 values and integrates reflection to grow as a professional;	50	12.65
Write up of the Action Research Project	1.2 applies the tools of inquiry to construct meaningful learning	100	25.3
7.1 Project is substantial	It is ample to answer the research question.	40	10.12
7.2 Project is sustainable	It is socially just, environmentally responsible, and economically feasible.	30	7.59
7.3 Project is standards based	It is linked to one of the Six ELLC and/or ISLLC Standards.	20	5.06
7.4 Project is in a real setting	The Action Research project took place in a real setting such as a school or administrative location.	20	5.06
7.5 Project is guided by a school mentor and a Webster Faculty mentor. ----- -----	The intern worked collaboratively with the mentor and faculty advisor for planning, guiding and working on the project.	20	5.06
7.6 Project meets standard of minimum of 67.5 hours for one (1) hour 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).	20	5.06
Attendance**	Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for leadership.	20	5.06
Total Points		395	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 two (2) times. Attendance is 10 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

375 – 395	A (95%)
356 – 374	A- (90%)
348 – 355	B+ (88%)
328 – 347	B (83%)
316 --327	B- (80%)
302 – 315	C+ (77%)
274 – 301	C (70%)
273 and 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

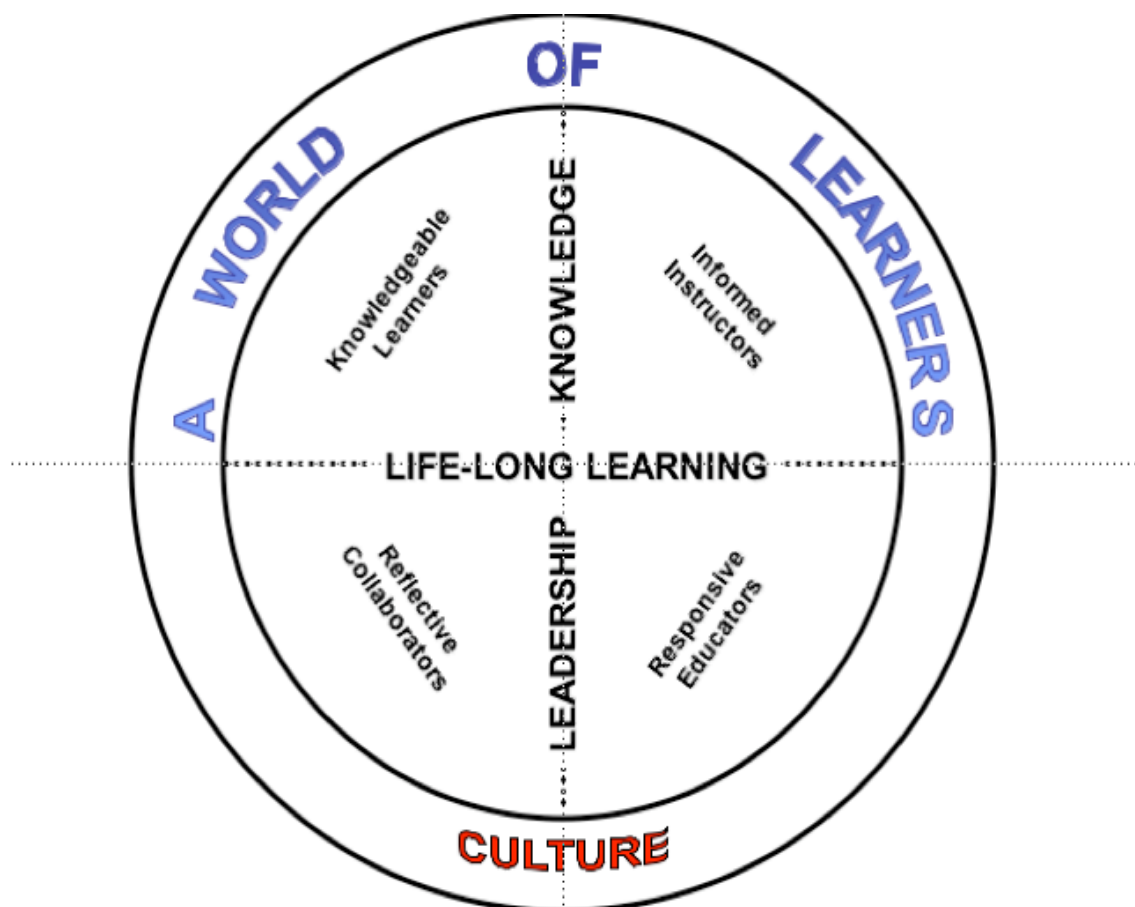
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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;
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 - 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.