



Course Syllabus

COURSE NUMBER: LEAD 6005	COURSE TITLE Internship Step 4	TERM: Spring 08
SITE: Litzsinger School	INSTRUCTOR CONTACT INFORMATION: Dr. Ginny Altrogge 314-961- 2660x8725 (office) 636-394-7867(home) valtrogge75@sbcglobal.net altrogge@sbcglobal.net	CREDIT HOURS: 1 credit hour

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 LEAD requires the successful completion of four internship credits within the program. Internships are typically taken one credit at a time and are all individually planned and monitored.

The final two internships are LEAD 6005 Step 3: Dispositions and LEAD 6005 Step 4: Diversity. These two internships offer you many possibilities to build internships that will enhance your professional growth and discover more about leadership in these areas. In this internship, LEAD 6005 Step 4, you should continue to focus in some way on how leadership at the building or district levels either support students through education or how school systems do not fulfill the responsibility of education to assure that all students are able to learn and lead independent productive lives.

In this internship, diversity in education is the grounding value. The focus will include spending 67.5 contact hours in sixteen weeks working in a leadership role that somehow

helps you to increase your self realization about the complexity of our global society and the various prejudices that are embedded in everyday life. As in the other internships, you are required to find and develop an appropriate Internship, secure that placement, complete the internship plan and have it approved by the instructor. This must be completed during the **first two weeks of the course**. **Timing is essential.**

1. Please review and make a copy of the document called [Internship Log](#) in the Resources section of this syllabus. Keep track of your time on the Log. You will send it to me during the course as requested or at the end of the class, so I will have a document verifying and delineating your contact hours.
2. You are required to contact me via e-mail or attend a class meeting to report on your Internship.
3. You are required to keep a Reflective Journal and make weekly entries (16). Entries are to be of substance and reflect your learnings as the Internship progresses.

You are required to write a Leadership Development Essay. . **Leadership Development** 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. If this is your first course, reflect on previous learning and experiences.) The intern will develop a first-person narrative (story) that explains:

- a. Personal level of competence at the beginning of the term supported by the self analysis of the agreed on course outcomes.
 - b. Moments of insight that served as benchmarks of personal change.
 - c. How personal experiences relate to professional readings.
 - d. Personal level of competence at the end of the term supported journal
 - e. Goals achieved and remaining challenges.
 - f. Internship relationship to student achievement
4. You are required to write a summary report as the Final Project.
 5. Incompletes are not given without a doctor's note. All assignments are to be handed in on time.

Learning Outcomes

The central purpose of the Internship in Educational Administration is to offer interns opportunities to:

- Practice effective school leadership strategies.
- Document mastery of performance standards.

- Synthesize and apply the knowledge, practice and skills that have been identified as those necessary for advocacy in a final paper. (Please see a copy of these in the longer syllabus in the Resources Area.)

Course Schedule

Week	Topics	Activity
Week 1	<p>When deciding what path to follow in this internship, the following ideas may be helpful to you:</p> <ul style="list-style-type: none"> ○ Visit your state’s Department of Elementary and Secondary Education and note any reference to issues of diversity ○ Review your school district’ School Improvement Plan and note any reference to issues of diversity ○ Review district and state curriculum with a critical eye for diversity inclusion ○ Examine the district policy on discrimination ○ Visit websites that focus on diversity ○ Or anything else in which issues about race, gender, religion, national origin, sexual orientation, are discussed. 	<p>Internship Requirements:</p> <ul style="list-style-type: none"> • Submit a Choice Internship Plan Application to your instructor. This document is in the Resources section of your syllabus. • Get the mentor’s and instructor’s approval. • Secure your Internship Placement. <p>Make reflective journal entries.</p> <p>Fill out your Time Log.</p> <p>You may begin work on an Annotated Bibliography with journal articles on diversity. You must have 10 entries. Each entry must have the <i>bibliography information</i>, a <i>summary of the article</i> and a <i>statement that tells how the article is useful to your study</i>.</p>
Week 2	These websites/articles may be helpful to you.	Reflective journal

- Tolerance.org
- [The ABC's of We the People](#)
- [The ABC's of School Integration](#)
- [Renewing Our Commitment to Tolerance](#)
- [The Tolerance Project: Lessons and Materials](#)

List your internship hours on the Internship Log.

Week 3 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

Submit reflective journal in the assignment tool and make sure you address the diversity and disposition standards.

We begin adding a critical dimension to the course. Review the ELCC diversity requirements as well as the dispositions in the program: Integrity, Fairness, and Ethics.

List your internship hours on the Internship Log.

The following link may be useful to you: www.Npbea.org/ELCC/ELCCStandards_5-02.pdf

ELCC Standard 4.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (ISLLC 1.3.4)

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political,

social, economic, legal and cultural context. (ISLLC 1.3.6)

Week 4 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

This is the one-quarter point of this course. **Please e-mail your instructor with an update as to how your project is progressing and the number of hours you have logged.** Your instructor's e-mail address is on the front page of this syllabus.

Some suggested items to read are:

- [The ABC's of We the People](#)
- [Creating We](#)

Week 5 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

Continue with We the People:
[Creating We](#)

Read: In the City of Brotherly Love

Week 6 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

How might our nation of immigrants create unity within diversity?

- Read the Article: [Immigrants and "Us"](#)

E-mail your instructor with an update.

Read the activities at the sites listed below.

Enter your thoughts on these articles in your Reflective Journal.

www.tolerance.org/teach/activities/activity

Make reflective journal entry on "In the City of Brotherly Love" from Creating We at the Tolerance.org website.

List your internship hours on the Internship Log.

Make reflective journal entry.

List your internship hours on the Internship Log.

- Week 7** Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.
- Make reflective journal entry.
- List your internship hours on the Internship Log.
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- Week 8** This is the half way point of the course. Your Annotated Bibliography is due next week.
- Make reflective journal entry.
- Work on Annotated Bibliography.
- Submit your Internship Log via e-mail to your instructor for the first half of the course.**
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- Week 9** This begins the second half of the course.
- Read: [Case Study 23](#)
- Make reflective journal entry. Your entry should refer to Case Study 23.
- Submit your Annotated Bibliography to your instructor.
- List your internship hours on the Internship Log.
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- Week 10** These websites may be helpful to you.
- [NCATE](#)
[ELCC](#)
- Make reflective journal entry.
- List your internship hours on the Internship Log.
- Submit a rough draft of your final project to your instructor via e-mail.
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- Week 11** Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.
- Read: [Case Study 42](#)
- Make reflective journal entry. In your entry, give your thoughts on Case Study 42.
- List your internship hours on the Internship Log.
- Continue writing your final project.
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- Week 12** Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for
- Make reflective journal entry.

this course.

This is the three-quarter point of this course. You are required to submit your internship log at this point for review.

Submit your internship log to your instructor via e-mail with hours recorded through week 12.

Continue writing your final project.

Week 13 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

Read: [Case Study 30](#)

Make reflective journal entry. Address Case Study 30.

List your internship hours on the Internship Log.

Continue writing your final project.

Week 14 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

Make reflective journal entry.

List your internship hours on the Internship Log.

Week 15 Continue to participate in the internship. Remember that you will need a total of 67.5 contact hours for this course.

Continue writing your final project.

Make reflective journal entry.

Your Final Project is due this week.

List your internship hours on the Internship Log.

Week 16 This is the final week of the course. You must submit attend class, and participate in the discussion. Be prepared to present your project to the class and answer questions. Time limit of 12 minutes.

Submit reflective journal and Internship Log to your instructor.

Participate in class discussion.

Submit PreRetrospective Course Assessment to your instructor.

Resources:

Website(s) for class assignments:

<http://www.tolerance.org/about/tolerance.html>

Evaluation and Grading

Students will complete each component of the overall internship project, taken together, clearly demonstrates knowledge, analysis, application, and synthesis of each of the agreed on course outcome(s). Total possible points

Assessments	Links to Course Outcomes	Points	Percentage of Grade
Application	7.0	10	4.14
Annotated Bibliography	7.0	25	10.37
Leadership Development Essay	7.0	30	12.45
Self-Assessment of Dispositions	5.1, 5.2, 5.3	15	6.22
Quiz on Dispositions	5.0	20	8.29
Project Write-Up	7.0	40	16.59
Reflective Journal	1.0	25	10.37
Time Log	5.1	20	8.29
Submission of Assignments on Time*	5.1	35	14.54
Attendance**	5.1	21	8.74
Total Points		241	100

*Seven assignments are required. Each assignment is worth 5 points for being turned in on time.

**Attendance is required at 3 class meetings with each being worth 7 points.

6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)

229 – 241	A
216 – 228	A-
212 – 215	B+
202 – 211	B
192 – 201	B-
191	Unsatisfactory

Throughout the Internship experience, the student should:

- a. Engage in authentic administrative tasks as indicated in a personal Leadership Development Plan. (A minimum of 67.5 clock hours is required.)

- b. Engage site mentor, classmate, and the instructor in regular, frequent interactions about professional readings, theory, research, exemplary practices, challenges, or questions.
- c. Communicate regularly with faculty supervisor about your progress (using phone, fax, e-mail).
- d. Participate in supportive, collegial relationships with other Interns (discussions, e-mail).
- e. Collect artifacts for personal portfolio that document professional growth.

Note: The site and faculty mentors / supervisors must agree to the course outcomes selected by the student for focus in this overall internship project.

Course Requirements

The Components of this overall internship project are described below.

Appropriate Internship Placement

You are required to find an appropriate Internship and secure that placement during the first week of the course. If you have questions please contact the instructor. **This must be completed during the first week of the course** in order to ensure that you are able to complete the required internship hours. Please complete the Choice Internship Form Application and submit to your instructor.

Internship Approval (required)

You must secure the instructor's approval before beginning the internship.

Course Readings (required)

Readings for the course or a link will be provided the instructor.

Annotated Bibliography (required)

You must have 10 journal article entries for your Annotated Bibliography. Each entry must have the bibliography information, a brief summary of the article and a statement that tells how the article is useful to your study.

Annotated Bibliography Rubric

Student Name: _____

Annotated Bibliography	30 points	Possible	Achieved
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Sites a minimum of ten (10) journal articles	5	
Restates the “burning question”/ focus statement	1	
Uses correct APA style with 12 point Times Roman font	5	
Clearly and succinctly summarizes the article	7	
Clearly and succinctly relates the journal article to the “burning question” / focus statement	7	
Bibliography is error free and punctual	5	
Total Points Possible	30	

Comments:

Signature: _____ **Date:** _____

Webster University, Leadership LDP Rubric, 9/25/07

Reflective Journal (required)

You are required to keep a Reflective Journal and make 16 entries. 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

Student Name: _____

Reflective Journal & Internship Log 60 points	Possible	Achieved
Notes weekly or timely entries	4	
Entries are clearly and succinctly written	4	
Entries indicate the researcher is processing and analyzing the information from the Literature Review (Insights gained)	4	
Entries indicate the intern sees how the readings relate to the Action Research Study	4	
The intern is able to formulate relevant questions as a result of the readings	4	
Entries describe administrative tasks being performed	4	
Entries reflect the intern is constructing personal meaning from the tasks being performed	4	
Entries relate how readings and/or tasks are impacting student achievement	4	
There is an accurate record that documents dates and time spent during the internship (a minimum of 67.5 clock hours)	28	
Total Points Possible	60	

Comments:

Signature: _____ **Date:** _____

Webster University, Leadership LDP Rubric, 9/25/07

PreRetrospective Assessment

1. (Points: 1) When I began this course, I knew _____ about diversity.
 - a. Quite a bit
 - b. A little bit
 - c. Nothing
2. (Points: 1) After this course, I know _____ about diversity.
 - a. Quite a bit
 - b. A little bit
 - c. Nothing
3. (Points: 2) How has this course helped you to understand diversity?
4. (Points: 3) How has this course helped you to understand the role of diversity in educational leadership?
4. (Points: 3) How has this course changed the way that you view diversity?

Final Project (required)

The final project is a written paper that reflects on your internship experience. This paper should reflect your learning on the topic of diversity, be reflective, and tell how this internship experience will impact student achievement. The paper should follow APA format, be error free, and have a cover page.

Deadlines

The beauty of this online course is that you are given a certain amount of schedule flexibility. The possible downside is that you must organize your work time in order to meet class deadlines.

Assignments not turned in on time will be assessed a 10% penalty for each week late.

Remember: Late assignments will be docked 10% for each week late. Incompletes are not given without a doctor's note.

Instructor Responses

I will respond to all email inquiries within 24-48 hours Monday - Friday, however, if you need an immediate response please call me at 314.961.2660 ext. 8725 or contact me at home: 636-394-7867 or email me at valtrogge75@webster.edu or at altrogge@sbcglobal.net.

Assignments

- **Each assignment, and each paper, must have a running head on every page with your name, student number, and the date.**

Academic Honesty

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

If a student is demonstrated to have plagiarized a written assignment they will receive an F on the assignment and will not be allowed to rewrite it. **A paper will receive an F if**

there are any plagiarized passages at all. You will be charged with plagiarism if any part of the paper is not your own and not properly attributed.

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.

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.

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 the syllabus as necessary.