



Course Syllabus

COURSE NUMBER: LEAD 6135	COURSE TITLE Internship	TERM: Summer 09
SITE: Off Campus	INSTRUCTOR CONTACT INFORMATION: Dr. Ginny Altrogge 314-246-8725 (office) 636-394-7867(home) valtrogge75@webster.edu altrogge@sbcglobal.net	CREDIT HOURS: 1 credit hour

In this Ed. S. degree program, the internship is 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 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 to practice effective school leadership strategies, document mastery of performance standards, and design and implement an individual leadership intern plan.

The total time for the internship experience is 270 clock hours. The 270 hours are divided into four internships over the course of the program. The internships may be done within the context of the intern's school, but some must be done outside interns building.

Students pursuing the Education Specialist Degree in Educational Administrator or administrator certification will enroll in a minimum four internship credits.

Over the length of the program, the intern and faculty mentor will develop an individual plan that addresses 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 or university supervisor to identify an appropriate site and site mentor for the internship experience. The university supervisor must approve the site and site mentor for the internship. The mentor and faculty mentor will approve the intern plan.

The interns will complete a minimum of 67.5 clock hours of administrative/leadership work in schools. Interns will attend at least two internship meetings and facilitate at least one conference that include the mentor and university supervisor.

Interns will need to read the Internship Handbook for specific details, forms, and procedures. Interns should also provide the mentor with a copy of the Internship Handbook.

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 necessary for leadership.

Course Schedule

Dates	Activity
	Syllabus, Handbook, Forms, Dialogue on selected mentor
	Turn in Internship Placement Request Form and Internship Plan to Instructor
	By this date, intern should have scheduled meeting with mentor and university supervisor. Intern conducts the meeting!
	Go to www. Tolerance.org and read “Our Challenges As a People.” Write a summary and reflection on this article and place in your Time Log and Reflective Journal.
June 29, 2009	Turn in Time Log and Reflective Journal to instructor
Week of July 6, 2009	Go to Tolerance.org and read “Lies Our Students Tell Themselves.” Write a summary and reflection of this article and place in your Time Log and Reflective Journal.
Week of July 13, 2009	Go to Tolerance.org and read/listen to “What Do We Mean by the Courage to Teach?” Write a summary and reflection of this article and place in your Time Log and Reflective Journal.
July 20, 2009	www.couragerenewal.org/images/stories/audi/leadershipchange.mp3 and listen to the podcast. Write a reflection on this podcast in your journal. Turn in Time Log and Reflective Journal to instructor
August 6, 2009	Turn in Time Log and Reflective Journal, Internship Final Report Due Be prepared to report (5 minutes) on your Internship experience

Time Log and Reflective Journal

Each entry must have the date, amount of time, a description or summary of the activity , the applicable standard and a reflection. Reflections are more than a summary and must provide an idea of what could be. Think of reflections as how the activity could be improved upon for student learning. Reflections should reflect your learning and be of substance.

Evaluation and Grading

Students will complete each component of the overall internship project, taken together, the internship 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
Internship Placement Request	7.0	5
Internship Plan	7.0	5
Attendance	7.0	10
Meeting with mentor, supervisor	5.1, 5.2, 5.3	15
Time Log & Reflection Journal 1	5.0	5
Time Log & Reflection Journal 2	7.0	5
Time Log & Reflection Journal 3	5.1	5
Final Write UP	5.1	20
Mentor Evaluation	5.1, 5.2, 5.3	5
Diversity readings	5.1	15
Diversity pre/ post		10
Total Points		100

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

96 - 100	A
91- 95	A-
88 - 90	B+
84 - 87	B
80 - 83	B-
< 80	Unsatisfactory

Throughout the Internship experience, the student should:

- a. Engage in authentic administrative tasks as indicated in a personal Internship 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 objectives 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.

Final Project (required)

The final project is a written paper and /or artifact that reflects on your internship experience. This paper should reflect your learning. See Internship Handbook for rubric. 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.

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 314-246-8725 or contact me at home: 636-394-7867 by cell phone: 636-579-1487 or email me at valtrogge75@webster.edu or at altrogge@sbcglobal.net.

Please note that I will be attending and presenting at a conference in Spain from July 5-July 16, 2009. I will answer email during this time as internet connection is available.

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.