

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDL 8513

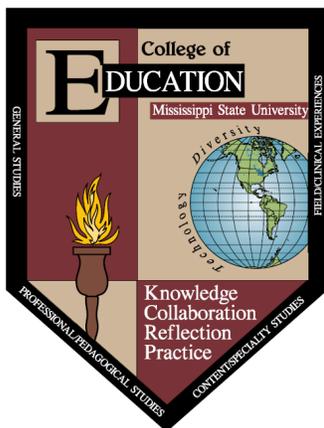
Course Title: Leadership Internship I

Credit Hours: Three (3) semester hours

Type of Course: Clinical Instruction

Catalogue Description: The course requires students to apply leadership practices to the real-world setting of a P-12 school

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Goals / Learner Outcomes and Standards:

To successfully complete the course, candidates are expected to achieve six learner outcomes. With these goals, students are required to work on four Educational Leadership Constituent Council (ELCC) Standards (Standards 2, 3, 4, 6) as designed by the National Policy Board for Educational Administration. Since instructional leadership is considered as critical for successful principal leadership, ELCC Standard 2 appears in both Internship 1 and 2. Further, course goals are linked to the indicators in the College Framework Program Outcomes (CFPO) document at Mississippi State University.

Course Goals / Learner Outcomes Students will:	Link to ELCC Standards & Elements	Link to CFPO
1. Use management practices and resources to plan for a successful school opening and to provide for effective school operations during the school year.	ELCC 3.2 Manage Operations ELCC 3.3 Manage Resources	CFPO 13: Research CFPO 10: Inquiry and Problem Solving
2. Use effective communication to engage others in helping to achieve overall school effectiveness that promotes student learning.	ELCC 4.2 Respond to Community Interests ELCC 4.3 Mobilize Community Resources	CFPO 2: Diversity
3. Establish activities that promote a positive culture where parents are involved in education of students.	ELCC 2.1 Positive School Culture ELCC 4.1 Families/ Community Collaboration	CFPO 14: Issues/Trends
4. Analyze and participate appropriately in political, social, and economic issues that can impact an individual school's effectiveness.	ELCC 6.1 Understand the Larger Context ELCC 6.2 Respond to the Larger Context ELCC 6.3 Influence the Larger Context	CFPO 1: Professionalism
5. Understand and begin to adapt to the expected work demands of school leaders to assess one's own readiness for entry into leadership positions.	ELCC 3.1 Manage the Organization	CFPO 14: Issues/Trends
6. Apply processes that principals use to implement and monitor instructional programs and activities.	ELCC 2.2 Effective Instructional Program	CFPO 13: Research

Topics Covered in the Course and Duration:

Throughout the course, students engage in a total of 20 contact hours with the instructor in addition to the 130 hours of school-based internship activities.

- The 17 hours are comprised of (a) six 2-2.5-hour seminar sessions, (b) .5 hour of an instructor-led internship planning conference, and (c) up to 2 hours of site visits with the student and instructor, with partial time involvement from the supervising principal.
- The 100 hours of hands-on work are completed working at a school under the advisement of a practicing school principal. The goal is to give students experience with leadership duties involving the planning for and opening of school along with the responsibilities for the first half of the academic year (August-December). The 100 hours may be split between late summer and fall. The student may earn up to 30 hours in August prior to the start of the school year. At least 70 hours need to be earned during the school term. If a student is unable to do internship work during the summer, he/she may address all 100 hours during the fall term. Additionally, students complete five focused field assignments that equate to 30 cumulative hours that can count towards the 100 required hours.

Overall, students engage in a minimum of 117 hours of total learning time during the course. Primary topics and subtopics of seminars, conferences, and site-visit sessions are listed below:

Topics, Subtopics, and Duration
<p>Session 1: Class Seminar (2 hours) (Seminar to help students plan internship. Session to be held between May-July, prior to August when students may begin internship hours.)</p> <p>Instructor discusses:</p> <ul style="list-style-type: none">• Introduction to Leadership Internship I and course requirement• Overview of ELCC Standards/ Elements for Internship I• Discussion of summer duties that could be completed prior to school opening• Instructions for how to write first draft of Internship I Contract• Overview of “Required Field Assignments” that count towards internship hours and ELCC assessment requirements
<p>Session 2: Class Seminar (2.5 hours) (held start of fall term)</p> <p>Instructor discusses:</p> <ul style="list-style-type: none">• Review of internship course calendar/ meeting dates for fall• Question & Answers on drafting Internship I Contract (provide sample/model)• Discussion of activities not appropriate for internship• Debrief on students’ summer internship activities
<p>Session 3: Individual or small group Internship Planning Conference with</p>

ED: 8513 Leadership Internship I-Revised Spring 2014

Instructor**(@.5 hour per 2-3 candidates per group)**

For discussion during the conference:

- Each student brings draft of internship contract for review by course instructor
- Instructor hosts conference with individual student or small group to give feedback on students' initial contract drafts so students can finalize contracts and get signatures of principal/ supervisor by Session 4.

Session 4: Class Seminar (2.5 hours)

Instructor discusses:

- Debrief on Field Assignment #1
- Questions and Answers about internship site visit
- Students turn in final internship contract due with supervisor signature
- Students turn in Field Assignment #1

Session 5: Intern Site Observation Conference with Course Instructor (1 hour)

(Scheduled about mid-point of course as determined by instructor)

- Student schedules site visit and meeting time with university instructor to talk about progress made thus far on internship hours and log. The student can discuss concerns or challenges. The university instructor may meet briefly with the supervising principal to discuss the student's requirements/ progress. This meeting may occur during the student's planning period or after school hours. Student turns in Field Assignment #2 to instructor at time of conference.

Session 6: Class Seminar (2.5 hours)

Instructor discusses:

- Internship progress discussion
- Leadership in-basket based on students' experiences in the field
- Discussion of students' progress on management project (Field Assignment #4)
- Students turn in Field Assignment #3

Session 7: Final Site Visit Conference (Student, University Instructor, Supervising Principal) (@ 1 hour scheduled during last few weeks of term)

- Student schedules a school-based visit and meeting time with supervising principal and course instructor. Students need to plan the hour-long site visit so they have some time to meet with the instructor to update the instructor on progress made with the internship hours, the reflective journal, and to discuss any concerns or challenges with the internship. The candidate and instructor meeting would take about 30 minutes. Following that time, the university instructor would have about 20 minutes to meet with the supervising principal to discuss the assessment of student's progress during the internship. The student turns in Field Assignment #5 to the instructor.

Session 8: Class Seminar (2.5 hours)

- Student presents and turns in Field Assignment #4: Management Project
- Peers and instructor gives feedback on project presentations

Session 9: Class Seminar (2.5 hours)

- Continue student presentation of Field Assignment #4: Management Project
- Peers and instructor gives feedback on project presentations
- Student turns in completed internship contract and log
- Instructor gives information to help student transition to Internship II for next term

Total hours: @17 contact hours (seminar, conference, and site observation) + 100 hours of site-based internship activities= 117 hours.

Required Text:

Robbins, P. & Alvy, H. B. (2009). *The principal's companion: Strategies for making the job easier*. Thousand Oaks, CA: Sage Publications.

Methods of Instruction:

The course consists of hands-on application in a P-12 school setting where learning activities parallel principal responsibilities during the summer and fall academic term. Students learn through both prescribed Field Assignments and individually contracted hours as selected by the student with assistance from instructor and school principal. Additionally, seminars, conferences, and site observation/ feedback sessions are used. School leadership is an applied field, and the internship requires candidates to apply specific content from their various courses into application during the internship.

Suggested Student Activities:

1. Participate in seminars to interact with the instructor and peers about experiences and reading topics related to the internship.
2. Participate in individual growth feedback conferences with the instructor and supervising principal.
3. Develop a 100-hour internship contract with specified activities, dates and hours to address the four ELCC Standards 2, 3, 4, and 6. Then, the student will implement contract activities and will use a work log and reflective journal to document the 100 hours. The student can complete up to 30 hours in the summer prior to the start of school, but should have at least 70 hours during the school year. The student may also count up to 30 hours collectively from the five field assignments discussed below and will need also to list those on the contract.

4. Complete five required Field Assignments to address specific ELCC Standards for the internship. The hours that each Field Assignment can be counted on the contract are listed below:

Field Assignment #1: Opening School (Student-Parent-School Collaboration Focus) (10 points towards grade) (To be complete during August-September)

This assignment can count up to 5 hours towards the 100 hour internship and thus, should be also listed on the contract document. The student works with the principal to identify 1-2 key areas where the student can assist in helping to welcome-back students and parents to the school year. This work should fulfill a need at the school and help the intern gain experience where he/she may have limited experience. Some ideas may include: helping with student scheduling/ registration; helping with opening day activities; assisting with parent-student open house events/ PTA events; helping with student/parent handbooks/materials or website; writing news article/ newsletter to welcome students and parents back to school; helping set with parent/ community volunteers, etc. Evidence of Completion: (a) Prepare 2-4 page double-space written summary of activities completed and (b) one work artifact as evidence of what the intern created or worked on to assist opening school/welcome-back activities.

Field Experience #2: Facilities Assignment (11 points towards grade and used as ELCC Assessment #4A) This assignment can count up to 5 hours towards the 100

internship hours, and thus, should also be listed on the contract document. The student will (a) critically analyze the school facility as it supports the learning environment and addresses culture/climate and safety issues in the school and, (b) learn from school leaders and others about facility responsibilities.

To complete this multiple-step assignment, the student will fact find and create improvement recommendations by:

- reviewing the school safety plan, fire/tornado procedures and district policies regarding facility management and use;
- conducting a thorough building and grounds walkthrough with a person who knows the facility well. The student will examine internal/ external areas such as classrooms, offices, computer and science labs, media center, school grounds, gymnasium, cafeteria/kitchen, auditorium, shops, music areas, restrooms, hallways, and storage areas. The student will consider the age of the facility and any modifications made to the facility. The student will examine the level of cleanliness, attractiveness, and state of repair in the building and safety issues related to the facility;
- monitoring/observing the take-in and dismissal process regarding traffic and safety issues for students.
- monitoring/ observing the lunchroom and kitchen procedures and identify how the facility supports smooth, efficient, and safe food service;

- monitoring/observing student movement in hallways, common areas, and yard areas for health and safety issues;

interview two individuals who have primary responsibility for the facility (plant manager/ custodian and assistant principal/ principal) to determine the process for work orders, overall how the facility is monitored/ maintained during the summer and school year, how school leaders use the district for assistance, and the various responsibilities of those charged with the school facility and grounds. Likewise talk with the individuals about any particular challenges or concerns they identify with the building and grounds related to safety, attractiveness, and support for the learning environment. Evidence of Completion: The student will synthesize his/her observations, document review and interview information then will (a) prepare a 3-5 page double-spaced summary describing his/her findings while conducting the activities, his/her conclusions about the facility/grounds and the impact on the learning environment, implications for the school leader, and a list of short-term or immediate facility/grounds improvement recommendations complete with needed steps and resources for improvement. (b) Include a map of the facility studied and (c) a copy of interview questions used. (See **ELCC Assessment #4A Instruction Sheet for more details**)

Field Assignment #3: Teacher Development (Counts 10 points towards grade)

This assignment can count up to 5 hours towards the 100 internship hours, and thus, should also be listed on contract document. For the assignment, the student works with the principal or designee to identify a focus activity related to teacher development. The student (a) interviews/ talks with individuals responsible for teacher development to determine how professional development needs are determined, conducted, and supported through resources, and (b) assists with some aspect of teacher development as approved by the principal/person responsible. Activities may include: helping to plan for or deliver professional development to teachers; helping to evaluate professional development once delivered; helping to set up and create materials for professional development; helping to assist a preservice university student teacher; helping to set up an orientation session for new teachers; attending a district-based professional development for the purpose of sharing information with teachers; shadowing/ assisting the principal during a professional development activity; providing a book study or article study session for a group/team of teachers. Evidence of Completion:
 (a) Prepare 2-4 page detailed written summary of activities completed and (b) provide a work artifact as evidence of what the intern created/ did to complete the assignment.

Field Assignment #4: Management Project (Counts 10 points in final grade with ELCC rubric used for scoring)

This assignment can count up to 10 hours towards the 100 internship hours, and thus, should also be listed on contract document. This is a cumulative, long-term project that spreads across this internship. As such, the student should identify a project early in the term. The project is conducted under the guidance and permission of the principal. With the principal, the student selects a

“project worthy” managerial issue that needs to be addressed or improved on based on the principal’s recommendation. The student identifies the issue, collects information/ data to determine a course of action, then plans and implements steps to address the issue, keeping the principal informed and relying on the principal/designee for feedback. Evidence of Completion: At the end of the course, the student gives (a) a presentation on what he/she did in the project, the outcomes/status of the issue that was addressed, and what he/she learned from the project, (b) prepares a 2-4 page double-spaced written summary to explain the project, and (c) turns in at least one work artifact of something he/she created for the project.

Field Assignment #5: Understanding the Larger Context (Advisory Groups and School Boards Focus) (Counts 5 points in final grade) This assignment can count up to 5 hours towards the 100 internship hours, and thus, should also be listed on contract document. The candidate will learn the principal’s and superintendent’s roles in leading and working with boards and advisory groups. The student will attend at least (a) one school advisory group meeting and (b) one school board meeting during the semester for the purpose of shadowing the leaders and analyzing their roles in working with groups/boards. The student will participate to identify key political and social issues that are discussed in these meetings and identify how these groups serve the local school needs. The student will interview the principal to determine the principal’s strategies for working with advisory groups/ boards and key challenges he/she sees in working with these groups. Evidence of Completion: The student will collect minutes or agendas from the meetings and will critique each meeting, talking about the most important issue(s) addressed in the meetings, the leaders’ roles and strategies for success in these meetings, and communication techniques used in working with boards and groups. The student will submit a 3-4 page double-spaced summary of the activities and what he/she learned from the exercise. (See ELCC Assessment and Scoring Guide for more detail.)

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

Students are expected to make regular use of technology for accessing class materials, activities, and assessments. Word processing, use of spreadsheets, and email are essential skills students will utilize. Students may also be required to use Blackboard and Task Stream programs.

Diversity:

Diversity will be addressed in readings and course activities. As students complete activities, they are oriented to the cognitive level and learning styles of traditional as well as nontraditional students.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the professor for more information.

Field Component:

The primary focus of the course is the internship field component which comprises 90% of the 117 total hours making up the course. Students have ongoing interaction with practicing school leaders during the internship and with the university instructor to receive feedback about their internship.

Suggested Evaluation of Student Progress:

The recommended evaluation includes assignments listed below. Prescribed field assignments comprise 46 % of the final grade; student participation and demonstration of learning in course seminars comprise 9% of the final grade; the internship contract and journal requirements comprise 45% of the final grade.

Assignments	Alignment to Course Goals	Alignment to ELCC and CFPO
Field Assignment #1: Opening School (Student-Parent-School Collaboration Focus) (10 points)	Goal 2, 3	ELCC 4.1 Community collaboration ELCC 4.2 Respond to community interests ELCC 4.3 Mobilize community resources CFPO 14: Issues/Trends
Field Assignment #2: Facility Management (10 points)	Goal 1	ELCC 3.2 Manage the operations ELCC 3.3 Manage resources CFPO 10: Problem solving
Field Assignment #3: Teacher Development (10 points)	Goal 6	ELCC 2.1 Positive School Culture ELCC 2.2 Provide effective instructional program ELCC 2.3 Apply best practice to student learning ELCC 2.4 Professional development growth plan
Field Assignment #4: Management Project (11 points) (ELCC rubric used for scoring)	Goal 1 , 5	ELCC 3.1 Manage the organization CFPO 10: Problems solving CFPO 13: Research
Field Assignment #5: Understanding	Goal 4	ELCC 6.1 Understand the larger context

the Larger Context (Advisory Group and School Board Focus) (5 points) (ELCC rubric used for scoring)		ELCC 6.2 Respond to the larger context ELCC 6.3 Influence the larger context
Active Participation (9 points) Observation of participation by instructor during seminars, conferences, site visits, and presentations.	Goals 1-6	Includes all ELCC 2, 3, 4, 6 as linked to course goals. CFPO 1: Professionalism CFPO 3: Knowledge
Internship Contract and Reflection Journal (45 points total) <ul style="list-style-type: none"> • Design and approval of 100-hour contract proposal (5 points) • Completion of 100-hour contract work log and reflective journal (40 points) 	Goals 1-6	Includes all ELCC 2, 3, 4, 6, and CFPO as linked to course goals.
Total: 100 points		

Grading is on a 10-point scale as follows:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = Below 60

Bibliography:

Jason, Martin H. (2008). *Evaluating programs to increase student achievement*. Thousand Oaks, CA: Corwin Press.

Gordon, S. P. (2005). *Standards for instructional supervision: Enhancing Teaching and learning*. Larchmont, NY: Eye On Education.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mid-continent Research for Education and Learning. (2003). *Asking the right questions: A leaders' guide to systems thinking about school improvement*. Aurora, CO: McREL.

- Robbins, P. & Alvy, H. (2004). *The new principal's fieldbook*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Whitaker, T. (2003). *What Great Principals Do Differently*. Larchmont, NY: Eye On Education.
- Zepeda, S. (2007). *Principal as Instructional Supervisor: A Handbook for Supervisors*. Larchmont, NY: Eye on Education.