

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: EDL 8613

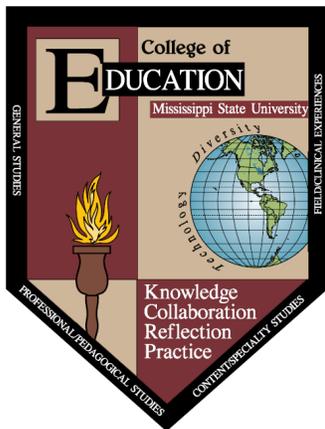
Course Title: School Leadership Internship II

Credit Hours: Three (3) semester hours

Type of Course: Clinical instruction

Catalogue Description: (Prerequisites: EDL 8513 and consent of instructor). The course is a culminating internship that 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, students are expected to achieve five learner outcomes. With these goals, students are required to work on four Educational Leadership Constituent Council (ELCC) Standards (Standards 1, 2, 3, 5) 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	Link to ELCC Standards & Elements	Link to MSU Conceptual Framework (CFPO)
Candidates will:		
1. Establish and implement activities that identify and advance the P-12 school's vision.	ELCC 1.1 Develop Vision ELCC 1.2 Articulate Vision ELCC 1.3 Implement Vision ELCC 4.1 Steward Vision	CFPO 1: Professionalism CFPO 13: Research
2. Use management practices and resources to provide 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
3. 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
4. Apply processes that school leaders use to implement and monitor instructional programs and activities.	ELCC 2.1 Positive School Culture ELCC 2.2 Effective Instructional Program ELCC 2.3 Best Practices to Student Learning ELCC 2.4 Use Professional Growth Plan	CFPO 13: Research CFPO 14: Issues/Trends
5. Operate ethically and legally in implementing leadership processes that enhance the learning environment for P-12 schools.	ELCC 5.1 Acts with Integrity ELCC 5.2 Acts Fairly ELCC 5.3 Acts Ethically	CFPO 1: Professionalism
6. Apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience	ELCC 7.1: Substantial Field and Clinical Internship Experience ELCC 7.2: Sustained Internship Experience: ELCC 7.3: Qualified On-Site Mentor	CFPO 1: Professionalism

Topics Covered in the Course and Duration:

Throughout the course, students engage in a total @ 15 contact hours with the instructor in addition to the 150 hours of school-based internship activities.

- The 12 hours are comprised of (a) four 2-2.5-hour seminar sessions, (b) .5-1 hour of an instructor-led internship planning conference, and (c) a 1 hour site visit with the student and instructor, with partial time involvement from the supervising principal.
- The 150 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 leading the school during the last half of the school year and being involved in activities that involve planning for the following school year. Additionally, students complete five focused field assignments that equate to 30 cumulative hours that can count towards the 150 required internship hours.

Overall, candidates engage in a minimum of 165 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 – (2.5 hours) (Seminar to help students plan internship.)</p> <p>Instructor discusses:</p> <ul style="list-style-type: none">• Introduction to Leadership Internship II and course requirement• Overview of ELCC Standards/ Elements for Internship II• Discussion of duties appropriate / inappropriate for Internship II• Instructions for how to write first draft of Internship II Contract• Overview of required field assignments that count towards internship hours and ELCC assessment requirements• Review of internship course calendar/ meeting dates for spring• Question & answers on drafting Internship II Contract
<p>Session 2: Individual or small group Planning Conference with Instructor (@.5-1 hour per 2-3 candidates per group)</p> <p>For discussion during the conference:</p> <ul style="list-style-type: none">• 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 3.• Debrief on Field Assignment #1
<p>Session 3: Class Seminar (2.5 hours)</p> <p>Instructor discusses:</p> <ul style="list-style-type: none">• Questions and Answers about internship site visit• Students turn in final internship contract due with supervisor signature

<ul style="list-style-type: none"> • Students turn in Field Assignment #1
<p>Session 4: Class Seminar (2.5 hours) Instructor discusses:</p> <ul style="list-style-type: none"> • Internship progress discussion • Leadership in-basket based on students' experiences in the field • Discussion of students' progress on management project (Field Assignment #5) • Students turn in Field Assignments #2 and #3
<p>Session 5: Intern Site Observation Conference with Course Instructor (1 hour) (Scheduled about mid-point-late term in course as determined by instructor)</p> <p>(Student, University Instructor, Supervising Principal) 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.</p>
<p>Session 6: Class Seminar (2.5 hours)</p> <ul style="list-style-type: none"> • Student presents and turns in Field Assignment #5: Management Project • Peers and instructor gives feedback on project presentations
<p>Total hours: @12 contact hours (seminar, conference, and site observation) + 150 hours of site-based internship activities= 112 hours.</p>

Methods of Instruction:

The course consists of hands-on application in a P-12 school setting where learning activities parallel principal responsibilities during the spring 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:

- Participate in seminars to interact with the instructor and peers about experiences and reading topics related to the internship.
- Participate in individual growth feedback conferences with the instructor and supervising principal.

- Develop a 150-hour internship contract with specified activities, dates and hours to address the four ELCC Standards 1, 2, 3, 5. Then, the student will implement contract activities and will use a work log and reflective journal to document the 150 hours. 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.
- 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 Experience #1: Student Support Services Project (10 points towards grade.) This multi-step assignment can count up to 5 hours towards the 150 internship hours, and thus, should also be listed on the contract document. The student will interview, observe/ assist in providing leadership to an aspect of student support services in a school. P-12 student service can be pretty inclusive, but for the purpose of this assignment, the student will select one P-12 student support service from the following: (a) school health services/school nurse, (b) student guidance counseling services, (c) school-housed mental health/ social services, or (d) student attendance/truancy services.

Once selected, the student will explore this service to understand its goals in helping students; its staffing/funding/hiring process for service personnel; the preparation, training, and evaluation requirements for personnel; the primary duties of personnel; and various rules/ processes put in place (i.e., such as rules on medication dispensing; truancy intervention steps; process for reporting child abuse; referral process to external agencies, etc.). The goal is to get a good overview of the support service and how it runs.

Next, the student would gather perceptions from teachers and the principal about this support service. From the principal, the student would find out the principal's expectations for the service and the working relationship that exists with service personnel. From teachers, the student would want to get general perceptions of the support service and how it benefits students. The student will need to interview (a) support services personnel, (b) 2-3 teachers, and the (b) principal. The student will prepare a list of interview questions used for this assignment.

Next, the student will shadow and observe in this support service area and will identify, with support personnel, one work area in which the student can assist to help accomplish a needed task. The goal is to work about 2.5 hours in researching (interviewing/ reviewing) the area of student support services and then 2.5 hours assisting /shadowing student service personnel in action. Finally, the student should reflect on the area of support services and list strengths and a least one area of improvement/ enhancement. Evidence of Completion: (a) 2-4 page double-spaced summary addressing the areas listed in the assignment along with a description of how the student provided assistance/leadership in this area. (b) A copy of the interview questions used and (c) a Recommendation List of strengths and area of improvement that the student may put in place if he/she was principal.

Field Assignment #2: Student Recordkeeping and Data Management

Assignment

(Counts 5 points in final grade) This assignment can count up to 5 hours towards the 150 internship hours, and thus, should also be listed on contract document. The student will analyze the purpose, processes and regulations that provide for maintaining accurate and accessible student data records. The student will interview key personnel to determine (a) process for maintaining/ securing student permanent records and grades, health records/ medication logs, attendance data and discipline data; (b) ways computerized data are managed while identifying key challenges and benefits; and (c) processes for legally/ethically releasing student grade, health, and family contact data. Next, the student will identify legal/ethical guideline for student data; the storage/security of student records; the roles/ responsibilities of data management personnel; and the types of reports administrators use to review student data for decision making. **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 student did to assist with testing.

Field Assignment #3: Planning and Vision Project (Counts 10 points towards

grade) This assignment can count up to 5 hours towards the 150 hour internship and thus, should be also listed on the contract document. Monitor, shadow and participate in the school planning process for the following/current school year. Review all current plans, discuss with the principal any upcoming planning process, and ask to participate in/ shadow or assist in some aspect of the planning process. Identify how the plan is created based on available student data and how the plan fits with the school vision. Observe and discuss with the principal ways that the vision is communicated to teachers, students and parents. Identify how the plan is to be implemented and monitored. **Evidence of Completion:** 2-4 page double-spaced summary of school planning process, describing your involvement and assistance given in the process. Clarify in your summary the school vision and how the plan helps to achieve the school vision. Describe how the vision is shared with others and how they are involved in the creation of the vision through the planning process. Include one artifact that provides evidence of the work that you did in assisting with the planning process.

Field Assignment #4: Student Assessment Project (Counts 5 points towards

grade) This assignment can count up to 5 hours towards the 150 internship hours, and thus, should also be listed on contract document. For the assignment, the student will conduct a thorough analysis of the process for standardized testing used in a school and will assist in/lead some aspect of the process. To complete this project, the student will interview the school testing coordinator (administrator, instructional coach, etc. whoever is in charge of the testing process). The student will develop a series of interview questions regarding how testing is set up, test security, testing challenges, and identify one area where the student can assist in/observe the school as it organizes and conducts standardized testing. The student will shadow the testing coordinator, when possible, and will read policy and handouts about testing

processes, regulations, and requirements for testing. The student may be able to assist/shadow the testing training process for teachers. Finally, the student will conduct an analysis of the last 2-3 years of test data for this test and will interview the testing coordinator to determine how/when test data are received, reviewed, and used with teachers to guide instructional changes and make teacher professional development decisions. 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 student did to assist with testing.

Field Assignment #5: Instructional Leadership Project (Counts 10 points in final grade.) This assignment can count up to 10 hours towards the 150 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” instructional 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.

Mississippi State University 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.”

Please see <http://students.msstate.edu/honorcode/> for more information.

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 112 total hours making up the course. Candidates have ongoing interaction with practicing school leaders during the internship and with the university instructor to receive feedback about their internship.

Suggested Evaluation of Candidate Progress:

The recommended evaluation includes assignments listed below. Prescribed field assignments comprise 40 % of the final grade; student participation and demonstration of learning in course seminars comprise 10% of the final grade; the internship contract and journal requirements comprise 50% of the final grade.

Assignments	Alignment to Course Goals	Alignment to ELCC and CFPO
Field Assignment #1: Student Support Services (10 points)	Goal 2	ELCC 3.2 Manage the operations ELCC 3.3 Manage resources CFPO 10: Problem solving
Field Assignment #2: Student Data Management (5 points)	Goal 2	ELCC 3.1 Manage the organization CFPO 10: Problems solving
Field Assignment #3: Planning /Vision Project (10 points) (ELCC Assessment #4C)	Goal 1	ELCC 1.1 Develop Vision ELCC 1.2 Articulate Vision ELCC 1.3 Implement Vision CFPO 1: Professionalism CFPO13: Research
Field Assignment #4: Student Assessment (5 points) (ELCC Assessment #4D)	Goal 4, 5	ELCC 2.2 Provide effective instructional program ELCC 5.1 Acts with Integrity ELCC 5.3 Acts Ethically CFPO 1: Professionalism CFPO13: Research
Field Assignment #5: Instructional Leadership Project (10 points) (ELCC Assessment)	Goal 4, 3	ELCC 2.2 Provide effective instructional program ELCC 2.3 Apply best practice to student learning ELCC 2.4 Professional development growth plan
Active Participation (10 points)	Goals 1-6	Includes all ELCC 1, 2, 3, 5 as linked to course

Observation of participation by instructor during seminars, conferences, site visits, and presentations.		goals. CFPO 1: Professionalism CFPO 3: Knowledge
Internship Contract and Reflection Journal (50 points total) <ul style="list-style-type: none"> • Design and approval of 150-hour contract proposal (5 points) • Completion of 150-hour contract work log and reflective journal (45 points) 	Goals 1-6	Includes all ELCC 1, 2, 3,5, and CFPO as linked to course goals.
Total: 150 points		

Office Hours: Tuesdays – 2:00 – 4:00 p.m. ; Wednesdays – 3:00 – 5:00 p.m. and other times by appointment. Office Location: Allen 252

Grading is on a 10-point scale as follows:

- A = 90 - 150
- 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.

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

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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.