

Internship in Educational Administration I
15:230:530
Fall 2021
3 Credits

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Office Hours (virtual) by arrangement	Prerequisite: Students must have completed 15 or more credits in program 230 master of education (Ed.M.) courses.
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Remote	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Contact shanelle.harris@gse.rutgers.edu

COURSE DESCRIPTION

This course is designed to accompany a semester-long Internship within a school setting. The course seeks to assist participants integrate their Internship experience with:

- Prior professional experiences;
- Theories and ideas that further understanding of individual experiences and the organizations within which they occur; and
- Research that establishes the larger perspective of school improvement.

This course will be conducted as a seminar with the goal of allowing students to consult, support, and challenge one another as well as interact with the professor. A “remote” mode of instruction will be followed. Students are required to have internet access. Class meetings will be held periodically, but not every week. Class meetings will generally be taught in the lecture/discussion format.

In addition, students will be required to submit weekly reflective journal entries to the professor via Canvas assignments.

To access the course, please visit <https://onlinelearning.rutgers.edu/canvas>. For more information about course access or support, contact the Canvas Help Desk via email at <https://it.rutgers.edu/help-support>

COURSE CATALOG DESCRIPTION

Provides students with the opportunity to synthesize and apply knowledge gained in their graduate studies with the goal of developing insight into actual administrative practice. Emphasis will be upon application of the New Jersey Standards for Administrators. Students must arrange an internship experience with a cooperating administrator within their home school district. A faculty supervisor provides guidance and technical support. *Prerequisites: Students must have completed 15 or more credits in program 230 master of education (Ed.M.) courses.*

APPLICABLE ADMINISTRATIVE CODE AND STANDARDS

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

1. General Leadership:

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

2. Instructional Leadership:

Effective educational leaders:

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

3. **Management:**

Effective educational leaders:

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and Modules to promote each student's academic success and well-being.

4. **Context/Community:**

Effective educational leaders:

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

This course is also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

COURSE EXPECTATIONS

A. Internship

- Students are responsible for arranging their own Internship placements. Each student will secure a cooperating administrative mentor and submit a signed mentor agreement form.
- Students will submit an initial plan of activities for their Internship, submit weekly reflective journal reports, and submit a final report on their experience.

B. Seminar Study

- The course is designed to be a small seminar. Therefore, the success of the course will depend upon careful preparation and engaged, thoughtful participation of all class members. Participation/engagement will be in person at class meetings, during possible onsite Internship visits by the professor, as well as electronically. It is the quality of participation that counts, not the quantity.
- The course will focus upon assisting participants to understand and further their own professional development following the ten Professional Standards for Educational Leaders (PSEL) 2015.
- Activities will include maintaining a journal, discussing readings and case studies, as well as meeting the challenges and enjoying the successes of the ongoing in-school Internship experiences.
- Reading assignments will be relatively light. They will consist of texts, research articles and general readings.
- The course will meet periodically, but not every week. The design is to give students time to work on Internship activities and on their written assignments.
- Weekly activity/ reflective journal reports, including responses to journal queries, will be submitted to the professor via Canvas assignments.
- An open Discussion Forum in Canvas will be made available for students to communicate with each other and the professor, as need be.

THE INTERNSHIP

- The administrative Internship is an individualized experience designed by the student in consultation with a local administrative mentor. Most students complete their Internship in their home school or district.
- The professor must approve proposed Internship plans.
- The State requires a minimum of 150 hours of Internship-related work over the course of the semester - an average of 10 hours per week. All hours involved in course and individual school settings count provided they are documented on the Time Log and discussed in the Journal. **Note:** Internship Two involves another 150 hours. Internship One plus Internship Two satisfies the state certification requirement of 300 hours of Internship.
- Students should design their Internship plan to incorporate sustained leadership activities and experiences that help them master the ten Professional Standards for Educational Leaders (PSEL) 2015. (Canvas Modules)

Major Requirements for Internship Plans

Please read and review carefully before submitting your draft Internship plan.

- Your proposed Internship plan should include a variety of activities and experiences that encompass all ten PSEL Standards. Plans generally include **one major task/project** and one or more **secondary tasks/projects**. It is most likely that your major task/project will

concentrate in one or more standards. Select secondary tasks/projects to cover the remaining standards.

- Internship plans should include a **primary** major task/project. **For the primary task/project:**
 - **The intern must serve in the major leadership role** - that is, planning, (e.g., budget, program, organizational); group/meeting facilitation; staff development, assessment, and support; handling of student issues; parent and community relations; etc. The mentor may act as a facilitator for the intern's work.
 - The primary task/project **must involve working collaboratively with a group**. The group may be a project team formed by the intern, a school department or grade level team, an existing school committee, etc. Collaborative group work is an essential part of Internship.
 - The primary task/project **must involve the application of data literacy**.
- **Secondary tasks/projects** should be chosen to provide further experience with the PSEL standards.
 - Secondary tasks/projects may involve the intern in daily routine activities as well as activities that address longer-term school/organizational issues.
 - Secondary tasks/projects **do not** have the major leadership role or collaborative group requirements for the intern.
- **Also included** with the proposed Internship plan should be:
 - Time for the intern to “**shadow**” as many local administrators as possible to obtain a better understanding of their role in the district. Reports on shadowing time should be included in the weekly journal reflections.
 - Attendance and observation **at least one public meeting of their Board of Education**. A report on the visit should be included in one weekly journal reflection.
- It is understood that the initial Internship plan is a flexible document and that Internship activities will likely evolve over the course of the semester. The goal, however, is to provide experience in each of the ten PSEL Standards.
- Students and administrative mentors should consider the student's prior experience and be conscious of any legal constraints on the student's performing certain activities.
- Weekly activity/ reflective journal reports (1-2 pages maximum) will be submitted to the professor via Canvas assignments. The professor will comment via Canvas Assignments.
- The professor may make random site “visits” during the semester to review progress with the intern and the mentor. Visitations will be arranged at a time that is mutually convenient for all parties.

READINGS

A. Texts:

Kotter, John P. (2012). Leading Change. Boston: Harvard Business Review Press.

Fullan, M. (2005). Leadership and Sustainability. Thousand Oaks, California: Corwin Press.

(Please begin reading the Kotter book as soon as possible. It will be used for the mid-term assignment. Michael Fullan's book will provide ideas for discussion in the second half of the course.)

COURSE ASSIGNMENTS

Course Assignments and Reading Schedule

- A separate schedule for assignments/due dates and reading/discussion topics will be distributed at the start of the semester and will be available on Canvas Modules.
- Students are expected to have read the materials before the designated class period.
- Articles listed in the Course Assignment and Reading Schedule and designated 'RU' can be accessed from the Rutgers Canvas site. To use this resource you must:
 - a) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
 - b) Access Canvas at: <https://canvas.rutgers.edu/>
 - c) Click tab for Fall 2021 Internship in Edu Admin 1 and then click Modules- Course Essentials on left margin.

Students will be expected to complete and submit each of the assignments according to due dates and as a **Word document**. Guidelines for assignments and various required forms are available on Canvas Modules.

A. Start of Semester submissions (Start Semester Assignment Guide and materials on Canvas Modules)

1. Proposed Internship Plan

- Submit an **action plan outline** that will specify tasks to be undertaken including specific activities to be performed, individuals involved, expected outcomes, and the applicable PSEL standard(s) involved. Follow the template available on Canvas Modules.
 - Be sure to discuss how the proposed major task will satisfy the major leadership role and collaborative group requirements.
 - Include a brief description of the educational setting in which the activities will take place.
 - Submit your tentative plan to the Professor through e-mail (gail.verona@gse.rutgers.edu) for comments and suggestions before the due date. The professor must approve the final plan version.
 - Submit final copy to Canvas Assignments as a **Word document**.
2. Complete the **Administrative Internship Agreement Memorandum of Understanding** form (Canvas Modules) with signatures of the student and the administrative mentor, upload a copy to Canvas Assignments, and submit the original of the form at the class meeting.

B. Time Log

1. Begin keeping a log of time spent on Internship activities beginning with the first day of the course. A template for the log is provided on Canvas Modules. Keep this electronically.

C. Reflective Journal – Electronic Format- MS Word (1-2 pages)

1. Please immediately begin keeping a reflective journal of your experiences on your Internship project. A minimum of one entry per week is required. Your first entry should update from the first day of the course.
2. Journal entries should be concise and address three main issues:
 - First, summarize the specific activities and experiences you had during the week.
 - Second, thoughtfully reflect upon those activities and experiences. Activities and experiences will be related to your Internship project(s), but also what you observe in your school during the week. Be sure to relate your issues to the PSEL standards.
 - Third, include responses to query topics for journal discussion, which will be presented for each third of the course. (See sample Journal page format on Canvas Modules.)
3. Submit your journal entry for the past week to Canvas Assignments by **11:55 p.m. Sunday each week**. Materials submitted will be read by the professor and will remain confidential.

D. Mid-Semester submission (Mid Semester Assignment Guide and materials on Canvas Modules)

1. Paper: Case Study-Tyler Middle School

- Paper should be (8- 10 pages, double spaced)
- Examine the school-based case study available on Canvas Modules. Using the leadership ideas of John Kotter, develop a plan to remedy the school situation.
- Submit to Canvas Assignments as a Word Document.

E. End of Semester Submissions (End of Semester Assignment Guide and materials on Canvas Modules)

1. Final Report- Submit to Canvas and LiveText

Submit your final report documenting and reflecting on your Internship experience. (A detailed outline of the final report requirement is in the end of semester assignment guide- End of First Semester Submissions.) The final report should include documentation of tasks and responsibilities undertaken, discussion of the constraints encountered, discussion of the concerns raised during your work, identification of the outcomes achieved and discussion of whether these outcomes differed from initial expectations, consideration of how the work you started might be continued and improved, reflections on the Internship, etc. Artifacts that illustrate your work should be included (scanned) in your report.

2. Self Evaluation of Leadership Knowledge and Skills- Upload to Canvas and LiveText

This self-evaluation is designed to provide a personal profile of your school leadership assets based on the ten Professional Standards for Educational Leaders 2015, which was developed by the National Policy Board for Educational Administration (NPBEA). The inventory is organized around the PSEL Standards, each standard consisting of a series of elements that elaborate the knowledge and skills that leaders should demonstrate to meet the Standard.

Respond to each statement by reflecting on what you believe and value as an aspiring school leader and what you have learned in your preparation at Rutgers. Indicate “evidence” for each standard that can be found in your final report, by stating page and paragraph in the report where evidence can be found.

Pursuant to CAEP requirements, the Self Evaluation and your Final Report should be uploaded to LiveText

3. Essay – Concept of Sustainability:

Submit to Canvas. During the semester we have studied the ideas presented by Michael Fullan in *Leadership and Sustainability*. Write a 3-5 page essay comparing and contrasting current practices in your school/district with each of Fullan’s “Eight Elements of Sustainability.” If an element is not incorporated, discuss how it might be.

4. Mentor Evaluation: A link will be sent to your mentor to complete the Mentor Evaluation on **Qualtrics**.

5. Time Log- Students will submit completed **Time Log** to Canvas Assignments and to **Qualtrics**.

GRADING

Grades will be assigned on a point-basis. Feedback from the professor will be provided on a regular basis. Students will be evaluated on the basis of participation in all course activities (in person and electronic), presentation of ideas, quality of written assignments, and quality of the Internship work. All assignments must be posted to Canvas Assignments **on the stipulated dates they are due. No late assignments will be accepted.**

Students are reminded of the Rutgers Academic Integrity Policy, which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/>]

Activity	Point Values
Participation in classroom discussion	5 points
Weekly Reflective Journal Submissions	30 points
Midterm Paper: Case Study	15 points
Final Report and overall quality of Internship Work	30 points
Essay: Concept of Sustainability	10 points
Mentor Evaluation	10 points
Total Points	100 points

Grading Scale (based on points)

- A 90-100
- B+ 85-89
- B 80-84
- C+ 75-79
- C 70-74
- F Below 60

The instructor expects professionally written papers and will grade accordingly. Assignments will be judged on the basis of responsiveness to the task, completeness, evidence of graduate level skills of clarity, depth, analysis, synthesis, and evaluation, and overall quality.

All papers need to be written and cited in APA format. Information on APA format can be found on Canvas-Modules- General Reference of on the APA website at www.apastyle.org.

Your written assignments must be prepared as follows:
Submitted as a **Word Document**, 12 point font, double spacing, and 1” margins.

DISABILITY ACCOMMODATION POLICY

Any student who believes that s/he may need an accommodation in this class due to a disability should contact Rutgers Office of Disability Services (<https://ods.rutgers.edu/>) in order to receive appropriate accommodations. Any student who has already received a “letter of accommodation” should contact the professor at the start of the semester to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodation(s).

INFORMATION FOR NEW AND CURRENT STUDENTS

<https://gse.rutgers.edu/information-for/current-students>

Professional Standards for Educational Leaders 2015

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Standard 9. Operations and Management

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Standard 10. School Improvement

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GSV
9/2021