

Ashland University
Dwight Schar College of Education
SYLLABUS for EDAD 735: Educational Administration Internship I (revised 2008)

Graduate
Credit Hours: 3
Field/Clinical Hours: 90

Course Number: EDAD 735

Course Title for the Catalog: Educational Administration Internship I

Catalog Description: The Educational Administration Internship I is a planned, supervised and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The Internship requires Interns seeking licensure as an administrator to work in a school setting with cooperating administrators appropriate for the licensure sought. The Internship allows Interns to engage in a major administrative project which involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process, and preparation of a project product. The Internship will allow Interns to observe the functions of administrators, assume leadership in planning, implementing, and evaluating selected Internship experiences, put theoretical knowledge to work, and acquire new knowledge and skills in school administration. EDAD 735 must be taken in conjunction with EDAD 736, 737, or 739, unless special permission is granted due to unique circumstances.

The Prerequisites for the Course Are: For Interns seeking the M.Ed., completion of CORE requirements and approximately 21 semester hours in educational administration is required prior to beginning the Internship, or the approval of the Educational Administration (EDAD) Department Chair.

Course and Field/Clinical Experience Objectives (including knowledge, skills, attitudes, and values): The Internship is a capstone experience that encompasses all of the ELCC Standards as outlined in the course syllabi for EDAD 735/736/737/739 field experiences. The Intern is responsible for highlighting in writing the areas of emphasis connected to the ELCC Standards within their specific activities and major project. The Intern must submit a one-page reflection, highlighting that the ELCC Standards have been met in their major project.

KNOWLEDGE: The graduate education student will have knowledge of:

1. Literature and research sources such as library, ERIC searches, interviews, computer data bases, professional publications, surveys, internet resources, and district and Ohio Department of Education publications.
2. The process to frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.
3. The process to conduct needs assessments by collecting information from appropriate sources.
4. How to use qualitative and quantitative data to inform decisions, plan, and assess school programs, design accountability systems, plan for school improvement, and develop and conduct research.
5. The process to develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs.
6. A variety of supervisory models to improve teaching and learning.
7. Appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
8. The process used to monitor and assess the progress of activities.
9. The process to plan with faculty professional development activities aimed at improving instruction.
10. Ways in which to improve the organization, implement operational plans, and apply decentralized management processes and procedures.

SKILLS: The graduate education student will have skills to:

1. Observe the functions of an administrator.
2. Provide a positive change in leadership of the educational program.
3. Identify school problems and develop solutions to those problems based on research and theory.
4. Assume a leadership role in planning, implementing, and evaluating components of the educational program.
5. Demonstrate human relations skills necessary for leadership.
6. Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.
7. Conduct needs assessments by collecting information from appropriate sources.

8. Using qualitative and quantitative data to inform decisions, plan and assess school programs, design accountability systems, plan for school improvement, and develop and conduct research.
9. Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs.
10. Use a variety of supervisory models to improve teaching and learning.
11. Use appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
12. Monitor and assess the progress of activities.
13. Plan for faculty professional development activities aimed at improving instruction.
14. Improve the organization, implement operational plans, and apply decentralized management processes and procedures.

ATTITUDES AND VALUES: The graduate education student will value:

1. That educational program improvement is achieved through change.
2. That improved professional skills lead to enhanced leadership roles
3. The leadership role as it influences the climate for educational excellence.
4. The importance of the building principal as the instructional leader of the school building.
5. The unique characteristics and needs of the different schools that students attend.

Suggested Texts and/or References: Journals such as *American School Board Journal*, *NASSP Bulletin*, *Principal*, *Educational Leadership*, *Kappan*, *Journal of School Business Affairs*, *Journal of Curriculum and Instruction*.

Suggested Instructional Strategies: Observation, practice, readings, and discussions

Description of Field/Clinical Experiences:

Definitions: **Intern** – the student enrolled in 735 and either 736, 737, or 739

Site Mentor – the principal or administrator acting as the key mentor for the Intern in the building(s)

University Supervisor – the mentor/supervisor from Ashland University, usually a faculty member

1. **Summary of Expectations:**

- a. **School Improvement Project (81 clock hours)**
- b. **Seminars On Campus (6 clock hours)**
- c. **In-District Visitation (3 clock hours)**
- d. **TOTAL (90 clock hours)**

2. **School Improvement Project (81 clock hours).** The School Improvement Project will extend through the academic year and will be submitted at the conclusion of Ashland University's academic year.

- a. **Project Topic:** Each Intern, in consultation with a cooperating administrator (Site Mentor), selects a School Improvement Project from the administrative areas described below.
 - i. Instruction and Curriculum Development (assessment, development, implementation, or evaluation of some component of the education program of the school).
 - ii. School Climate (design, implement, and evaluate a school climate improvement program that utilizes staff and student efforts to formulate and attain school goals.).
 - iii. Pupil Services (attendance, guidance and counseling, discipline, social services, and health services for the student population).
 - iv. School-Community Relations (the establishment and maintenance of effective communications among the school and its internal and external audiences).
 - v. Human Resources Management (activities related to recruitment, selection, assignment, development, and termination of certified and classified employees in the school).
 - vi. School Facilities (the management of an efficient program of operation and maintenance of the physical plant based on determined needs and available resources).
 - vii. Organization and Structure (the coordination of planning and scheduling for the purpose of complying with local board policies, state and federal guidelines, and legislation).
 - viii. School Finance and Business Management (the administration of budgeting and accounting procedures for the school).
 - ix. Other (determined by the Intern, University Supervisor, and Site Mentor).

- b. **Project Proposal:**
- i. A written proposal for the School Improvement Project should be prepared by the Intern and Site Mentor in consultation with the University Supervisor. The proposal will be finalized at the first on-site visit.
 - ii. The written proposal should not be more than one or two pages in length and should contain:
 1. a description of the project.
 2. the project objectives.
 3. a description of the process and timeline to complete the project.
- c. **Search of the Literature:** A collection of at eight (8) readings associated with the School Improvement Project will be prepared and included in the portfolio. These readings serve as a basic search of the literature related to the project. Using the form in the Intern packet, a single page analysis of the article will be prepared. This includes the APA citation, brief summary of the article, and a reaction statement. At the University Supervisor's discretion, a copy of the article may be included with the analysis.
- d. **Case Study:** Interns are to select one (1) case study. It is to be no more than four (4) pages in length. University Supervisors will distribute case studies and instructions according to the Intern's program area. A rubric will be used to assess Intern knowledge.
- i. Building Principal. Select one (1):
 1. elementary school case study
 2. middle school case study
 3. high school case study
 - ii. Curriculum and Instruction /Professional Development. All of these case studies contain curriculum/professional development challenges. Select one (1):
 1. elementary school case study
 2. middle school case study
 3. high school case study
 - iii. Pupil Services: A separate case study is used.
- e. **School Improvement Project Cover Memo:**
- i. Beginning Instructions. The Intern will construct a comprehensive plan that briefly describes the month-by-month steps required to complete the 735 Project. The Intern will construct a checklist to assess the progress in reaching the monthly steps. A rubric will be used in assessing the Intern's performance.
 - ii. After Completion of the Project. The Cover Memo should be addressed to the Site Mentor and should contain:
 1. A one-page reflection highlighting the ELCC Standards met in the Project.
 2. Objectives. Briefly review the nature of your Project and what your objectives were.
 3. Process. Describe what you did. For example, you met with three advisory groups; you attended a seminar; you did library or Internet research; you consulted with other schools to see how they did it, etc.
 4. Evaluation. Briefly summarize how you think your Project went, in terms of objectives and expectations. What things went well, and what things could have been better? What could be done differently next time, if there is a next time? Be diplomatic in this assessment. Don't blame other people, and don't be too hard on yourself. For example, if teachers weren't cooperative, say something like, "If I were to do this again, I would find ways to make teachers perceive this as more worthwhile."
 5. Next Steps. Few Projects are ever complete once and for all. Make some suggestions for what should happen next. For example, if you developed a handbook or manual, recommend a time line for reviewing and updating. If there is more work to be done, list the things that still need work. If you are willing, volunteer to do more work on it. If you are not willing or unable to do more with it, simply suggest that a future Intern might do the following things, or say if I had more time, I would have done...A Log of the time you spent on the major Project should be an attachment to this Cover Memo. The Cover Memo should be no more than three pages, plus the Log.
- f. **School Improvement Product.** For the selected area of concentration, the Intern is required to develop a product or refine a process currently in use at the school site. An extensive review of the literature related to the area is required. Examples of products might include such things as improving the system of registering students for classes (a process) or developing a new guidebook for parent volunteers (a product). All products developed by Interns are left at the field site at the conclusion of the experience. In addition, a copy will be required for the Ashland University archives.
3. **Seminars on Campus (6 hours).** In addition to the orientation meeting and the final individual evaluation meeting, one seminar will be held each semester, one for 735 and another for 736, 737, or 739. These seminars will include:

- a. **Project sharing**
 - b. **Discussion of problems encountered**
 - c. **Discussion of suggested solutions** to problems
 - d. **Sharing of significant readings.** Reading samples should be brought to the seminar sessions.
 - e. **Other items of interest**, for example, licensure requirements, career development, etc. Interns who cannot attend the scheduled seminar(s) at their program center must arrange to attend a corresponding seminar at another center, with documentation of attendance from the professor conducting the seminar.
4. **In-District Visitations** (3 hours). The University Supervisor will make at least one visit with the Intern and Site Mentor during each semester of the Internship experience.
5. **Internship Portfolio for 735 and either 736, 737, or 739.**
- a. **An Internship Portfolio** will be developed and submitted to the University Supervisor to conclude the Internship. The Internship Portfolio will be arranged as follows:
 - i. Service Agreement
 - ii. Internship Log
 - iii. The School Improvement Project Cover Memo and all related documents (735)
 - iv. Administrative Activity Reports (736)
 - v. Interview Reports
 - vi. Conference Report
 - vii. Search of the Literature (8 articles for 735 and 10 articles for 736, 737, or 739)
 - viii. Case Study (replaces 2 of the 10 articles previously required for 735)
 - ix. Portfolio on a computer diskette, CD, DVD, or e-portfolio.
 - b. **A Log** will be kept detailing the hours spent on each component of the Internship. This should be done in a manner that describes the dates and the amount of time spent on each individual activity. Each subsection should be totaled and should include at least the minimum number of hours required.
6. **Portfolio on computer diskette, CD, DVD, or e-portfolio.** At the final evaluation conference, the Intern shall submit a diskette (or equivalent) containing all Intern-created materials and forms required in the portfolio. Each diskette should be labeled with the Intern's name and the computer program used.
7. **Internship Log for 735 and either 736, 737, or 739.** A log will be kept detailing the hours spent on each component of the Internship. This should be done in a manner that demonstrates the dates and amount of time spent on each of the following:
 - a. **School Improvement Project** (735)
 - b. **Administrative Activities**
 - c. **Principal Interviews**
 - d. **Seminars on Campus**
 - e. **In-District Visitations**

Each sub-section should be totaled and represent the minimum number of hours required.
8. **Evaluation by the Site Mentor for 735 and either 736, 737, or 739.** At the completion of the Internship experience, the Site Mentor will be asked to respond to an evaluation instrument. The completed portfolio is to be given to the Site Mentor prior to the final site evaluation conference and should be part of the final evaluation.
9. **Verification Form for 735 and either 736, 737, or 739.** This form is provided at the second campus seminar and requires your district to certify your teaching and/or administrative experience. Your University Supervisor will also certify the completion of this form for the Internship. This is sent to the Department of Testing and Licensure on the main campus, as part of the licensure application process.
10. **Final Evaluation Conference for 735 and either 736, 737, or 739.** A final evaluation conference with the University Supervisor will be scheduled near the end of the academic year to review the Intern's portfolio and the Site Mentor's evaluation. After the final evaluation conference, Interns will be asked to complete the Internship evaluation form.

Faculty Who Frequently Teach the Course:**Licensure Programs in Which Course Is Required:** Building Administrator; Administrative Specialist**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations.****Bibliography:**

Engler, C. (2000). *The ISLLC standards in action: A principal's handbook*. Larchmont, NY: Eye on Education.

Hackmann, D.G., Schmitt-Oliver, D.M., and Tracy, J.C. (2002). *The standards-based administrative internship: Putting the ISLLC standards into practice*. Lanham, MD: Scarecrow Press.

Hessel, K., and Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC standards to practice*. Princeton, NJ: Educational Testing Service.

Swain, S. (2003). *This we believe*. Westerville, OH: National Middle School Association.