



Zucker Family School of Education

<b>EDUC 632/633: Internship Specialist in Educational Leadership School Superintendent</b>	
<b>Instructors:</b> Dr. Kathy Laboard Brown, Ed.D. Dr. Richard Kent Murray, Ed.D. Dr. Rodney Thompson, Ph.D.	<b>Class Meeting:</b> Thursday
<b>Offices:</b> Capers 304, 325C, 325D	<b>Class Hours:</b> 5:30-8:00
<b>Telephone:</b> Drs. Brown - 843.953.2064 (Office) - 843.478.1854 (Cell) Murray - 843.953.7824 Thompson - 843.953.8408 <b>FAX:</b> 843.953.7258 (Zucker Family School of Education)	<b>Meeting Room:</b> Capers Hall, Room 313
<b>Email:</b> <a href="mailto:brownk2@citadel.edu">brownk2@citadel.edu</a>	<b>Office Hours:</b> Tuesday-Thursday 3:30-5:30 Others by Appointment—Just Ask!
<b>Credit Hours:</b> 3	

**PREREQUISITES:**

See admission requirements for the CGC <http://citadel.edu/admissions/g/req/index.shtml> and the Division of Educational Leadership [http://www.citadel.edu/education/academic\\_programs/syllabi/leadership\\_handbook.doc](http://www.citadel.edu/education/academic_programs/syllabi/leadership_handbook.doc). Candidates must be within 2 classes of completing the professional requirements, must have earned a passing score, 145, on PRAXIS II, Educational Leadership: Administration and Supervision, Test Code 5411, and submit a completed Internship – Superintendent Application to the advisor for approval.

**LIVETEXT PURCHASE MEMEBERSHIP:**

LiveText Purchase Membership (available at campus book store or on-line). If your LiveText account is active, it is not necessary to purchase again; however, if the account is inactive, purchase Standard Membership and Field Experience Module (FEM).

**STUDENT INFORMATION:**

This course is part of the educational leadership program and is intended for students who seek Ed.S. endorsement for School Superintendent.

**COURSE DESCRIPTION:** Supervised field studies and experiences in school district administration.

## LEARNING AND DEVELOPMENTAL GOALS

ELCC--Educational Leadership Constituent Council Indicators Standards  
Conceptual Framework—Principled Educational Leaders—Knowledgeable, Reflective,  
Ethical

- ELCC 7.1 - Substantial Field and Clinical Internship Experience: CF: K.1-6, R. 8-10, E.11-15
- ELCC 7.2 - Sustained Internship Experience: CF: K.3-5, R. 7-10, E.11-15
  - ELCC 7.3 - Qualified On-Site Mentor: CF: K.1-2, R.7-10, E.11-15

The Zucker Family School of Education's Conceptual Framework  
[http://www.citadel.edu/education/about\\_us/conceptual\\_framework.html](http://www.citadel.edu/education/about_us/conceptual_framework.html)

### The Citadel's Professional Education Unit Conceptual Framework Vision Statement

(Approved 4/12/2011 – Effective 1/1/2012)

#### DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective,** and **ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

#### Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;

- Know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical**.

#### **Knowledgeable** Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

#### **Reflective** Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor teaching and learning in the context of continual assessment;
10. Re-examine their practice by reflectively and critically asking questions and seeking answers.

**Ethical** Principled Educational Leaders...

- 11. Demonstrate commitment to a safe, supportive, learning environment;
- 12. Embrace and adhere to appropriate professional codes of ethics;
- 13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
- 14. Establish rapport with students, families, colleagues, and communities;
- 15. Meet obligations on time, dress professionally, and use language appropriately.

**RELATIONSHIP OF THIS COURSE TO THE CONCEPTUAL BASE**

**2011 ELCC/CONCEPTUAL BASE:**

**Dimension Level Codes:**

1. Awareness 2. Understanding 3. Application  
Learner –Centered Performance Assessment Codes:

<b>P Participation</b>	<b>F Professional Portfolio</b>	<b>G Group Discussion</b>	<b>I Interview</b>	<b>O Observation</b>
<b>E Exam</b>	<b>S Simulation</b>	<b>T Thesis/Paper</b>	<b>WV Website Review</b>	<b>V Volunteer</b>
<b>RD Reading</b>	<b>SP Presentation</b>	<b>PR Project</b>	<b>SH Shadowing</b>	<b>CS Case Study</b>
<b>DA Data Analysis</b>	<b>SA Self Assessment</b>	<b>WR Written Reflection</b>	<b>CH Checklist</b>	

**ELCC Standard 7.0** - A district-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor.

**ELCC 7.1 – Substantial Experience:** The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and **develop professional skills** identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

Performance Activity

Assessment

See 2011 ELCC Educational Leadership Program Standards P.27-29	See 2011 ELCC Educational Leadership Program Standards P.27-29
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**ELCC 7.2: Sustained Experience:** Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

Performance Activity	Assessment
See 2011 ELCC Educational Leadership Program Standards P.29-30	See 2011 ELCC Educational Leadership Program Standards P.29-30

**ELCC 7.3: Qualified On-Site Mentor:** An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Performance Activity	Assessment
See 2011 ELCC Educational Leadership Program Standards P.30	See 2011 ELCC Educational Leadership Program Standards P.30

### INSTRUCTIONAL UNITS AND ASSESSMENTS:

#### Course Schedule for EDUC 632-633

Administrative Internship Experiences - Candidates are expected to complete 9-12 contact hours (minimum) at the school district level. This includes assignments given to them by the supervising administrator. Candidates are expected to take the initiative, on a daily basis, for internship experiences without waiting for the supervisor/instructor to plan experiences. Interns are to develop a time log (see Appendix A) and LiveText Electronic Portfolio of internship experiences. The required areas include budgeting, scheduling, special education, and other areas of school operation.

At the end of **each** internship course, **candidates with the direction of the mentors** will:

1. Complete the professional dispositions inventory (see LiveText Overview Resources).
2. Complete the portfolio rubric (LiveText Overview Resources).
3. Submit the LiveText Electronic Portfolio – Candidates are expected to provide an artifact/documents/reflection for each ELCC Standard Element for **EACH internship**
4. Complete 10 of the required 20 specific activities during each of the capstone internships and post artifacts coded to 2011 ELCC Standard Elements 1-6. Educational portfolios are assessed based on the 2011 ELCC Program Standards Rubric (see 2011 ELCC Standards, LiveText Overview Resources).

#### ASSESSMENT PROCESS: REQUIRED PROJECTS

A pass/fail grading system is used. Artifacts/Documents/Reflections must be posted weekly. Submissions must be posted weekly to LiveText Reviews. The completed LiveText Electronic Portfolio is due two weeks prior to the end of the semester. Inter-rater reliability is required. Final grade is based on:

1. Completion and submission to LiveText of Professional Leadership Portfolio for Building Level Administrators. This portfolio is documentation of various assignments, participatory field experiences, and assessments from all the courses that are part of the administrative leadership program (see LiveText Overview Resources).
2. Completion of **12-15 hours** per week (minimum) of internship activities and/or

assignments by the site- supervisor and college supervisor. Activity logs, that corroborate internship responsibilities/activities, are to be posted to the LiveText Electronic Portfolio. See LiveText Overview Resources.

3. Organization of activities and/or assignments must correlate to the entries on the daily log and the Field Experience Module.
4. Weekly email updates via electronic submission to LiveText.
5. Incorporation of stated requests and feedback shared during individual conferences.

### **EVALUATION OF STUDENT PERFORMANCE:**

**Assignment % of Final Grade:** Completion of all required projects—100%  
**Grade:** Final Grade – Pass/Fail

**Participation/Attendance Requirement:** Candidates are expected to participate positively in class activities including site visits, discussions, and conferences. Refer to "The Zucker Family Division of Educational Leadership Handbook" and the Citadel Graduate College Academic Catalog on "Class Attendance": "Regular attendance is required of all graduate candidates. In case of absences due to sickness or other circumstances beyond their control, candidates should notify the college supervisor. A candidate who has missed four (4) scheduled meetings may be dropped from the course unless extenuating circumstances exist. Decisions in this matter will be by the Dean of the Zucker Family School of Education in which the candidate is majoring, after consultation with professors. Candidates dropped from courses because of excessive absences will receive a grade of "W" or "F" as may be appropriate."

### **CLASS EXPECTATIONS**

#### **Class Attendance**

One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken.

#### **Disability Disclosure**

If you need accommodations because of a disability, please inform college supervisor immediately. Please make an appointment privately, either after class or in my office. To initiate accommodation, candidates must register with the Academic Support Center, 117 Thompson Hall, [ascenter@citadel.edu](mailto:ascenter@citadel.edu) or call 843.953.5305 to set up an appointment. This office is responsible for reviewing documentation provided by candidates requesting academic accommodation and for accommodation in cooperation with candidates and instructors as needed and consistent with course requirements.

## **Honor Statement**

As a professional educator, integrity is an expectation. Candidates of The Zucker Family School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code (Available at: <http://citadel.edu/r3/honor/manual.shtml>). Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When quoting another's words exactly, use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

## **Field Experience**

Field experiences are 100% of this course. These experiences will be in local public schools that represent the diversity of the general population of the school district. More details of this experience will be presented in the internship orientation seminar. Activity logs will document these experiences.