

**TROY UNIVERSITY COLLEGE OF EDUCATION
COURSE SYLLABUS**

**EAL 6663 & EAL 6664
INTERNSHIP IN EDUCATIONAL LEADERSHIP
Term 2/2012**

CERTIFICATION DISCLAIMER: Troy University and the College of Education make no assertion that completion, either in full or part, of this degree program will lead to certification in Alabama, or any other state in which Troy University is permitted to offer academic programs.

LOCATION/TIME:

Orlando

26, 27, 28 October
16, 17, 18 November

INSTRUCTOR/PROFESSOR:

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CATALOG COURSE DESCRIPTION:

The purpose of this course is to provide students with school-based administrative Experience in elementary, middle and secondary grades, as well as central office Support functions. Full-time university educational administration faculty and Local public school supervisors oversee the intern to ensure field experience is acquired in the areas of curriculum, instruction, student services, leadership skills, staff development, school and community relations, management skills, and legal responsibilities. Internship requires a minimum of 300 clock hours and must be completed at the home campus.

GOALS AND OBJECTIVES OF COURSE:

The M.S. Ed. In Educational Administration Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. The internship in educational administration is designed to provide students the opportunity to engage in the day-to-day activities of school administrators. The program focuses on supervised administrative experiences, activities and observations at the elementary, middle, high school levels, and at the school system's central office.

COURSE REQUIREMENTS:

Students are required to participate in on-campus conferences, class instruction, and seminars scheduled monthly during each semester.

Seminars provide the opportunity to review and evaluate internship experiences. Having interacted with university staff and practicing administrators, students will engage in discussion of problems encountered in their field experience and case study analysis. Students will apply what they have learned in situations encountered in the field and from materials and insights supplied by faculty and supervising administrators.

Under the direction of practicing public school administrators at or above the principal level and university faculty, interns will develop administrative skills through observation, research and "hands-on" performance.

All interns are responsible for the completion of a 300 clock hour internship, which includes 50-clock hours in grades P-5; 50-clock hours in grades 6-8; 50 clock yours in grades 9-12; 50 clock hours of central office or school system wide experience; and 100-clock hours at the level or levels chosen by the student, mentor, and college/university supervisor.

SITE VISITS:

The university professor of record may make on-site conference/observation visits to internship locations. The professor may conference with the supervising administrator, the professor may conference jointly with the intern and supervising administrator, the professor may conference with the intern, or the professor may observe.

APPROVED TEXT(S):

Students are required to purchase a key code to establish a Live Text account.

The textbook provider for Troy University is MBS Direct. The Web site for textbook purchases is <http://direct.mbsbooks.com/troy.htm> .

EVALUATION:

Candidates must satisfactorily meet all goals or objectives. Students will complete an Internship Portfolio (see the competency matrix attached to the end of the syllabi which outlines the internship competencies and the required evidence of compliance) which will be assessed by the Site Supervisor and the University Supervisor.

ABSENCE POLICY:

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

AMERICANS WITH DISABILITIES ACT (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

STANDARDS OF CONDUCT:

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

ALLEGATIONS OF PLAGIARISM:

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, and loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

INCOMPLETE GRADE POLICY:

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

LIBRARY SUPPORT:

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129.
E-mail: library1@troy.edu.

TROY EMAIL:

All Troy students will be **required** to access and utilize their troy.edu email account for all communication with the university. All official correspondence (including bills, statements, emails from distance learning instructors through Blackboard, **assignments and grades** from distance learning instructors, etc.) will be sent **only** to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by "@troy.edu." You can get to your email account through our web page www.troy.edu/fwr or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

COMMENTS & QUESTIONS:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

INTERNSHIP COMPETENCIES

Competency	Required Portfolio Element	Suggested Grade-Level	ISLLC Standards
1. Curriculum			
(A) communicate the objectives, as well as the scope and sequence of the school program;	Develop a presentation using PowerPoint, and present it at a school-wide parent meeting.	ES;MS;HS;CO	1, 2, 3, 4
(B) interpret system and state tests and test results to parents, teachers, and others;	Take school's test results and explain them in layman's terms to parents & teachers in a public meeting. Summarize your presentation.	ES;MS;HS;CO	4, 5, 6
(C) locate assistance when needs exist in curricula areas:	Interview the curriculum coordinator for your district. Investigate how curriculum choices are made, what resources are available for teachers, parents, students; and what is the role of the coordinator. Include a copy of the interview transcript in your portfolio. Make a list of the curriculum used in your district by grade level and subject area.	ES;MS;HS;CO	1, 2, 3, 5
(D) monitor the basic implementation of curriculum	Choose a particular level (N-5, 6-8, 9-12) to monitor. Write up a report of your findings. Discuss your report with your internship supervisor.	ES;MS;HS;CO	2, 3, 5
2. Instruction			
(A) develop strategies for designing, supervising, and evaluating an instructional program;	Create a program to help students who have failed one portion of the State Graduation Exam. Outline the strategies that will be employed, how it will be supervised, and evaluated.	ES;MS;HS;CO	1, 2, 3, 5
(B) conduct diagnostic, formative, and summative program evaluation;	Conduct a diagnostic, formative, and summative program evaluation for an accelerated reader program, a remedial/pull-out program or new curriculum.	ES;MS;HS;CO	1, 2, 3, 5, 6

(C) demonstrate strategies which will establish and maintain a classroom and/or school climate conducive to learning;	Present a faculty workshop demonstrating strategies which establish and maintain a classroom and/or school climate conducive to learning. Prepare a PowerPoint presentation to support your workshop and relevant participant handouts.	ES;MS;HS;	1, 2, 4, 5, 6
(D) participate in designing a class schedule utilizing appropriate technological resources	Work with a school administrator to create a school-wide class schedule. Write a reflection on the steps taken to prepare the schedule; how conflicts were dealt with; outline criteria for determining the schedule.	ES;MS;	1, 2, 3, 4
(E) demonstrate understanding of various data sources which may reveal effectiveness of the instructional program;	Create a matrix which lists the various data sources which may reveal instructional effectiveness. Include information about the data source, how it reveals effectiveness; analyze the list and choose one data source and explain why it would be the one you would choose to evaluate the instructional program at your school.	ES;MS;HS;CO	1, 2, 3, 4, 5, 6
3. Professional Staff Development			
(A) identify staff development needs of individuals, schools, and/or school system;	Prepare and conduct a staff development needs assessment. Research available products to meet needs. Include costs of materials, travel, and/or speaker fees.	ES;MS;HS;CO	2, 3, 4, 6
(B) use data to design and implement a staff activity;	Use the data to design & implement a staff development activity	ES;MS;HS;CO	1, 2, 3, 4, 5, 6
(C) evaluate a staff development activity	Create an evaluation instrument.	ES;MS;HS	1, 2, 3, 6

4. Student Services			
(A) identify an attendance problem and propose or evaluate a solution;	Write case study of the problem, include all pertinent demographic data; situation details; then either propose a solution or evaluate an existing solution. Put a copy in your portfolio	ES;MS;HS	1, 2, 3
(B) identify, analyze, and propose a solution to an individual student or school-wide disciplinary problem;	Identify, analyze, and propose a solution concerning an individual student or school-wide disciplinary problem. Share your findings with your school supervisor.	ES;MS;HS	1, 2, 3, 4, 5, 6
(C) identify a student in need of special services and recommend appropriate services available to that student;	Identify a student in need of special services and recommend appropriate services available to that student. In your recommendation explain all steps that have been taken previously to help the student; justify your choice of service; determine how long the student should receive the special service; objectives of the service; how will the services be evaluated. Put a copy in your portfolio.	ES;MS;HS	1, 3, 5, 6
(D) plan an activity schedule for a student group;	Choose a student group at your school, and plan an activity schedule. Include a budget, and a materials/resource list. Get approval from the principal. Include this information in your portfolio.	ES;MS;HS	1, 2, 3
5. Leadership Skills			
(A) provide leadership for involving school participants in identifying, analyzing, and solving a problem; and	Chair a committee of educational stakeholders charged with identifying, analyzing and solving a problem. This could be a school improvement committee. The problem could be increasing	ES;MS;HS;CO	1, 2, 3, 4, 5, 6

	student safety. Include a copy of your report to the principal in your portfolio.		
(B) Use identified needs to design a plan for motivating personnel.	Create a survey for school faculty and staff asking for their input on ways to improve morale and increasing their motivation. From this data, develop and implement your motivational plan.	ES;MS;HS;CO	1, 2, 3, 4, 5, 6
6. School & Community Relations			
(A) identify appropriate cooperative programs available to the school and techniques for developing cooperative relationships with community resource agencies	Make a listing of the community groups (ex. Boys and Girls Club; Girl Inc etc.) that could be helpful to and supportive of public schools. Include a brief statement of what the organization does and their contact information (name, telephone #, address, contact person name, email or website) Secondly, make a list of some techniques could be used to develop cooperative relationships with these organizations.	ES;MS;HS;CO	4, 5, 6
(B) use research to develop a policy for use of school facilities and equipment;	If your school or district already has a facilities and equipment use policy, Develop a rubric and/or evaluation instrument to assess the effectiveness of the policy. Based upon your assessment, make recommendations to the appropriate administrator and include them in your portfolio. If your school or district does not have a facilities and equipment use policy, explore what other systems are using and develop	ES;MS;HS;CO	2, 3, 4, 5, 6

	one for your particular system.		
(C) analyze how a school communicates its commitment to an understanding of and appreciation for community diversity; and	Using available records (policy statements, handbooks, press releases, philosophy statements) analyze the effectiveness of your school's commitment and understanding of and appreciation for the diversity within the community or communities served by your school or district. How can the understanding, commitment, and appreciation be improved? Share your findings with your school supervisor and include a copy in your portfolio.	ES;MS;HS;CO	1, 2, 4, 5, 6
(D) identify strategies for developing and assessing school and community relationship	Create a bulleted listing of available strategies for developing and assessing the school community relationship	ES;MS;HS;CO	1, 2, 4, 5, 6
7. Management			
(A) evaluate personnel recruitment, selection, retention, and supervision plans	Create a flow chart depicting how the personnel recruitment, selection, retention, and supervision plans work in your district. Evaluate the success of these plans. Recommend ways that the plans can be improved. Include the flow chart, evaluation and recommendations in your portfolio.	ES;MS;HS;CO	2, 3, 5
(B) prepare a school attendance register	Create an attendance register	ES;MS;HS;CO	3
(C) create a budget for a school or school system;	Work with your supervisor to develop a school or district budget for facilities maintenance.	ES;MS;HS;CO	3
(D) develop a school-wide master schedule;	Using STI, create a school-wide master schedule. Include this schedule in your portfolio.	HS	3
(E) develop a time management plan for	Research the topic of time management. (Read 15 journal	ES;MS;HS;CO	3

an administrator	articles, include citation information in a bibliography) From this research develop a personal time management plan for an administrator. Include a copy of your plan and bibliography in your portfolio.		
(F) create a stress management plan for an administrator	Research the topic of time management. (Read 15 journal articles, include citation information in a bibliography) From this research develop a personal time stress management plan for an administrator. Include a copy of your plan and bibliography in your portfolio.	ES;MS;HS;CO	3
(G) use current technology to facilitate management	Investigate the various types of technologies used to facilitate the management of employee and student records. Choose one product and list its strengths and weaknesses.	ES;MS;HS;CO	1, 3, 5
8. Legal Responsibilities			
(A) analyze and explain a relevant court case;	Choose one of the following cases to summarize: Pierce v. Society of Sisters 268 U.S. 510 (1925) Tinker v Des Moines Independent Community School District 393 U.S. 503 (1969) San Antonio Independent School District v. Rodriguez 411 U.S. 1 (1973) Pickering v. Board of Education 391 U.S. 563 (1968) Lau v. Nichols 414 U.S. 563 (1974) Write up your findings and include them in your portfolio Explain the case to your supervisor.	ES;MS;HS;CO	2, 4, 6
(B) analyze and explain a relevant statute or regulation;	Choose one of the following statutes or regulations to summarize: Write up your findings and include them in your portfolio.	ES;MS;HS;CO	2, 4, 6
(C) evaluate the legality of a local school system policy;	Evaluate the legality of one of the following issues: random searches of students and their	CO	3, 5, 6

and	lockers; random drug testing of student athletes; dress codes, or corporal punishment. Determine how frequently the policies in your district are reviewed, and by whom.		
(D) Apply legal principles to a specific situation.	Assume that you are a school principal. You have been asked if it would be "alright" to begin commencement or a football game with prayer. Is this legal? Why or why not? How would your response change if the request came from a parent, teacher, or student? For Elementary level, you have been requested to allow students to meet at the school's flagpole to pray during the day. Assume that the request came from a parent, teacher, or a student. How would your response change?	ES;MS;HS	1, 2, 3, 5, 6