1. Course Number: EDLD 6920
   Course Title: Administrative Internship/Residency
   Credit Hours: VC 1-6 semester hours
   Prerequisites: Admission to AESG Master’s Program
   Corequisites:

2. Date Syllabus Revised: September, 2007

3. Text:
   Southern Regional Education Board (2006). Developing internship programs for school leaders: A how to guide for university and school district partners, Atlanta, GA: Southern Regional Educational Board (SREB).

4. Course Description:
   Ongoing field-based experiences in educational administration; observation, participation, and leading with practicing administrators in school systems.

5. Course Objectives: based on standards of knowledge (K), and ability (A) Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48 (2)(a) through (2)(h).

   Upon completion of this course, the Auburn Instructional Leadership candidates will be able to:

   a. (K, A) understand various leadership theories, styles including behaviors and skills and apply them to administrative practices (2)(e)1; (2)(e)2
   b. (A) knowledge of political factors which impact on schools and school systems (2)(e)2.(ii)
   c. (K) demonstrate knowledge of minimum competencies, graduation requirements and the state testing program (2)(a)1(i-iii)
   d. (A) communicate the beliefs, vision, values, objectives, as well as the scope and sequence of the school program to parents, teachers, and others (2)( e)2(iii)
   e. (A) communicate the beliefs, vision, values, objectives, as well as the scope and sequence of the school program to parents, teachers, and others (2)( e)2(iii)
   f. (A) locate assistance when needs exist in curricula areas (2)(b)2(iii)
   g. (K) participate in designing a class schedule utilizing appropriate technological resources 2(a)1(i)
   h. (A) use data to design and implement a staff development activity 2(c)2(i-xi)
   demonstrate strategies which will establish and maintain a classroom and/or school climate conducive to learning 2(c)2(ix)
   i. (K) develop a school-wide master schedule 2(a)1(i)
   j. (A) apply research in the area of management 2(b) 2(iii)
   k. (A) identify staff development needs of individuals, schools, and/or school systems 2(b)2(vi)
   l. (K) demonstrate knowledge of planning, supervision, and evaluation of an instructional program (2)(b)1(i)
m. (A) monitor student attendance and address attendance problems (2)(d)1(i)
n. (A) knowledge of state and other courses of study (2)(a)1
o. (A) interpret system and state tests and test results to parents, teachers, and others (2)(a)2(xi)
p. (A) monitor the basic implementation of curriculum (2)(b)2(xii)
q. (A) determine the extent to which a collaborative decision-making process is utilized in a school or central office to arrive at a decision 2(a)2(x)
r. (A) provide leadership for involving participants in identifying, analyzing, and solving a problem 2(a)2(vii)
s. (A) identify strategies for developing and assessing school and community relationships (2)(f)2(iv)
t. (A) identify appropriate cooperative programs available to the school and techniques for developing cooperative relationships with community resource agencies (2)(f)2(i)
u. (A) knowledge of research to school and community relations (2)(e)2(v)
v. (A) ability to apply management research and seek help in solving identified problems (2)(g)2(vi)
w. (A) develop a written plan of action for the development of a vision for comprehensive integration of technology into a school curriculum (2)(f)2(v)
x. (A) analyze how a school communicates its commitment to an understanding of and appreciation for community relationships 2(e)2(ii)
y. (K) evaluate personnel recruitment, selection, and retention plans 2(c)1(ii)
z. (K) evaluate a school or school district plan for evaluation of staff performance 2(c)1(ii)
aa. (K) manage time, stress, controversies, conflicts, and crises (2)(g)1(i-vi)
bb. (A) use current technology to facilitate management 2(f)2(i)
cc. (K) identify, analyze, and propose a solution to an individual student or school-wide disciplinary problem 2(g)1(i)
dd. (K, A) develop a research-based solution to a student service problem 2(h)1(i-v)
ee. (K) create a budget for a school or school system 2(g)1(v)
ff. (K) develop an emergency procedure to insure safety 2(g)1(i)
gg. (K, A) evaluate the legality of a local school system policy 2(h)1(ii)

6. Course Content:

Each student is required to receive practical experience in curriculum and instruction, professional staff development, student services, leadership skills, school and community relations, school finance and budgeting, and ethical/legal responsibilities. An additional goal of the internship is to develop leaders as researchers and leaders, able to facilitate their own and others’ learning. Students in the Internship/Residency classes will be required to participate in on-campus seminars with other administrative interns.

Based on the significance of the internship/residency experience, the following content foci must be included:

1. Large group and small group communication skills: methods for dissemination related to the curricular objectives, scope, and sequence, interpreting and communicating information about varied types of tests, understanding the audience, clarity of language, use of technology, student, parent, teachers, and community members’ interests and motivation, demonstration of communication, interpretation, and dissemination abilities.
2. Curriculum implementation: including methods for monitoring, resources and tools to assist development, implementation, and evaluation of academic programs; organizational strategies and leadership dispositions to effectively collaborate and guide parents, teachers, students, and community members, develop effective communication skills and abilities to deal with stakeholder concerns and issues develop proper methods for documentation for all areas of the school community concerning curriculum and instruction.

3. Classroom climate: school climate, organizational culture, and techniques for measuring these indices, as well as understanding their impact upon learning, and how various types will bring greater understanding of the school characteristics which will maintain climates conducive to student learning

4. Aspects of scheduling: classrooms, student group activities, creating a master schedule, setting priorities, factors to consider, conflicts and resolutions, participating in schedule development.

5. Staff development needs: assessment for individuals, schools, and/or school systems, techniques, instrument development and identification, processes and procedures, data collection, data sources, uses of data to identify needs, develop and design, implement, and evaluate activities.

6. Problems and solutions concerning stakeholders: related to attendance, individual or school discipline, methods for identification, use of data resources, strategies and analysis techniques, selecting solutions, factors in resolution of problems, working with teachers, students, parents, administrators, use and application of research, demonstration and documentation of content abilities.

7. Students with special needs: identification, types of services, scheduling factors, working with parents, students, teachers, administrators, evaluating effectiveness, legal aspects, use of research in solving problems related to scheduling and provision of services.

8. Effective communication, skills of listening, writing, speaking, reading, methods for documentation, sources and resources for improvement, developing self-improvement plans, seeking assistance.

9. Analysis of group, organization decision-making processes, factors to consider in evaluating level of collaboration decision making, documenting findings.

10. Implementing group process techniques in identifying, analyzing, and solving a problem, motivating others to participate in solving problems, overcoming barriers, demonstrating and documenting leadership abilities.

11. Techniques for motivating personnel: developing plans of action, format for plans, using research, data analysis and reporting techniques.
12. School public relations techniques, methods for communicating commitment and understanding of community diversity, data sources, methods for documentation, use of research.

13. Personnel recruitment procedures: methods for evaluating, data sources, data collection, factors in analysis, reporting of findings.


15. Time management planning for administrators: factors to consider, plan format, data sources and collection techniques.

16. Technology in management and administration: using technology in varied ways documenting and reporting use.

17. Evaluate school policy: legal implications, methods for review, factors to consider, methods for reporting, using research.

7. Course Requirements/Evaluations:

- Before beginning an internship experience, AU faculty, the prospective intern, and the district supervisor must meet to discuss required experiences and expectations. (See student information sheet in this syllabus)

- The intern will be required to complete a prescribed number of experiences related to each course. Each of these experiences should be connected with the coursework for the semester in which the intern is enrolled. Records must be kept by the intern and the field-based coach(es) to document the types of experiences interns have. There must be no more than 50% observation and at least 30% of the time should be spent participating and at least 20% of the time should be leading appropriate activities.

50 documented hours on site is required for each semester hour of credit.

Schedule: Summer I = 2 semester hours or 100 on site hours
Fall = 1 semester hour or 50 on site hours
Spring = 1 semester hour or 50 on site hours
Summer II = 2 semester hours or 100 on site hours

- The intern will be required to attend and participate in seminar activities at the university focused on reflection and discussion with other interns, field-based coaches, and others about internship experiences.

- The intern will be required to maintain a reflection log for each activity to include the individual student's analysis of each aspect of the internship. (Reflection guidelines will
be posted on WebCT)

• The intern will be required to maintain a portfolio including evidence of completion of objectives specified in the assessments, at minimum.

• Interns will provide progress reports and complete all required internship documentation reports to field-based coaches and university coordinators/district supervisors in accordance with the requirements of the internship plan. Reports include log of activities, times, and locations. Where appropriate, such documentation will be maintained in the individual area folders. (See Two Log Forms in this syllabus) (Log books due first day of finals)

• The intern will be expected to work cooperatively with, and under the direction of the local school system officials. (See District Administrator and Field-based Coach Forms in this syllabus)

**Organization of Internship Experiences:**

The student is expected to complete all activities of the internship plan, complete all documentation of internship activities, and attend and participate in the seminar activities to the satisfaction of the university coordinator/supervisor in consultation with school officials involved in the internship plan. Since the internship program will span four semesters, the student will receive a grade at the completion of each semester while the internship is in progress. The intern and the university supervisor, in consultation with site/school district officials will determine, prior to each semester, those aspects of the internship plan that can be reasonably implemented during each semester.

A student who receives a satisfactory evaluation of all internship activities/plans, etc. at the end of each semester will receive a letter grade. A student who is unable to achieve a satisfactory evaluation of all predetermined internship activities/plans, and each assessment component by the end of the semester will receive an F or an IN (Incomplete). In event of an F or IN, the student and university coordinator/supervisor in consultation with school/school district officials will determine the plan of action for the student. Such plans of action may include but not be limited to a remediation plan to help the student complete all unsatisfactory work or dismissal from the internship program.

A satisfactory evaluation of all internship activities/plans is determined by the university coordinator/supervisor in consultation with school/school district officials involved in the internship activities. **The following components of the internship activities/plans will be evaluated:**

1. Internship activities at the school sites or other approved sites
2. Attendance and participation in seminar activities
3. Reflective portfolio entries
4. Portfolio (See Worksheet for Preparing Portfolios and Rubrics for Portfolios)
5. Internship activity documentation
6. Cooperation with university coordinators/supervisors and school/school district officials involved in the internship plan
7. Evaluation by field-based coaches
8. All deadlines as noted in the syllabus must be completed and returned on time.

Grading

Class Participation .......................................................... 20 points
  • Components evaluated: 2. Attendance and participation in seminar activities 7. Evaluation by field-based coaches

Demonstration of participation in effective reform initiatives ........................................... 20 points
  • Components evaluated: 6. Cooperation with university coordinators/supervisors and school/school district officials involved in the internship plan

*Reflective portfolio entries ................................................................. 20 points
  • Components evaluated: 3. Reflective portfolio entries

*Internship activity documentation ................................................................. 20 points
  • Components evaluated: 1. Internship activities at the school sites or other approved sites

*Portfolio artifacts ......................................................................................... 20 points
  • Components evaluated: 4. Portfolio (See Worksheet for Preparing Portfolios and Rubrics for Portfolios); 5. Internship activity documentation

Total ............................................................................................................. 100 points
* 10 points will be deducted from a grade for any part of the portfolio that is submitted late.

Grading Scale:

A = 90-100 points
B = 89-80 points
C = 79-70 points
D = 69-60 points
F = Below 60 Points

8. Class Policy Statements:
A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.
B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   • Engage in responsible and ethical professional practices
   • Contribute to collaborative learning communities
   • Demonstrate a commitment to diversity
   • Model and nurture intellectual vitality

G. An application must be filed at the completion of certification requirements in order to receive certification. You must also take the Praxis II exam. You will not automatically become certified by completing this course of study.

9. Justification for Graduate Credit:
The administrative internship/residency provides on-going field-based experiences to allow students the opportunity to integrate academic knowledge by observing, practicing, and leading skills alongside experienced, successful practitioners. Successful completion of six (6) semester hours is one of the requirements for certification.