

**Internship in Educational Administration III**  
**15:230:532**  
**Fall 2021**  
**3 Credits**

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| Phone: 848-932-0626  | Online Seminar  |
| Office Hours (virtual) by arrangement  | Prerequisite: Successful completion of 300 hours of 15:230:530 Internship in Educational Administration I and 15:230:531 Internship in Educational Administration II or an academic equivalent from a New Jersey accredited college or university |
| Mode of Instruction:<br><input type="checkbox"/> Lecture<br><input checked="" type="checkbox"/> Seminar<br><input type="checkbox"/> Hybrid<br><input checked="" type="checkbox"/> Online | Permission required:<br><input type="checkbox"/> No<br><input checked="" type="checkbox"/> Yes<br><br>Contact <a href="mailto:shanelle.harris@gse.rutgers.edu">shanelle.harris@gse.rutgers.edu</a>  |

## **COURSE DESCRIPTION**

This course is designed to continue a student's administrative Internship within a school/district setting and will follow the same basic structure as Internship in Educational Administration II (15:230:531). (Note: One semester of Internship III is required to enable students to meet the New Jersey requirement of 150 hours of internship for certification as a school administrator.) The course seeks to assist participants with integrating their internship experience during this semester 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.

The course will be conducted as an online seminar, combining internship "on-site" work within the school/district with the opportunity for students to interact with the professor.

Students will be in contact with the professor by submitting weekly reflective journal entries 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 (superintendent, assistant

superintendent) practice. Emphasis will be upon application of the New Jersey Standards for Administrators. Students must arrange an internship experience with a cooperating administrator (superintendent, assistant superintendent) within their home school district. A faculty supervisor provides guidance and technical support.

***Prerequisite: Successful completion of 300 hours of 15:230:530 Internship in Educational Administration I and 15:230:531 Internship in Educational Administration II or an academic equivalent from a New Jersey accredited college or university***

### **APPLICABLE ADMINISTRATIVE CODE AND STANDARDS**

This course is designed to align with Professional Standards for School 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.

**READINGS**

**REQUIRED READINGS**

Fullan, Michael. (2020). *Leading in a Culture of Change*. Jossey-Bass Publishers

Newman, Amy. (2019). *Building Leadership Character*. Thousand Oaks, CA: Sage Publications. ISBN-9781544307855

Please begin reading the texts as soon as possible. They will serve as references for your journals and required essay.

## **ADDITIONAL/SUGGESTED READINGS**

Jackson, B. & Parry, K. (2018). *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*. Sage Publishers.

Tyack, D. & Cuban, L. (1995). *Tinkering Toward Utopia*. Harvard University Press. London, England.

## **COURSE EXPECTATIONS**

### **A. Internship**

- The course will focus upon assisting participants to understand and further their own professional development following the ten 2015 Professional Standards for Educational Leaders (PSEL). Internship experiences are the substance of the course.
- Students are responsible for arranging their own internship placements. **Each student will secure a cooperating administrative mentor who is a Superintendent or an Assistant Superintendent, and submit a signed mentor agreement form.**
- Students will **submit and obtain professor approval of their Internship III Plan** for Internship III.
- Students will continue the basic activities of Internship II (if applicable): maintain a time log; maintain and submit weekly activity journal reports, and submit a final report on their experience during this semester of Internship III work.
- Students will participate and interact with the professor during “onsite” Internship visits by the professor, as well as electronically via Canvas Assignments and email.
- An open **Discussion Forum** in Canvas will be made available for students to communicate with each other and the professor, as need be.

## **INTERNSHIP III**

- The administrative internship is an individualized experience designed by the student in consultation with a local administrative mentor, who is a superintendent or an assistant superintendent.
- The professor **must approve** proposed internship plans.
- The State requires 150 hours of internship-related work over the period of one semester. Hours **may not** be carried over from Internship II (if applicable). Hours in approved projects/tasks in school settings and hours directly related to course activities count provided they are documented on the **time log** and discussed in the **journal**. Recommended “on site” internship activities include:
  1. Attending executive level meetings and conferences

2. Attending board meetings
3. Shadowing the executive leader and other office personnel
4. Interviewing office personnel and other employees
5. Attending professional development meetings
6. Participating in “end of year” and/or “beginning of year” procedures
7. Observing the interviewing/hiring/selection process
8. Observing the budget development process
9. Examining the physical facilities
10. Engaging in critical reflection

- Students are reminded to design their internship plan to incorporate sustained leadership activities and experiences that help them master the ten 2015 Professional Standards for Educational Leaders (PSEL).
- The proposed internship plan should include a variety of activities and experiences that encompass all ten PSEL Standards. Internship plans should include:
  - Involvement in **at least one task/project where the intern serves in a 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 major 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 major task/project **must involve the application of data literacy**.
  - Additional tasks that involve the intern in daily routine activities as well as activities that address longer-term school/organizational issues.
- **Also included** with the proposed internship plan for Internship III should be:
  - Time for the intern to “**shadow**” as many local administrators as possible (particularly superintendent and/or assistant superintendent) to obtain a better understanding of their role in the district. Reports on shadowing time should be included in the weekly reflections.
  - Attendance and observation **at least one public meeting of their board of education**. A report on the visit should be included in a weekly 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 reflective journals (1-2 pages maximum) will be submitted to the professor by Canvas Assignments. The professor will comment via Canvas Assignments.
- The professor will make a pre-arranged “on- site” visit during the semester to review progress with the intern and the mentor.

## **COURSE SUBMISSIONS- DUE DATES**

- A separate schedule for due dates will be available on Canvas Modules.
- Students will be expected to complete and submit all required documents on or before the due dates. One electronic copy of every document should be uploaded to Canvas Submissions. Guidelines for submissions and various required forms are available on Canvas Modules.

### **A. Start of Semester Submissions** (see Canvas Modules- Submissions- Start Semester)

#### **1. Proposed Internship Plan**

- Submit an **Internship III Plan outline** for your activities during Internship III. Specify major tasks to be undertaken including specific activities to be performed, individuals involved, expected outcomes, and the applicable PSEL standard(s) involved.
  - Prior to due date - Communicate with the professor via email ([gail.verona@gse.rutgers.edu](mailto:gail.verona@gse.rutgers.edu)) to review and finalize your tentative plan. **The professor must approve the final plan version.**
  - Submit final copy to Canvas Assignments.
2. Complete original copy of the **Administrative Internship Agreement Memorandum of Understanding** form (Form available on Canvas Modules) for this semester with signatures of the student and the administrative mentor.

**Upload to Canvas.**

### **B. Time Log**

1. Begin keeping an electronic log of time spent on Internship III activities beginning with the approval of your Internship Plan. A template is provided on Canvas Modules.

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

1. Submit weekly reflective journal entries from the past week to Canvas Assignments by 11:55 p.m. each Sunday. Material submitted will be read by the professor, and will remain confidential.
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. Third, relate your experiences to at least one topic from Fullan's book, *Leading in a Culture of Change*.**
3. The professor will respond to your weekly entry with notes on Canvas Assignments.

### **D. End of Course Submissions**- (see Canvas Modules- Submission-End Semester- Final Submissions)

#### **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- Submit 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 submitted to LiveText**

**3. Essay: Building Leadership Character:** Submit a 3-5 page essay discussing your views about the importance of building leadership character in education. How do you plan to integrate building leadership character into your personal administrative practice? (A detailed outline of the essay requirement is in Assignments/ Submissions-End Semester- Final Submissions in Canvas Modules)

**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**

## **E. On-Site Visitations**

- The professor will arrange with each student an on-site visitation during the Internship III semester.
- The visit will provide an overview to the site, introduce the mentor, review the basic internship plan, and review accomplishments to date.
- Visitations will be arranged at a time that is mutually convenient for all parties.

## **DISABILITY ACCOMODATION POLICY**

Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Rutgers Office of Disability Services: <https://ods.rutgers.edu/students/applying-for-services>.

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 accommodations.

## **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, presentation of ideas in online discussions, 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                                       | Points     |
|--|------------|
| Weekly Reflective Journal Submissions          | 28 points  |
| Final Report                                   | 30 points  |
| Building Leadership Character Essay            | 10 points  |
| On-Site Visitation- Quality of Internship Work | 20 points  |
| Mentor Evaluation                              | 12 points  |
|  |            |
| Total  | 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 |

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