

John Carroll University
Department of Education and Allied Studies
Syllabus
Spring 2005

Course Number: ED 596
Course Title: Internship in Administration

Major Target Areas from the ELCC guidelines:
12. Internship

Desired Results:

- ◆ reflects on professional work
- ◆ demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals
- ◆ contributes to the school, district, and the broader professional community
- ◆ engages in systematic inquiry
- ◆ seeks out opportunities for professional development and growth
- ◆ actively participates in professional events and projects
- ◆ assists fellow professional
- ◆ demonstrates knowledge of content and pedagogy
- ◆ demonstrate knowledge of clients/students
- ◆ demonstrate knowledge of resources
- ◆ design coherent interventions
- ◆ establishes a context for learning/successful intervention
- ◆ uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ take initiative in assuming leadership roles
- ◆ initiates activities that contribute to the profession
- ◆ assumes responsibility in decision-making and helps to ensure that decisions are based on the highest professional standards.
- ◆ Challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Course Outline:

1. A minimum of 160 clock hours of planned, supervised administrative activities will be required of each intern.
2. The intern is to submit, with the consent of his/her field mentor, an outline of proposed internship activities to be undertaken during the internship. These activities should be based upon the 71 competencies identified as critical to administration and listed below.
3. Each intern will visit social service agencies associated with a school district such as Board of Mental Retardation and Developmental Disabilities, Board of Vocational Rehabilitation or Juvenile Court. The purpose of the initial visit is to become familiar with the purposes and activities of such agencies. The intern will then work as a volunteer with one social service agency for at least 10 hours during the internship period. This will be included in your educational portfolio.
4. An educational portfolio outlining the 20 competencies completed during the semester. The portfolio will be reflective in nature. The portfolio will include the following:
 - ◆ credentials
 - ◆ cover letter
 - ◆ resume
 - ◆ references
 - ◆ internship competencies with written evidence

- ◆ internship log of the 160 hours – signed by your administrator
- ◆ visit to social service agencies
- ◆ internship projects
- ◆ recognitions

Instructional Strategies:

1. The intern is expected to attend all seminars scheduled for this course
2. The intern is to accumulate 160 clock hours of clinical work in or related to the school setting. This requirement may be met by beginning in the semester prior to the scheduling of the course. Approval of the student's advisor must be obtained beforehand. Also, all of the course's prerequisites must have been met, plus the specific preparatory requirements outlined in the "Intern's Handbook".
3. Attendance is expected, and excessive absences will affect the final grade – 5 report card points.
4. Incomplete grades will be handled in accordance with regulations established by the Graduate School (See Bulletin)
5. The seminar meeting schedule will be worked out cooperatively with the interns. Topics for the seminar will be based upon the findings of surveys conducted with both area principals and superintendents. When polled separately, each group reported that the most important skills for success, in priority order (1=high), as an administrator were:
 - a. interpersonal competence
 - b. knowledge of effective administrative practices
 - c. knowledge and skills in planning
 - d. knowledge and skills in program and personnel evaluation
 - e. knowledge of subject fields
 - f. personal motivational style

Writing Style:

The APA Style manual should be consulted for written work.

Competencies for the Principalship:

I. Instructional Improvement:

1. Influences teachers to develop educational objectives and to work toward concrete goals.
2. Supervises instruction by employing modern procedures and techniques.
3. Evaluates the instructional program on a continuous basis.
4. Facilitates influences and coordinates the redefinition of philosophy and objectives of the school and promotes the implementation of them.
5. Facilitates achievement of instructional goals by organizing appropriate roles, assigning tasks and responsibilities and defining relationships.
6. Organizes appropriate decision-making and communication procedures to enhance goal achievement on the instructional program.
7. Initiates procedures and influences teachers to improve instruction intervisitation and self-analysis techniques.
8. Appraises interpersonal, group climate and works to establish a climate, which will stimulate individual growth and goal.
9. Establishes feedback procedures, which reduce misunderstanding of conditions and problems.
10. Participates in the definition of goals and clarification of the role of the school.
11. Employs decision-making procedures, which stimulate appropriate inputs from teachers and students in the formation of policies to promote learning.
12. Uses appropriate techniques and procedures for assessing the effectiveness of instruction and utilizes findings to aid teachers in the improvement of instruction.

13. Councils teachers in the selection and use of teaching strategies, media and materials appropriate to the educational levels and needs of children.

II. Curriculum Development

14. Provides the time, structure and stimulation for the formulation of curriculum objectives.
15. Coordinates time, facilities and personnel to implement the desired curriculum.
16. Plan and implements communications structures to orient new teachers to the curriculum of the school.
17. Plans and implements procedures to obtain regular student and parent feedback concerning the curriculum.
18. Plans and activates a staff team to articulate and integrate curriculum programs and plans within the building.
19. Provides the resources and structure and stimulation to assess the educational needs of the student.
20. Provides for systematic staff participation in curriculum development.

III. Pupil Personnel

A. Attendance-Accounting-Guidance

21. Plans, organizes and evaluates programs for the orientation of pupils.
22. Clarifies and interprets policies concerning attendance and accounting.
23. Provides resources, organizes and evaluates programs for the educational needs of exceptional children.
24. Provides structure and stimulation for the determination and clarification of objectives in pupil personnel programs.
25. Establishes the procedures and means for dealing with pupil irregularities.
26. Encourages and initiates studies to discover the causes for difficulties and failures experienced by students and helps in finding solutions for those difficulties.

B. Student Activities

27. Provides for widespread faculty guidance and supervision of the activity program.
28. Provides the structure for student participation in the management of students activities.
29. Develops policies for the operation of the activity program, which provide for faculty, student and parent participation.
30. Provides a procedure to systemically inform students of school sponsored activities.

C. Pupil Control

31. Compiles and disseminates for staff use, information, and resource materials concerning effective classroom discipline procedures.
32. Provides the procedures and personnel to determine a pupil control philosophy, which is compatible with the school philosophy.
33. Mediates pupil-teacher and teacher-parent conflicts.
34. Sets up procedures and organizes personnel for the adjustment of major disciplinary problems.
35. Provides for systematic communication of pupil control policies to students and teachers.
36. Provides for and coordinates additional resources for the resolution of severe discipline problems.

IV. Staff Personnel

37. Organizes structure and coordinates personnel (teachers and administrators) for the formulation of staff personnel policies designed to promote personnel growth.

38. Assembles data necessary for establishing current and future staffing needs at all levels.
39. Assigns staff personnel on the basis of qualifications and interests as well as school needs.
40. Organizes procedures and resources for the induction of new personnel into the ongoing system of policies and procedures.
41. Provides for the supervision and evaluation of support staff.
42. Analyzes interpersonal and group relationships and relates such analyses to organizational and leadership changes needed to assure maximum individual support and goal achievement.
43. Is able to identify the social power configuration in the informal organization of the school and is able to integrate this reality for the more effective operation of the school.
44. Participates in teacher negotiations when they involve substantial issues effecting the quality of the educational program at the building level.

V. School-Community Relations

45. Provides the structure, resources and stimulation for the community to define its educational expectations.
46. Provides the resources and communications structures to inform the community on the status of educational programs and provides opportunities for the community to represent its educational needs and aspirations to the school.
47. Organizes procedures and assigns responsibilities for open house programs, parent-teacher visitation and other school-community interaction programs.
48. Represents the school and provides for teacher representation in the planning and programming of activities of PTA and other parent-school groups.
49. Is able to identify social power configurations in the school community and is able to integrate this reality for the more effective operation of the school.
50. Identifies a school-related issue that involves social service, private, or community organizations; organizes and carries out a plan to involve both the school and outside organizations in resolving the issue

VI. School Management

A. Budget-Finance

51. Establishes and supervises a systematic procedure of accounting for expenditures at the building level, including the activity fund, petty cash, instructional supplies and the cafeteria fund.
52. Initiates and supervises a procedure for developing the building level budget.
53. Provides for the supervision of school purchasing procedures.
54. Works to provide resources for educational programs of the school.

B. Plant

55. Appraises the adequacy of the present plant and determines the plant needs appropriate to the educational program.
56. Identifies and refers special plant problems to appropriate personnel.
57. Orients pupils and staff to their responsibilities concerning care and use of plant facilities.
58. Develops effective communications patterns and working relationships with the maintenance staff.

C. Legal Monitoring

59. Develops a procedure for, and orients staff to, due process for students.
60. Keeps the staff informed on education related legal issues.
61. Plans, organizes and conducts in-service programs on the legal responsibilities and requirements for the school staff.

62. Initiates and supervises systematic procedures governing relationships between the building staff and law enforcement personnel.

D. Auxiliary Services

63. Develops policies, rules and regulations to insure the safety of pupils and the care of equipment.
64. Communicates with students and parents concerning the status of the transportation service and significant problems in operation.
65. Orients students and staff to the legal conditions under which the transportation system operates.
66. Develops policies, rules and regulations to insure that the lunch program is consistent with the objectives and goals of the educational program.
67. Organizes staff and develops procedures to insure student safety in the event of emergencies.
68. Provides resources, organizes staff and develops procedures to provide health, preventive medical and first aid services.
69. Provides for the construction of a school schedule, with faculty inputs, which will efficiently and effectively implement the curriculum.
70. Communicates knowledgeably concerning issues in educational computing with staff and educational computing specialists.
71. Provides leadership to integrate microcomputers into the ongoing processes of curriculum developments and school administration.

REQUIRED PRACTICUM PAPER ON PL 94-142

1. General Requirement – as part of the portfolio:

Every student assigned to a school district receiving funds from the Federal Government is required to do a practicum in which the student becomes familiar with the provisions of the *Education for ALL Handicapped Children Act (PL 94-142)*. Next the student will investigate how the district is implementing the law and using forms detailing how each of the provisions of the law are being carried out.

2. Elements of 94-142

The following elements must be addressed in the report:

1. Individual Educational Plans (IEPs)
 2. Child Identification
 3. Due Process Brochures
 4. Non-Discriminatory Testing
 5. Issues of Confidentiality
 6. Least Restrictive Environment
 7. Diagnostic-Prescriptive Teaching
 8. Parent Involvement
3. Identify five students currently on IEP's who are, or have been, involved in the social service, private, or community organizations (such as residential treatment). Write a description of the student served, the organization involved, and the parameters of the guidelines followed by both the school and outside organizations (half page for each student).

EVALUATION:

Log	25%
Portfolio	75%
Attendance and participation	25%

NOTE: Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see me or Kate Roach, JCU's Coordinator for Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.