

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

LEAD 512 (2 credits)
Leadership Internship II

LEAD 512 Faculty 2008- 2010			
	Snyder, Andrew	Full time	Ed.D.

Prerequisites: LEAD 507, concurrent registration with LEAD 508

Course Information:

The final 150-hour school-based experience focuses on consolidating entry-level competencies on promoting positive school culture and leading change. Submission of a competency-focused performance-based portfolio is required.

Relationship of This Course to the Professional Program:

This course's objectives are related directly to the Program faculty beliefs (see attached), the conceptual framework of the FSEHD, and ISLLC standards, as identified for each outcome. Class activities and assessments that align with course outcomes, course content, conceptual framework and ISLLC standards are identified throughout the course syllabus.

Required Course Texts:

LEAD Internship Handbook

Daresh, John C. (2006). *Beginning the principalship: a practical guide for new school leaders*. Thousand Oaks, CA: Corwin Press.

Course Information:

This Internship for school leaders is designed to apply the knowledge, skills and dispositions from LEAD 507 and LEAD 508 to the school setting. Students explore leadership issues and work under the supervision of a mentor and ELP instructor to explicitly link theoretical concepts, models and process of leadership and change with the intended purpose of change and its resulting outcomes. Specifically, students will examine school change and improvement with focus on: models for facilitating change; school culture; and fundamental issues related to development of personnel within educational organizations. This culminating internship experience is focused by a powerful synthesis of knowledge, skills and dispositions in the workplace environment. At the conclusion of this final internship experience you should have completed tasks and activities that develop and demonstrate competency in each relevant standard. Students spend 150 hours a semester in internship activities, attend seminars, prepare logs, and finalize portfolio sections for a culminating presentation.

Course Objectives: The objectives of this course and related standards include:

<u>Objectives</u>	<u>Conceptual Framework</u>	<u>ELCC Standards</u>
1. Develop entry-level competencies related to: a. Developing the Vision b. Communicating the Vision c. Implementing the Vision d. Monitoring & Evaluating the Vision	Knowledge 1-4; Practice 1-4	1
2. Develop entry-level competencies related to: a. Valuing Students and Staff b. Developing & Sustaining the Culture c. Ensuring an Inclusive Culture d. Monitoring and Evaluating the Culture	Knowledge 1-4; Practice 1-4	2
3. Develop entry-level competencies related to: a. Making Management Decisions to Ensure Successful Learning and Teaching b. Developing Procedures to Ensure Successful Learning and Teaching c. Allocating Resources to Ensure Successful Learning and Teaching d. Creating Safe, Healthy Environment to Ensure Successful Learning and Teaching	Knowledge 1-4; Practice 1-4	3
4. Consolidate entry-level competencies related to: a. Understanding Community Needs b. Involving Members of the Community c. Providing Opportunities for Collaboration & Partnerships d. Understanding and Valuing Diversity	Knowledge 1-4; Practice 1-4	4
5. Develop entry-level competencies related to: a. Demonstrating a Personal & Professional Code of Ethics b. Understanding One's Impact on the School and Community c. Respecting the Rights and Dignity of All d. Inspiring Integrity and Ethical Behavior in Others	Knowledge 1-4; Practice 1-4	5
6. Consolidate entry-level competencies related to: a. Operating Schools on Behalf of Students and Families (Collaboration) b. Communicating Changes in Environment to Stakeholders c. Working Within Policies, Laws, and Regulations d. Communicating with Decision-Makers Outside the School Community (Influencing the larger educational context)	Knowledge 1-4; Practice 1-4	6
7. Synthesize and apply the knowledge and practice identified in standards 1-6 through a substantive internship experience.	Knowledge 1-4; Practice 1-4	7

Course Requirements:

	Course Outcomes	Conceptual Framework	ELCC Standards
<u>150 hours of contact time</u> related to the internship and its activities is required for completion of the internship experience.	1-6	Knowledge 1-4; Practice 1-4	3, 5
<u>Attendance and class participation:</u> When internship seminar meets, students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in completing in-class activities.	1-4	Knowledge 4; Practice 4	
<u>Internship Notebook</u> containing the following: <ul style="list-style-type: none"> ▪ Completed, signed Educational Leadership Internship Agreement form ▪ A completed Pre-Practicum Assessment <ul style="list-style-type: none"> • An assessment of one's prior professional experience and learning • An assessment of one's needs for further development • A statement of personal goals and objectives to be accomplished during the internship ▪ Completed, signed Learning Plan. ▪ A Reflective Journal (Log) documenting and reflecting on the internship experience. ▪ Two Critical Incident Reports ▪ Reflective Narrative: The Reflective Narrative has two parts. First, the intern should list the specific program objectives contained in the Internship Learning Plan followed by an assessment of how well those objectives were accomplished. ▪ Internship Site Evaluation Form 	2,3,4	Knowledge 1-4; Practice 1-4	1, 2

Internship activities: The focus of the learning activities will be determined by the candidate, in concert with the college supervisor and cooperating administrator.

The LEAD PROGRAM PORTFOLIO requires students to contribute one artifact for each of the 6 ISLLC standards. Please plan your Internship / Learning Plan activities accordingly.

Additional LEAD Program Requirements (to be completed as part of LEAD 512)

Program Portfolio: The culminating Program Portfolio requirements are outlined in detail in the LEAD Program Handbook. The Exit Portfolio Table of Contents includes the following:

- Educational Leadership Platform
- Artifacts related to the six ISLLC/ELCC standards
- Current resumé
- ISLLC pre- and post-assessments (Include the ETS SLLA Examination)
- Synthesis of theory, research, and professional practice (LEAD 508 final paper)
- LEAD Comprehensive Examination

Students may find the following book useful in the preparation of the Portfolio:

Balch, B.V., Frampton, P.M., Hirth, M.A. (2006). *Preparing a professional portfolio: A school administrator's guide*. Boston: Pearson.
ISBN: 0-205-46720-2

LEAD Comprehensive Examination: The Comprehensive Examination serves as a final milepost of the LEAD program. Through an “In Box” activity, students will put to use the theoretical groundings, practical readings, and personal leadership experiences they have had over the last six semesters. The exam will be conducted during class time. Each student will have her/his own laptop and any resources brought to class or saved electronically. The exam will be scored within two weeks; a make-up exam will be administered if necessary.

Please see the LEAD 508 Syllabus for a class-by-class breakdown of activities and assignments.

BACKGROUND CRIMINAL INVESTIGATION

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/fsehd/>

STUDENTS WITH DISABILITIES

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with your instructor at the beginning of the semester.

EMAIL AS OFFICIAL COMMUNICATION WITH STUDENTS

In fall 2009, Rhode Island College adopted a policy stating that “RIC email accounts will be used as an official form of notification to RIC students.” This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

ACADEMIC STANDARDS:

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf

All assignments will adhere to APA style and follow English grammar and usage customs.

LEAD 512 REFLECTIVE NARRATIVE SCORING RUBRIC

The Reflective Narrative has two parts. First, the intern should list the specific program objectives contained in the Internship Learning Plan followed by an assessment of how well those objectives were accomplished. This element is a key part of the candidate’s Internship Portfolio.

CRITERIA	EXCEEDS STANDARD	←→	MEETS STANDARD	←→	BELOW STANDARD
Focus: (Knowledge 1-4; Practice 1-4)	Excels in responding to assignment. Demonstrates extensive knowledge and understanding of the educational leader’s role in promoting “learning” and “good instruction,” which is fully grounded in current research drawn from course content and/or readings. (10 points)	←→	Responds appropriately to assignment overall. Demonstrates solid knowledge and understanding of educational leader’s role in promoting “learning” and “good instruction,” which is grounded in research drawn from course content and/or readings. (6 points)	←→	Responds less well to assignment. Demonstrates limited knowledge and understanding of educational leader’s role in promoting “learning” and “good instruction,” which is NOT grounded in research drawn from course content or readings. (2 points)
Ideas: (Practice 2, 4)	Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms (5 points)	←→	Clearly states central ideas, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. (3 points)	←→	Presents central ideas in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. (1 point)

<p>Support: (Knowledge 1, 2; Practice 2, 4)</p>	<p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. (5 points)</p>		<p>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. (3 points)</p>		<p>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has a lapse in logic. (1 point)</p>
<p>Organization and coherence: (Practice 2, 4)</p>	<p>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. (5 points)</p>		<p>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. (3 points)</p>		<p>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. (1 point)</p>
<p>Conventions: (Practice 2, 4)</p>	<p>Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. (5 points)</p>		<p>Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. (3 points)</p>		<p>Text contains 1-2 errors in spelling, punctuation, or grammar and/or 3-4 errors in APA style. (1 point)</p>

<p>Content:</p> <p>ELCC 1: “Vision”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (1 point)</p>
<p>ELCC 2: “Culture & Instructional Program”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. (1 point)</p>
<p>ELCC 3: “Management”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (1 point)</p>

<p>ELCC 4: “Collaboration”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (1 point)</p>
<p>ELCC 5: “Ethics”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (1 point)</p>
<p>ELCC 6: “Context”</p> <p>Elements included depend upon the candidate’s Internship Learning Plan</p>	<p>Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (5 points)</p>		<p>Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (3 points)</p>		<p>Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (1 point)</p>

TOTAL: _____/60 (possible score 12-60)

An overall score lower than 36 *or* any single ELCC score lower than ‘3’ (Meets), requires a meeting with the professor in order to determine the appropriate course of action.