

Rhode Island College
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

LEAD 511 (2 credits)

Leadership Internship I

LEAD 511 FACULTY 2008-2010			
	PAGE, TYLER	FULL TIME	ED.D.

Prerequisites: Concurrent registration with LEAD 505

Course Description: Entry-level competencies on promoting positive school culture and using best practice for leading learning are nurtured through this initial 150-hour, school-based experience. Competency-focused work samples and dispositional assessment are expected.

Required Course Texts and Materials:

- Blanchard, K., & Johnson, S. (1982). *The One Minute Manager*. William Morrow & Company, New York.
- Greene, R (2008). *Lost at school: why our kids with behavioral challenges are falling through the cracks & how we can help them*. Scribner. New York.
- Patterson, K. & al. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*. McGraw Hill. New York

Suggested Course Texts and Materials:

- Blanchard, K., Oncken, W, & Burrows, H.(1989). *The One Minute Manager Meets the Monkey*. William Morrow & Company, New York.
- Born, Clint. (2007). *The Technology-Ready School Administrator: Standards-Based Performance*. Lulu-Enterprises. Steubenville, Ohio. Internship Handbook, 2008.

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. Class activities and assessments that align with course outcomes, course content, conceptual framework and ISLLC standards are identified throughout the course syllabus.

Course Purposes:

Designed to develop and nurture competencies that will prepare candidates for leadership positions in schools. The internship includes a variety of substantial experiences planned and guided cooperatively by university and school district personnel for a minimum of 150 hours. The experiences need to provide interns with substantial responsibilities which increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parent, and community leaders. Clinical experiences in the LEAD 511 internship will be focused by leading learning. A portfolio chronicling experiences throughout the entire internship is expected.

Course outcomes:

The outcomes of this course and related standards include:

Outcomes	Conceptual Framework	ISLLC Standards
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; Practice; Professionalism, Diversity	1
2. Develop entry-level competencies related to: a. Valuing Students and Staff b. Developing & Sustaining the Culture c. Ensuring an Inclusive Culture Monitoring and Evaluating the Culture	Knowledge; Practice; Professionalism, Diversity	2
3. Develop entry-level competencies related to: a. Making Management Decisions to Ensure Successful Learning and Teaching b. Teaching c. Developing Procedures to Ensure Successful Learning and Teaching d. Allocating Resources to Ensure Successful Learning and Teaching e. Successful Learning and Teaching f. Creating Safe, Healthy Environment to Ensure Successful Learning and Teaching	Knowledge; Practice; Professionalism, Diversity	3
4. 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; Practice; Professionalism, Diversity	5

Course Requirements:

	Course Outcomes	Conceptual Framework	ISLLC Standards
150 hours of contact time related to the internship and its activities is required for completion of the internship experience.	1-6	Knowledge; Practice; Professionalism, Diversity	1,2,3,5,
<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	Professionalism; Practice	
<p>Internship Notebook containing the following:</p> <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 n • 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. <ul style="list-style-type: none"> * Reflective Narrative (Journal): 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. ▪ Two Critical Incident Reports ▪ Seminars (ISLDS-3) ▪ Final Project: Professional Impact Project (PIP) ▪ Internship Evaluations; Site Evaluation Form(s) 	2,3,4	Knowledge; Practice; Professionalism, Diversity	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. For example, activities may include, but are not limited to:

- Using a variety of strategies analyze and evaluate the quality of instructional practices implemented in the school (ISLLC #2)
- Conduct an Equity Audit using school testing data; disaggregate and compare data by gender and ethnicity, to identify areas of achievement gaps. (ISLLC#3,5)
- Lead a problem framing session with teacher colleagues using the findings from your Equity Audit. Reflect on implementation and outcomes of session and implications for leadership. (ISLLC #1, 2)
- Work with teachers after framing problems to select and implement appropriate instructional, structural or professional development strategies to address identified achievement gaps (ISLLC #1, 2)
- Work with teachers to discuss effective approaches to the new evaluation process & instruments to be used for 2011
- Work on a school improvement team to prioritize standards and map curriculum in at least one content area (ISLLC #2)
- Formulate plan to induct and/or mentor new teaching staff (ISLLC #2)

Course Evaluation

Assignment	Points
Class participation:	* Influences grade
Notebook:	
Learning Plan	10 points
Reflective Journal (Narrative)	20 points
Critical Incidents (2)	20 points
ISLDS Seminars	20 points
Final Project: PIP	30 points
Total	100 points

Course Grading

A = 100-94 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C+ = 77-79 points

C = 74-76 points

C- = 70-73 points

References

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Accommodations:

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127, 456-8061). To receive accommodations for this class, please obtain the Request for Reasonable Accommodations forms and meet with me at the beginning of the semester.