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Education Syllabi Fall 2019

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2019

### EDAD 781 782 783 784 785 786 Internship II

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**EDAD 781, 782, 283, 784, 785, 786 - Internship II**  
(3 graduate semester credit hours)

Dr. Shirley Curtis  
Email: [curtis@xavier.edu](mailto:curtis@xavier.edu) (preferred email address!)  
Reminder: check your Xavier email

Office Hours: By appointment  
Office: Hailstone, room 314

**Course Description:**

The Internship II is the administrative internship that satisfies one of Ohio's requirements for the Administrative Licensure. The purpose of this course is to provide the student with an opportunity to work under the direction of a certified administrator/principal in an education setting to see the connection between what is discussed in the classroom and how it is practically applied in the field. Internship II consists of a minimum of **100 hours** under the direction of an administrative mentor (**with 10 of the hours in a setting different than his/her current setting**). The curriculum is based on the standards for preparation of the school administrator adopted by the Professional Associations (i.e. NAESP, NASSP, AASA, ASCD, and CAEP).

The length of the internship spans two semesters (i.e. Internship I and also Internship II) for a total of six semester hours. For this course, Internship II, the internship will be mutually planned and supervised by the student, the professor, and the mentor. The internship will include at least one significant experience in at least two of the areas listed in the National Educational Leadership Program (NELP) Standards, or the Ohio Principal Standards Framework.

**Course Materials/Text/Supplemental Readings**

1. A leadership **book of your choice** - But please choose a book that you have **not read** so you stretch your knowledge and learning. Possible suggestions:
  - Dweck, C. S. (2007). *Mindset: the new psychology of Success*. Ballantine Books; New York.
  - Fultz, D. (2017). *Ten steps for genuine leadership in schools*. Routledge; NY.
  - Gladwell, M. (2013). *David and Goliath: Underdogs, misfits, and the art of battling giants*. Little Brown and Company; NY.
  - Glaser, J. (2013). *Conversational intelligence: How great leaders build trust and get extraordinary results*. Bibliomotion, Inc: MA.
  - Gordon, J. (2007). *The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy*. A Wiley Brand: San Francisco, CA.
  - Hendershott, J. (2016). *7 Ways to Transform the Lives of Wounded Students*. Routledge: NY.
  - Kouzes, J. & Posner, B. (2012). *The Leadership Challenge: How to make extraordinary things happen in organizations*. A Wiley Brand: San Francisco, CA.
  - Kotter, J & Rathgeber, H. (2005). *Our iceberg is melting: Changing and succeeding under any condition*. St. Martin Press: NY.
  - Meyer, U. (2017). *Above the Line: Lessons in Leadership and Life from a Championship Program*. Penguin Books: NY.
  - Mycoskie, B. (2012). *Start something that matters*. Spiegle & Grau Trade Paperbacks, NY.

- Ravich, D. (2014). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. Vintage Books; NY.
- Rousmaniere, K. (2013). *The principal's office: A social history of the American school principal*. State University of New York Press: NY.
- Sinek, S. (2014). *Leaders eat last*. Penguin Group; NY.
- Stabile, M. (2013). *Papa's legacy: A leadership parable*. FutureNow Consulting, LLC.
- Tzu, S. (2005). *The art of war: Translated by Thomas Cleary*. Shambhala: MA.

2. Online e-Portfolio on Xavier's Canvas is required for this course. More information will be provided during the first class session.

### **Course Goals/Objectives:**

- Each intern will complete the project/tasks(s) aligned with the NELP Standards or Ohio Principal Standards and be involved in an active administrative role (**not just a passive observer; more than in Internship I**).
- Each intern will submit an electronic portfolio of the completed project (online portfolio).
- Each intern will demonstrate skills, knowledge, and behaviors related to effective leadership, building consensus, collaborative planning for school community, and change leadership.
- Each intern will attend class sessions that will be used for monitoring and feedback of projects, and the discussion of topics pertinent to the role of administration.
- Each intern will complete all assignments directed by the instructor.

### **Alignment between National and State Standards:**

I. The National Policy Board for Educational Administration (NPBEA), which is comprised of national educational associations and educational agencies (i.e. AACTE, AASA, CAEP, CCSSO, NAESP, NASSP, NCPEA, NSBA, and UCEA), adopted Professional Standards for Educational Administration.

Ten standards were established and were based on the premise that the standards for educational leaders must be grounded in the knowledge and understanding of teaching and learning.

From these ten standards, **National Educational Leadership Preparation (NELP) Standards** (2016) were developed specifically for novice leaders and program graduates (that is you!).

Eight NELP were established to explain what novice leaders and program graduates must know and be able to do as a result of their completion of a high quality educational leadership preparation program. [Note : Standards for the Building Level and District Level were established.]

The NELP Standards can be found at:

<http://www.npbea.org>

The NELP Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Leadership
4. Instructional Leadership
5. Community and External Leadership
6. Operations and Management
7. Human Resource Leadership
8. Internship and Clinical Practice

### **Standard One: Mission, Vision, and Core Values**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

### **Standard Two: Ethics and Professional Norms**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

### **Standard Three: Equity and Cultural Leadership**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) equitable protocols; 2) equitable access; 3) responsive practices; and 4) a supportive school community.

### **Standard Four: Instructional Leadership**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

### **Standard Five: Community and External Leadership**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) effective communication; 2) engagement; 3) partnerships; and 4) advocacy.

### **Standard Six: Operations and Management**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

### **Standard Seven: Human Resource Leadership**

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation.

### **Standard Eight: Internship and Clinical Practice**

Program completers who successfully complete a building level educational leadership preparation program engaged in a substantial and sustained educational leadership internship experience that developed their ability to promote the success and well-being of each student, teacher and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

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II. The State Board of Education adopted the teacher, administrators and professional development standards in October 2005. The Standards for Ohio Educators book (2005) details the standards and how they can be used.

Then, in 2018 advisors representing elementary, middle and high schools, superintendents, higher education, professional organizations, National Association of Secondary School Principals and the Ohio Department of Education reviewed the Standards and found that the current Ohio standards did not accurately depict the roles and responsibilities of today's principals. Hence, the Standards went through a **revision** process and the **Ohio Standards for Principals** was written (2018).

**The Ohio Standards for Principal (2018)** can be found at:

[http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Ohio\\_Principal\\_Standards.pdf.aspx?lang=en-US](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Ohio_Principal_Standards.pdf.aspx?lang=en-US)

**DOMAIN I: LEADERSHIP** Narrative Summary: The effective educational leader acts ethically as an agent of continuous improvement and fosters a shared mission, vision and core values to promote each student's academic success and well-being in a global and technological society.

**STANDARD 1: MISSION, VISION AND CORE VALUES** - The effective educational leader develops, advocates and enacts a shared mission, vision and core values.

**STANDARD 2: ETHICS AND PROFESSIONAL NORMS** - The effective educational leader acts ethically and according to professional norms.

**STANDARD 3: SCHOOL IMPROVEMENT** - The effective educational leader develops the capacity of staff through data analysis, aligns evidence-based strategies to deliberate goals and partners with internal and external supports to improve learning conditions and outcomes.

**DOMAIN II: LEARNING** Narrative Summary: The effective educational leader fosters a professional learning environment of comprehensive evidence-based instructional practices to promote each student's academic success and well-being in a global and technological society.

**STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT** - The effective educational leader fosters an environment of effective and rigorous, personalized instruction by ensuring students are celebrated and respected and have equitable access to teachers, leaders and learning supports.

**STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL** - The effective educational leader supports all staff by promoting and organizing a professional learning community focused on continuous improvement and personal growth.

**DOMAIN III: CULTURE** Narrative Summary: The effective educational leader cultivates a safe and caring environment of respect, equity, inclusivity and cultural responsiveness committed to engaging and supporting students, staff, families and community to promote each student's academic success and well-being in a global and technology society.

**STANDARD 6: EQUITY AND CULTURE RESPONSIVENESS** - The effective educational leader models, supports and cultivates a school climate characterized by equity and inclusivity in a global and technological society.

**STANDARD 7: COMMUNITY OF CARE AND SUPPORT** - The effective educational leader develops and sustains positive relationships with and among students and stakeholders to create a safe and caring school environment free from disruption.

**STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY** - The effective educational leader creates and sustains relationships with families and the community by acknowledging the school as a community resource and understanding the context of its existence.

**DOMAIN IV: MANAGEMENT** Narrative Summary: The effective educational leader continuously plans, develops, administers, monitors and refines human capital, operational, policy and fiscal systems to promote each student's academic success and well-being in a global and technological society.

**STANDARD 9: STRATEGIC STAFFING** - The effective educational leader is integral to and embedded within the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets while also promoting professional growth and opportunities for leadership.

**STANDARD 10: SCHOOL OPERATIONS** - The effective school leader develops and implements structures to maximize learning through relationship management, fiscal responsibility and adherence to district and state laws, policies and procedures.

\*\*The course's Xavier "Canvas" site also provides NELP Standards and Ohio Principal Standards and information.

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### **Course Requirements/Assessments/Evaluation:**

- a. Regular attendance and active participation in class activities, discussions, assignments and projects are a must. One absence will negatively impact your grade.
- b. Identify and enlist the help of a mentor – someone with a certificate/license and is currently in a school administrative position (**with 10 hours in a setting different than the current setting**).
- c. Develop a written plan/proposal with the mentor that includes:
  - o A "**project**" related to the position you are seeking and based on NELP Standards or the Ohio Principal Standards
  - o **Remember the Internship project should improve students' academic achievement in the school. Also, the project needs to involve designing, planning, implementing, evaluating ... and sharing the project with administration and/or stakeholders.**
- d. As you complete your field experience (100 hours), **record the log dates, times, hours and activities** on e-Portfolio. Also include **documents (artifacts)** of the field experience project and activities in at least two areas of the Standards. The documents (artifacts) are evidence of your project/ activities. So you do not need to include numerous pages for an event. Choose wisely and include the most pertinent, diverse evidence.
- e. Write a book review on a book related to leadership. Provide in 2-3 pages a brief synopsis of the book and then devote the bulk of the report to a discussion of the ramifications of the book to educational leadership and what the ideas will mean to you as a leader.
- NEW ★ f. Research and write your personal Professional Mission Statement, which emphasizes your commitment to being a caring leader, and based on the NELP Standards.
- NEW ★ g. Have your mentor complete two rubrics: 1) the Mentor's Rubric on your overall performance of your internship (same as in Internship I), and 2) the Caring Leader – Student Performance Rubric
- h. Additional readings and assignments may be required to enhance the course. The grading of these activities will be included in the first bullet.
- ★ i. Compile "c, d, e, f and g" and enter onto your e-Portfolio (on Canvas) to be submitted at the conclusion of the semester.

### **Course Assessment:**

- **Participation/Attendance** – Students are expected to be prepared for class and to contribute to the class through thoughtful participation in classroom discussions. The synergy of the class members is important to the quality of the interactions, simulations, cooperative learning, roleplaying, and activities, and it cannot be substituted. Be here. Don't be late. **Missing one class (or being tardy 1-2 times) will negatively impact your grade.** Students are expected to notify the instructor prior to class if at possible, and are responsible for getting notes, assignments, and materials from fellow classmates.
- Completed e-Portfolio

- Completion of your project (i.e. **100 hours** of field work with 10 hours in a different setting) and documented on your e-Portfolio. **A late assignment** will automatically be deducted 25% of total possible points allocated for the assignment. Permission is required for submitting an assignment more than one week past the due date.
- Completion and submission of your book review (on your e-Portfolio)
- Completion of your personal Professional Mission Statement (on your e-Portfolio)
- The mentor and instructor will mutually assess the performance of the intern in two ways:
  - 1) with regard to overall performance of your internship on the **Mentor’s Rubric** (same rubric you used on Internship I)
  - 2) with regard to demonstrating Caring Leadership on the **Student Performance Rubric**.
 [NOTE: If consensus cannot be reached, the final grade will be the responsibility of the instructor.]
- See **“Rubric for Grading”** (on Canvas under “Files”)

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**Grading Policies:**

The ePortfolio is to be submitted on the date due. **Late assignments** will automatically be assessed a deduction equal to 25% of the total possible points allocated for the assignment. Permission is required for submitting the ePortfolio more than one week past the due date. **Missing Assignments** will negatively affect your grade.

Final Grades in this course will be determined by the “Rubric for Grading” (on Canvas under “Files”). Students may appeal a final grade by first meeting with the instructor. If not resolved, the student may appeal in writing to the department chair along with evidence of lack of fair treatment. If still not resolved, then an appeal may be made to the college dean along with evidence.

**Cumulative Point Totals:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	Below 65

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**College of Professional Sciences:**

NOTE: Many of the programs in the College of Professional Sciences require BCI/FBI criminal background checks and/or drug screens because of university program, accreditation, clinical,

and/or professional mandates. Requirements vary from program to program. Failure to satisfy the requirements can result in dismissal from the program, withdrawal from field and clinical placements, delayed program progression, or diminished employment opportunities. If you have questions or need further information, please contact, Dr. Mark Meyers, in Educational Leadership at 513-745-2821.

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## University Policies

### **Academic Honesty Policy**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

### **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes: [http://www.xavier.edu/library/copyright/copyright\\_policy\\_2009.pdf](http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf)

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## Student Academic Support

### **Learning Assistance Center**

Office of Academic Support ( [www.xavier.edu/academic-support](http://www.xavier.edu/academic-support) ) (OAS) provides support

services to facilitate learning. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the OAS at (513) 745-3280 to set up an appointment. The OAS trains and certifies all employed tutors. Our tutoring program is certified by the College Reading and Learning Association. In addition, tutors are required to meet GPA standards, provide professor recommendations, and participate in regular tutor meetings. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

### **Students with Disabilities**

Office of Disability Services <https://www.xavier.edu/disability-services/>

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu), to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

### **Writing Center**

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

### **Xavier Library**

The [University Library](#) provides research support for all Xavier students. Find books at our library or in OhioLINK. Check out materials and laptops and find a librarian for research help at the Connection Center - 3<sup>rd</sup> floor Conaton Learning Commons (CLC). Request research help at [Ask a Librarian](#). Use [Search@XU](#) on the Library Home page or one of our many [Databases](#) to start your research. Find tutorials in [XU Tutor](#) for information about using library resources. Visit the [Makerspace](#) in McDonald Library for any creative assignments.



Xavier's library also has hard copies of [OAE Educational Leadership \(015\) Secrets](#) that you can check out. Or you can get online for the book.

[https://login.nocdbproxy.xavier.edu/login?qurl=https%3a%2f%2fportal.mometrixlibrary.com%2fproducts%2fOAEeduLead%3f\\_acct%3d1701](https://login.nocdbproxy.xavier.edu/login?qurl=https%3a%2f%2fportal.mometrixlibrary.com%2fproducts%2fOAEeduLead%3f_acct%3d1701)

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## Tentative Classroom Topics/Meeting Dates:

**August 21, 2019:** Introduction/Overview/Objectives/Assignments; Effective Administrators; Standards for Educational Leaders (NELP and Ohio Principal Standards) and the crosswalk between them; Caring Leader – personal Professional Mission Statements; syllabus/course requirements; internship proposal (project approved by professor and mentor); Canvas/e-Portfolio

**Sept. 4: Online Internship Proposal draft** sharing

Share your draft Internship Proposal with a classmate (e.g. through email). The goal is for you to read another student's proposal, provide suggestions and/or comments to your partner, and perhaps gain additional ideas of what you could do in the field. You do not have to come to Xavier, or get on Canvas, or complete this assignment at an exact time. This is an assignment between your partner and you at your convenience. So complete the assignment any time before our next in-class meeting.

Then bring your final proposal to class our next in-class meeting.

**Sept. 18: Internship SIGNED Proposal Due;** Ohio Assessment of Educators (#015 Leadership); share your rough draft Caring Leader – personal Professional Mission Statement; scenarios for new administrators – How do you demonstrate Caring Leadership through your performance?; 2 rubrics - Student Performance Task Rubric, and Mentor's Rubric (same as in Internship I)

-- Scheduled School Visits --

**Oct. 16 (Optional):** e-Portfolio working session (i.e. concentrate on describing the pros/cons of the project you designed, planned, implemented and evaluated)

-- Scheduled School Visits --

**Dec. 4:** Book quotes/overviews and recommendations; Share final e-Portfolios (i.e. concentrate on describing the pros/cons of the project you designed, planned, implemented and evaluated); what next?

**(Optional)** join EDAD 771 for guest speakers from 4:15-5:00 PM

**Dec. 6 (by noon):** link for completed e-Portfolio submitted to Dr. Curtis [curtis@xavier.edu](mailto:curtis@xavier.edu) (see last page of syllabus)

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Internship e-Portfolio- **DUE** \_\_\_\_\_  
(date)

**Remember:**

- 1) Send me your link to your e-Portfolio
- 2) Your e-Portfolio should include:
  - a. Home page - tell a little bit about yourself
  - b. The two Standards you are addressing (from NELP or Ohio's Standards)
  - c. **Signed** proposal (of what projects you hope to complete)
  - d. A running log of your internship activities (approximately 100 hours; 10 hours in different setting); for example:

Date of Activity	Activity Description	Time Involved	Standard(s) Addressed	See Evidence/ Documentation
	<b>Total Hours</b>			

- e. Documentation/evidence to support your activities
  - f. Book review
  - NEW* g. Caring Leader – your personal Professional Mission Statement
  - h. Mentor's **signed** rubric
  - NFW* i. Mentor's **signed** Caring Leader – Student Performance Task
- 
 Combined together on Canvas under Files, "Mentor's 2 Rubrics"

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(See "Rubric for Grading" (on Canvas under "Files"))