

*Florida Agricultural and Mechanical University  
College of Education  
Department of Educational Leadership and Human Services  
Program of Educational Leadership  
Tallahassee, Florida 32307*



# **EDA 5940**

**INTERNSHIP IN EDUCATIONAL ADMINISTRATION**

*Dr. O. Dozier-Henry*  
**Spring 2011**

# **COURSE SYLLABUS AND STANDARDS**

Revised fall 2008



COURSE OUTLINE						
Course Number EDA 5940	Course Title <b>Internship in Educational Administration</b>			Course Credit 03	Clock Hours Per Week: 03 <input type="checkbox"/> Lectures <input type="checkbox"/> Laboratory <input type="checkbox"/> Demonstration	
College: Education Department: Educational Leadership and Human Services				Prerequisite: All Program Courses		
<p>Required Text(s): University /Program Handbook for Internship ; <b>Taskstream account</b>  <b>Special Supply:</b> 3" three-ring binder and dividers  <b>Additional Resources:</b> Login access to the Cecil Golden website (Florida School Leaders) @<a href="http://www.floridaschoolleaders.org">www.floridaschoolleaders.org</a>                       APA style manual current edition                      Use this link to help you with correct APA 6th edition formatting for your references.  <a href="http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm">http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm</a>                       TASKSTREAM LOGIN:</p>						
Faculty Name: <b>Oare' Dozier-Henry, Ed.D.</b>				Term /Year: Spring 2011		
Office Location(s): Bldg.62 room 300-5 old DRS Rm.294 new DRS				Phone: (850) 412-7048; new DRS 599-5932 e-mail: <a href="mailto:oare.dozierhenry@famu.edu">oare.dozierhenry@famu.edu</a> <a href="mailto:drodh1@gmail.com">drodh1@gmail.com</a>		
Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	By appt.	By appt.	By appt.	12-2 300-4 Bldg.62	1-4 new DRS	

**COURSE DESCRIPTION**

This course occurs near the end of the program. Available through participating systems and supervised by university personnel as student administers some aspects of an educational program and issues in leadership for public and non-public schools. Periodic reporting, classers, action research, assessment and on-campus conferences required. Issues in leadership for public and non-public schools are discussed and managed.

**Course Purpose**

Recent state and federal legislation has increased accountability for educators and elevated student achievement as the preeminent objective in the teaching and learning environment. Hence, Instructional leadership has become the most obvious role of the school leader. This role hinges on management functions such as school finance, personnel, regulatory authority and site

supervision. The internship exposes the pre-service administrator to these management roles and responsibilities.

## OVERALL GOALS FOR THE COURSE

1. To enhance candidates' usage of the knowledge, skills, and dispositions in all elements (instructional leadership, operational leadership, and school leadership) of the William Cecil Golden Professional Development Program (section 1012.986, F.S.) for School Leaders.
2. To provide candidates opportunities to apply concepts and develop skills in both management and leadership in all of the Florida principal domains and competencies
3. To provide candidates opportunities for clinical experiences that supports the need for increased efficiency and effectiveness of those who must maintain and enhance quality elements, and facilitate desirable change in schools.
4. To enhance the knowledge and skills of candidates in practicing and exploring the National Council for the Accreditation of Teacher Educators standards in educational leadership.
5. To assist prospective administrators in recognizing that planning, implementation, and evaluation of needed reforms are highly dependent on efforts by those who have the vision, beliefs, abilities, and energy required to lead others toward shared goals and objectives.

### TASKSTREAM 5940spring2011

All College of Education students are required to purchase and maintain a Taskstream electronic portfolio. Key assignments go into this portfolio that document a student's mastery of standards required for the discipline. The task code for this course is entered without spaces:

5940spring2011

### STANDARDS CROSSWALK

The course emphasizes the participation of the pre-service school administrator in roles which augment instruction . The course will focus on acquiring the knowledge and skills essential to improving instructional programs via exposure to school finance, personnel, required meetings etc. PEU Conceptual Framework Standards are also highlighted above.

Assignments

Behavioral

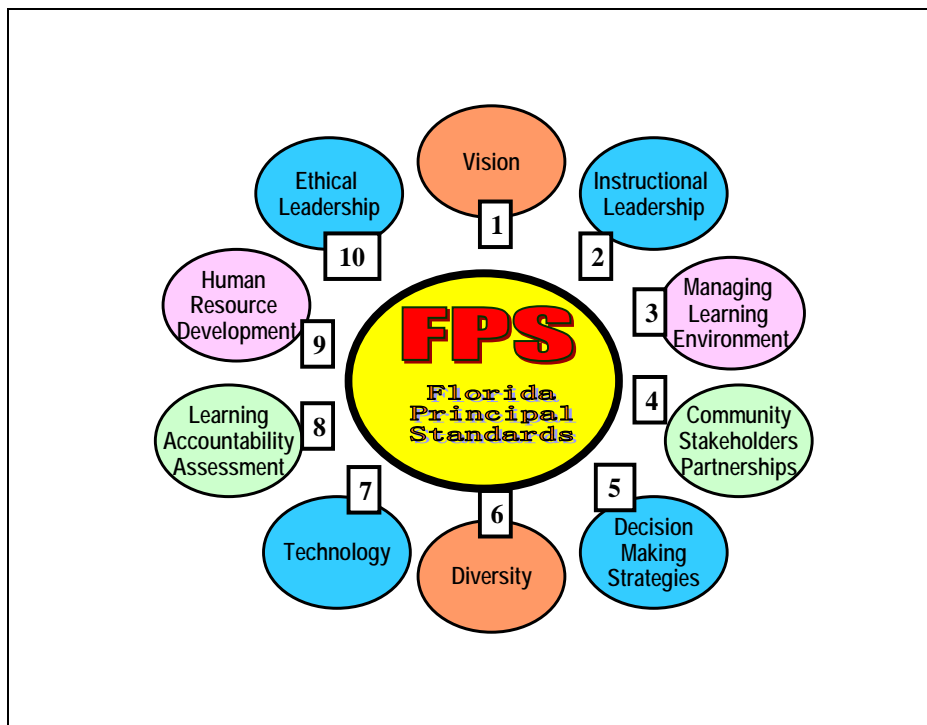
FLS/CecilGolden

FEAPS

FELE substest

	Objectives			Subtest/standards
<b>Pre and post internship questionnaire</b>	1.The candidate will self-assess and identify skills that need strengthening	Vision Decision making strategies	AP 11	n/a
<b>Internship site profile</b>	6. Interns will have the opportunity to test academic knowledge against firsthand experience in administrative settings.	Technology Community stakeholder partnerships,Diversity	AP 1 AP 2 AP 4 AP 5 AP 8	2,13
<b>Article Reviews</b>	The candidate will add to her/his information arsenal by reviewing pertinent literature.	Learning, Accountability and Assessment,	AP 3 AP 4 AP 8	1,4
<b>Site Visit</b>	1,The candidate will be able to perform designated tasks in a high performing, professional manner. 2. The candidate will gain experience maximizing the allocation of resources in an instructional organization.	Managing the Learning Environment, Learning, Accountability and Assessment	AP 1 AP 2 AP 4 AP 5 AP 8	1,2
<b>Site based Action Research</b>	5.The candidate will be offered experiences which encompass both managerial and leadership functions, and which develop an understanding of the importance of both.	Vision,Managing the Learning Environment, Instructional Leadership	AP 1 AP 3 AP 7 AP 11	1,2,3

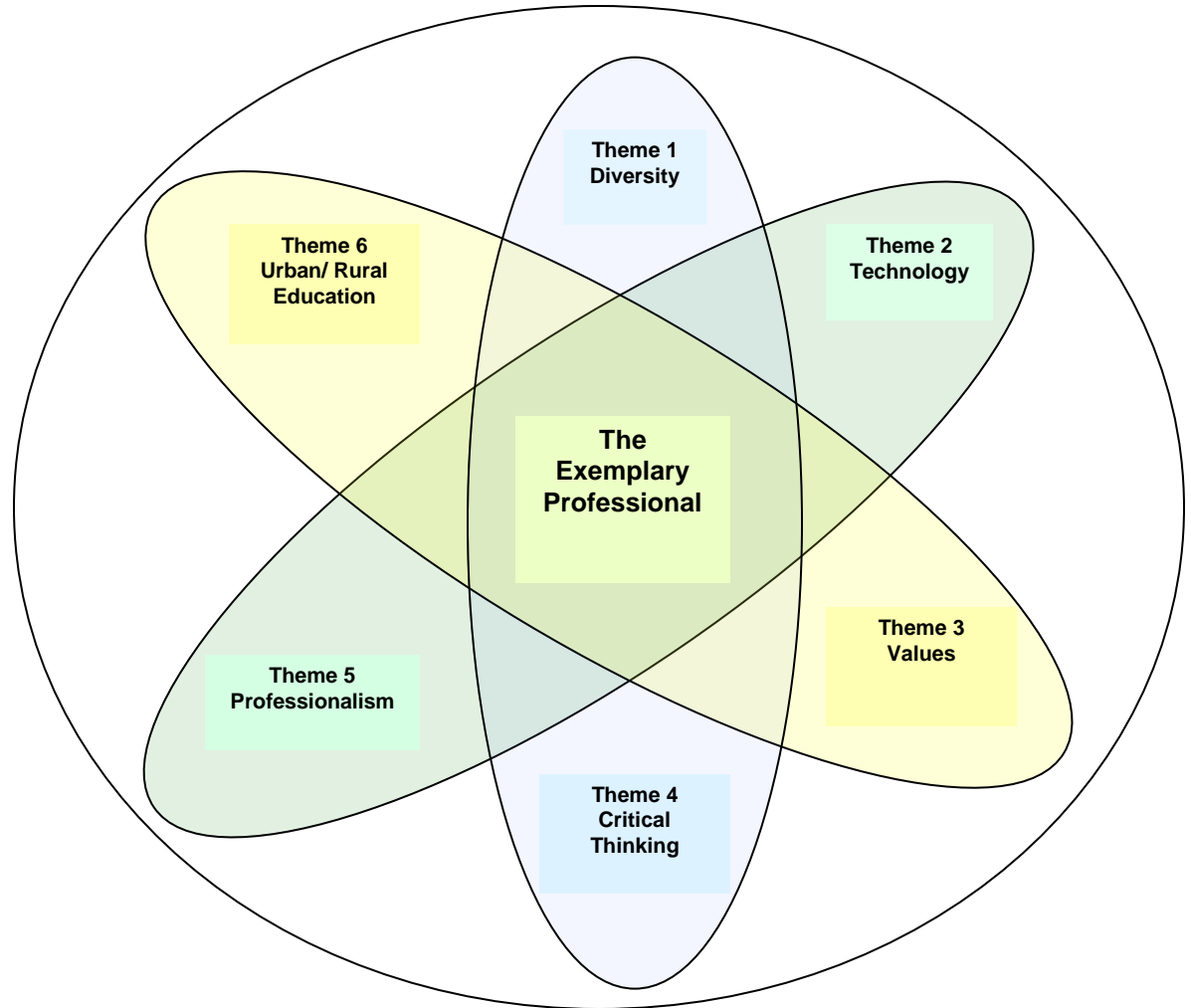
<b>Action Research Paper</b>	7. Identify a school challenge and propose an action research project. 9. Enhance data driven decision making by the use of educational research.	Instructional Leadership, Diversity, Technology	AP 1 AP 2 AP 4 AP 5 AP 8	1,2
<b>Reflective Journal</b>	The candidate will self-assess and identify skills that need strengthening. The competencies encompassed in the Cecil Golden/Florida Leadership Standards will be observed and reflected upon.	Managing the Learning Environment	AP 1 AP 6 AP 11	1,2



*Aka "Cecil Golden" standards in tribute to the legislator who proposed them.*

## Florida A&M University Professional Education Unit Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework



### COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK

Preservice educators who will serve in the role of school based administrators and in various capacities under student personnel services will develop problem solving skills while exhibiting ethical behaviors and a value system reflective of an exemplary professional. The candidates will provide evidence of professionalism while documenting issues of program management and appropriate interventions for English language learners gained through research, the use of technology, discussions, assignments and field experiences in urban and rural settings. Through reflection on various factors that impact the English language learners and their acculturation process, the candidates will apply their knowledge and experiences in planning, implementing, and evaluating curriculum and instruction as well as assessment that promote equal access to appropriate programming leading to academic success.

## DIVERSITY

- *CF 1 Through this focal area, the FAMU professional education candidate will:*

CF: 1.1 (K)	Understand diverse backgrounds of individuals.
CF: 1.2 (S,D)	Acquire the skills & dispositions to understand & support diverse student learning.
CF: 1.3 (S,D)	Accept and foster diversity.
CF: 1.4 (S)	Practice strategies such as: acceptance, tolerance, mediation & resolution.

## EDUCATIONAL TECHNOLOGY

- CF 2** •**Through this focal area, the FAMU professional education candidate will:**

CF: 2.1 (S)	Use of available technology and software to support student learning.
CF: 2.2 (S)	Use technology to manage, evaluate and improve instruction.
CF: 2.3 (K)	Knows fundamental concepts in technology.
CF: 2.4 (K)	Understands fundamental concepts in technology.
CF: 2.5 (S)	Use fundamental concepts in technology.
CF: 2.6 (S,D)	Facilitates access to technology for students
CF: 2.7 (S)	Facilitate the use of technology by students

## VALUES

- CF3** •**Through this focal area, the FAMU professional education candidate will:**

CF: 3.1 (S)	Work with colleagues in a professional manner.
CF: 3.2 (S)	Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.
CF: 3.3 (S,D)	Show respect for varied (groups) talents and perspectives.
CF: 3.4(D)	Be committed to individual excellence.
CF: 3.5(D)	Recognize the importance of peer Relationships in establishing a climate for learning.

## PROBLEM SOLVING

- CF4** •**Through this focal area, the FAMU professional education candidate will:**

CF: 4.1 (K)	Understand a variety of instructional/professional strategies to encourage students' development of critical thinking and performance.
CF: 4.2 (S)	Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance.
CF: 4.3 (D)	Values critical thinking and self-directed learning as habits of mind.
CF: 4.4 (K)	Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.
CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.

## PROFESSIONALISM

- **CF 5 Through this focal area, the FAMU professional education candidate will:**

CF: 5.1 (K)	Know the content
CF: 5.2 (S)	Use the appropriate pedagogy to provide all students with the opportunity to learn.
CF: 5.3 (D)	Demonstrate commitment to professional growth & development.
CF: 5.4 (K,S)	Use major concepts, principles, theories & research related to the development of children.
CF: 5.5 (S)	Construct learning opportunities that support student development & acquisition of knowledge & motivation.
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.
CF: 5.7 (S,D)	Display appropriate code of conduct including dress, language, and respective behavior.

## URBAN/RURAL EDUCATION

- CF6 •Through this focal area, the FAMU professional education candidate will:**

CF: 6.1 (S)	Be able to work in school settings with varied levels of resources.
CF: 6.2 (S,D)	Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.
CF 6.3 (K)	Understand the plight of both rural and urban students.
CF: 6.4 (S)	Communicate effectively with students, parents and the community.

### Academic Learning Compact

n/a

<b>SELECTED POLICY</b> <b>STATEMENTS OF FLORIDA &amp; M</b>
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### Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

### Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct.

### ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of

<b>STUDENT PROFESSIONAL</b> <b>DISPOSITIONS</b>
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disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Students are expected to demonstrate all of the leadership competencies and best practices of highly effective and highly qualified leaders. These include appropriate dress, behavior, courtesy to all in the class, fairness in decision making, cell phones in vibrate or off, respect for all, being on time, and class participation. Students are expected to assist everyone in the environment and to hold confidential all discussions about sites.

### **SPECIFIC BEHAVIORAL OBJECTIVES**

1. The candidate will be able to perform designated tasks in a high performing, professional manner.
2. The candidate will gain experience maximizing the allocation of resources in an instructional organization.
3. The candidate will self-assess and identify skills that need strengthening.
4. The candidate will add to her/his information arsenal by reviewing pertinent literature.
5. The candidate will be offered experiences which encompass both managerial and leadership functions, and which develop an understanding of the importance of both.
6. Interns will have the opportunity to test academic knowledge against firsthand experience in administrative settings.
7. Identify a school challenge and propose an action research project.
8. The competencies encompassed in the Cecil Golden/Florida Leadership Standards will be observed and reflected upon.
9. Enhance data driven decision making by the use of educational research

### **INSTRUCTIONAL DELIVERY STRATEGIES**

Online sessions and research, teamwork and cooperative learning, guest lecturers, field visit, case study scenarios, action research

### **COURSE REQUIREMENTS AND EVALUATION**

#### **Artifact 1**

The Pre Questionnaire must be completed and turned in to the professor during the first day of class (the initial seminar), before the internship experience begins.

**Enter a summary of pertinent facts and concerns of the discussion in the Internship Journal.**

**Artifact 2** The **internship site profile** should introduce the Professor and other potential reviewers to the site selected.

The "introduction" should be from the perspective of the intern. Demographic data and pertinent school-related data should be presented. The format is left up to the individual intern to showcase his/her creativity.

### **Artifact 3 Instructional Leadership**

Choose an article that describes action research. Define action research and indicate some instances where it has been used effectively. Tell us what it is and how it could potentially be useful in your administrative internship environment.

### **Artifact 4 Personnel**

Decide who should be involved in providing the information you wish to obtain for the study. Your sample may represent a particular area of the school or the entire school population of teachers and/or students. Describe the human resources needed for your action research. Whose consent is required? Who will be responsible for what? What suggestions did the on-site administrator have? Submit a one page describing the decisions taken.

### **Article 5: Human Resources**

Candidates must attend at least 3 meetings during the internship including a meeting of the school board, principal or assistant principal meeting, a professional meeting, and/or a Parent Teacher meeting (PTO, PTA, or School Advisory Council). Choose one that relates to an aspect of school or district finance and report the results. Refer to the Student Internship Administrative Handbook for the template on page 46.

### **Article 6: Action Research**

Reflect on the data and seek to understand *what* and *why*. *Examine the outcome by asking questions; is this what I expected? Why did the outcome turn out the way it did?*

## **INTERPRET AND APPLY FINDINGS**

After analyzing the findings, give meaning to the data by using your impressions to take the next steps. Apply the findings by developing alternative procedures and new solutions to improve the situation. Design a plan of action to resolve the issue at the school/institution.

## **REPORTING THE FINDINGS**

**Write a 6 to 10 typed page report to submit to your University Professor and your Site Supervisor.** Write a one (1) page introduction describing the school, the situation, and your interest in the topic. Explain why this situation is an issue at the school. In following the steps listed above, write at least a half (½) page to specifically define the problem. Write two (2) to three (3) pages to include your design, sample selection, and measures. Your instrument(s) must be included in the appendices. Write two (2) to three (3) pages to analyze the data including charts and graphs as appropriate. Include two (2) to three (3) pages for the interpretation and application of the findings.

## **ARTICLE 7: Summary**

SUBMIT A BRIEF (1-3 PAGES) SUMMARY OF YOUR INTERNSHIP EXPERIENCE AS OUTLINED IN THE STUDENT ADMINISTRATIVE INTERNSHIP HANDBOOK.

- Administrative Documents
  - Candidates Pre and Post Internship Questionnaire
  - Candidate’s Curriculum Vitae
  - Internship Data Sheet
  - Working Agreement (contract) with Site Administrator/Principal
  - Internship Activity Schedule
  - Dated Participation Log
  - Supervising Administrator’s Evaluation Form
  - College Supervisor Review Form
- Activities of the Internship and Corresponding Format
  - Activity #1: Standard Based Self-Inventory and Self Improvement Action Plan P/F
  - Activity #2: Shadowing Activity P/F
  - Activity #3: Reflective Diary 50 pts.
  - Activity #4: Reflective Action Logs 50 pts.
  - Activity #5: Site Based Action Research 250 pts.
  - Activity #6: Articles and Commentaries 300 pts
  - Activity #7: Meetings Attended 150 pts.
  - Activity #8: Site Visit 100 pts
  - Activity #9: Reflective Summary of Benefits Obtained from the Internship 100 pts

**GRADING**

**SCALE: A=90-100 B=80-89 C=70-70 D=60-69 F-below 60**

**A C grade for a graduate student is unacceptable and requires the repeat of the course. Only 2 C grades are allowed in the degree program.**

**Either a numerical grade is awarded or the task performance is evaluated according to the FAMU system described below:**

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable

performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "A" products and assigned a numerical score in the range of 90-100.

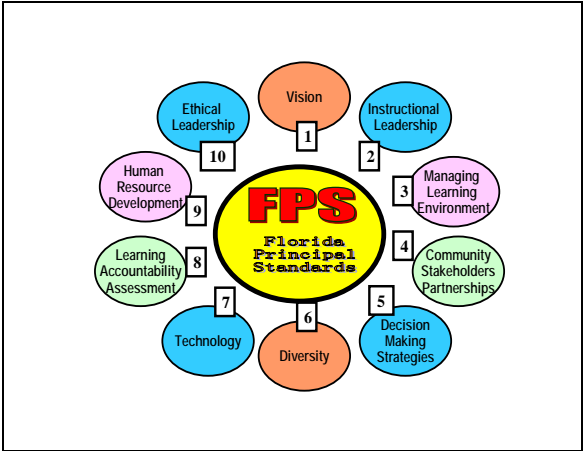
**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "B" products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "C" products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "U" products and assigned a numerical score in the range of 60-69.

<b>Assignments</b>	<b>Behavioral Objectives</b>	<b>FLS/CecilGolden</b>	<b>FEAPS</b>	<b>FELE subtest Subtest/standards</b>
<b>Pre and post internship questionnaire</b>	1.The candidate will self-assess and identify skills that need strengthening	Vision Decision making strategies	AP 11	n/a
<b>Internship site profile</b>	6. Interns will have the opportunity to test academic knowledge against firsthand experience in administrative settings.	Technology Community stakeholder partnerships,Diversity	AP 1 AP 2 AP 4 AP 5 AP 8	2,13
<b>Article Reviews</b>	The candidate will add to her/his information arsenal by reviewing pertinent literature.	Learning, Accountability and Assessment,	AP 3 AP 4 AP 8	1,4
<b>Site Visit</b>	1,The candidate will be able to perform designated tasks in a high performing, professional manner. 2. The candidate will gain experience maximizing the allocation of resources in an instructional organization.	Managing the Learning Environment, Learning, Accountability and Assessment	AP 1 AP 2 AP 4 AP 5 AP 8	1,2
<b>Site based Action Research</b>	5.The candidate will be offered experiences which encompass both managerial and leadership	Vision,Managing the Learning Environment, Instructional Leadership	AP 1 AP 3 AP 7 AP 11	1,2,3

	functions, and which develop an understanding of the importance of both.			
<b>Action Research Paper</b>	7. Identify a school challenge and propose an action research project. 9. Enhance data driven decision making by the use of educational research.	Instructional Leadership, Diversity, Technology	AP 1 AP 2 AP 4 AP 5 AP 8	1,2
<b>Reflective Journal</b>	The candidate will self-assess and identify skills that need strengthening. . The competencies encompassed in the Cecil Golden/Florida Leadership Standards will be observed and reflected upon.	Managing the Learning Environment	AP 1 AP 6 AP 11	1,2



## STANDARDS REFERRED TO IN COURSE

FLORIDA EDUCATORS ACCOMPLISHED PRACTICES- PRE-PROFESSIONAL (FEAPS)	
COMPETENCY	EXPECTATIONS
<p><b>5. DIVERSITY</b> The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.</p>	<p>The candidate establishes a comfortable environment which accepts and fosters diversity. The candidate creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation. Candidate uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.</p>
<p><b>10. PLANNING</b> Recognizes the importance of setting high expectations <u>for all students</u>, and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate sources including feedback, interpreting the information, and modifying his/her plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources <u>for providing comprehensible instruction for all students</u>. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.</p>	<p>The candidate using varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the candidate continuously refines outcome assessment and learning experiences.</p>
<p><b>11. THE ROLE OF THE TEACHER</b> The preprofessional communicates and works cooperatively with families and colleagues to improve the educational experiences at the school .</p>	<p>The candidate's work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. The candidate varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p>

### NCATE PROGRAM STANDARDS

(✓) APPLIED TO EDA 5940

<p><b>Standard 7.0: Internship.</b> The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>	
<p><b>7.1 Substantial</b></p>	<p>a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. the experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff,</p>

	<p>students, parents, and community leaders.</p> <p>b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.</p>
<b>7.2 Sustained</b>	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
<b>7.3 Standards-based</b>	<p>a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.</p> <p>b. Experiences are designed to accommodate candidates’ individual needs.</p>
<b>7.4 Real Settings</b>	<p>a. Candidates’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.</p> <p>b. Candidates’ experiences include work with appropriate community organizations such as social service groups and local businesses.</p>
<b>7.5 Planned and Guided Cooperatively</b>	<p>a. Candidates’ experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.</p> <p>b. Mentors are provided training to guide the candidate during the intern experience.</p>
<b>7.6 Credit</b>	a. Candidates earn graduate credit for their intern experience.
<p><b>Standard 7.0 Narrative Explanation:</b> This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.</p> <p><b>Note: Length Equivalency:</b> The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates’ opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).</p> <p><b>Examples of Promising Practices for Candidate Performance Activities:</b>  Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship. Candidates are required to maintain a daily reflection journal throughout the time of the internship. Candidates are required to meet on a regular basis throughout the internship with a team of “critical friends” to discuss the achievement of the goals in their self-improvement plan. Additional activities can be found beginning on page 25 of the <i>Instructions to Implement Standards for Advanced Programs in Educational Leadership</i> document.</p>	

**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION SUBTESTS**

**SUBTEST I: INSTRUCTIONAL LEADERSHIP**



**1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process**

- (1) Given a scenario, assess the curriculum and schoolwide professional development needs of an instructional program.
- (2) Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
- (3) Given a school data set, determine an appropriate instructional improvement strategy.
- (4) Identify functions and implications of various curriculum designs.
- (5) Given grade-level data on reading, identify strategies to align curriculum, instruction, and assessment.

**4. Knowledge of instructional leadership standards as related to instructional design, teaching, and learning.**

- (1) Given a taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.
- (2) Identify age-appropriate learning strategies based on principles of human growth and development.
- (3) Identify practices for evaluating the appropriateness of instructional strategies.
- (4) Identify practices for evaluating the appropriateness of instructional materials.

**SUBTEST 2: OPERATIONAL LEADERSHIP**

**3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff.**

- (1) Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.
- (2) Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).
- (3) Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, Americans with Disability Act).

**5. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees.**

- (1) Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).
- (2) Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statute (e.g., dismissal, suspension, demotion, reinstatement).

**10. Knowledge of ethical leadership standard as related to ethical conduct.**

- (1) Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude; gross insubordination; misconduct in office; neglect of obligations to student, public, school personnel).

**13. Knowledge of decision-making strategies standard as related to change.**

- (1) Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).
- (2) Select examples of organizational conditions or leadership actions that create positive attitudes toward change.

### **SUBTEST 3: SCHOOL LEADERSHIP**

#### **1. Knowledge of community and stakeholder partnership standard as related to community relations.**

- (1) Select strategies to promote community cooperation and partnerships.

#### **6. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities.**

- (1) Given the student-parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e., notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

#### **7. Knowledge of vision standard that works to relate State standards, the needs of the students, the community, and the goals of the school.**

- (1) Identify effective strategies for communicating relevant information about State standards, student needs, community needs and the goals of the school to appropriate stakeholders.
- (2) Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.
- (3) Identify practices and implications of effective communication and interpersonal relationships.

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Rubric 1

**5940 Internship Protocols  
Spring 2011**



	<b>Favorable</b>	<b>Acceptable</b>	<b>Marginal</b>	<b>Unacceptable , does not meet criteria</b>	<b>Score / Level</b>
Pre- Internship Identification of a suitable administrator to interview on the macro business level	The student researches and approaches via letter and/or email an appropriate administrator fulfilling the school business manager role at a district or macro level (i.e. in charge of elementary, middle or high schools).The student provides the administrator with a resume and/or evidence of the intent of the assignment.	The student transmits a letter to the school business manager requesting a meeting.	The student makes contact with an administrator but does so informally (i.e. "dropping by" the interviewee's office without a letter of follow up.	The student procrastinates and does not choose an appropriate administrator.	
Pre-Internship Arrangement of a mutually convenient time to meet and discuss internship	Documents the meeting time via email after arranging a time to meet either on the phone, via email or in person.	The student arranges a mutually convenient meeting time and place with the designated administrator by phone.	The students arranges a time without regard to the administrator's convenience	The student does not follow up with the administrator to determine a suitable meeting time.	
Internship: Duties	The student goes beyond the usually identified	The student works in tandem with	The student is passive about the assigned	The student appears lackadaisical	

	areas and inserts several of his/her own suggestions for input and outcome.	the administrator to identify at least-2-3 areas the student will be assigned.	duties and offers little if any input.	or challenges inappropriately the assigned duties.
Internship: Execution	The student routinely arrives at the internship early or on time, is generally enthusiastic and produces the expected outcomes on time. The student presents self in a professional manner .Outcomes routinely exceed expectations.	The student is timely and produces expected outcomes on time. Outcomes meet expectations.	The student is sometimes tardy and may not produce expected outcomes on time.	The student is not timely and is unprepared when assignments or tasks are due. The student does not present self as a professional.
Internship :Dispositions	The student communicates well with the on site administrator and FAMU , and develops collegial relationships. The student is open to criticism and feedback concerning his/her performance.	The student routinely communicates with the on-site administrator and the FAMU supervisor. The student shows concern about the assignments, outcomes and the perception of his/her dispositions..	The student attempts to communicate with the administrator but is weak on follow through, seems unconcerned about the quality of the outcomes and is mute regarding criticism.	The student neglects to communicate with the administrator, does not produce outcomes or take criticism well and/or may not present a consistent professional appearance. in the assignment required.



Rubric 3

**ARTICLE REVIEW TEMPLATE**

Please use the template below to reviews your first article for EDA 5940. Aim for *rich description* rather than brevity. Use separate sheets. Submit to dropbox by 8 p.m. on the date assigned/Bring a hard copy to next class.

Name \_\_\_\_\_

Date: \_\_\_\_\_

1. Title of Article in APA format
2. What influenced you to read about this particular topic?
3. How did you retrieve this article?(source? If online, indicate webpage)
4. What do you know about the author(s) of the article?(i.e. degrees, background, accomplishments, related articles in this field)
5. Based on what you've learned this semester about yourself and the terrain of leadership, what areas need further development?
6. How does this article address the above area of need?
7. Summarize the article emphasizing its intent, research questions and recommendations.
8. Does the article have a scholarly tone? Compare the written style of the article to your own writing style. Indicate similarities and differences.
9. Should this article be included in future course readings for EDA 5940? Why or why not?
10. What did you personally learn from this article and the review assignment?





	indicators of performance. (90–100 %)	indicators of performance. (89-80%)	indicators of performance. (79-70%)	demonstrates indicators of performance. (60-69%)
<b>Professional Practice: The Other Professional Educator Candidate demonstrates professional practice</b> (Please use a ✓ to indicate level of performance.)				<b>Outcome</b>
				F (4)    A (3)    M (2)    U (1)
<ul style="list-style-type: none"> <li>is curious, willing to experiment with new ideas and techniques, and is receptive to change.</li> <li>analyzes and evaluates concepts and clinical practices.</li> <li>experiments, evaluates, and initiates innovative practices.</li> <li>demonstrates a willingness to review and analyze research and/or conduct research on his/her own.</li> <li>recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.</li> <li>is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.</li> <li>continually deepens knowledge of practice and student learning.</li> <li>understands the roles of assessment, including the roles of standards and outcomes in assessment.</li> </ul>				
<b>Criteria for rating</b>	<b>Favorable 4</b>	<b>Acceptable 3</b>	<b>Marginal 2</b>	<b>Unacceptable 1</b>
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance. (60-69%)
<b>Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking</b> (Please use a ✓ to indicate level of performance.)				<b>Outcome</b>
				F (4)    A (3)    M (2)    U (1)
<ul style="list-style-type: none"> <li>critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.</li> <li>thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.</li> <li>thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.</li> <li>conducts self assessment through reflection in problem solving.</li> </ul>				

