

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

School of Education

Department of Educational Leadership and Cultural Foundations

ELC 790: INTERNSHIP IN EDUCATIONAL LEADERSHIP

Course Syllabus: Summer 2005

3 credits; Prerequisite: Minimum 24 credit hours beyond the master's

1. For Whom Planned: Required course in the Ed.D. program in educational leadership.

2. Instructor Information: Dr. Carolyn Riehl, 242 Curry Building, 336-334-3492, cjriehl@uncg.edu, office hours by appointment.

3. Course Purpose/Catalog Description:

Catalog Description:

Directed year-long internship in an appropriate educational administration field-based setting. Supervision shared by department faculty and field-based mentors. (Graded on S-U basis)

4. Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

5. Course Goals and/or Objectives/Student Learning Outcomes:

In this course, students will engage in and reflect upon a variety of experiences that will be designed to strengthen their knowledge, skills, and dispositions in their current educational leadership positions, and to help prepare them to move into new leadership positions, especially at the district, state, or federal levels of administration and policy, at private foundations, or in other settings. Specific objectives will be developed with the cohort's students in mind.

6. Teaching Strategies: Students have direct experiences of a leadership nature in current job positions and working with others in other positions. They reflect together and with instructor on these experiences via class discussions, individual meetings with the instructor, and online discussion forums and peer exchanges.

7. Evaluation Methods and Guidelines for Assignments:

A grade of "S" will be given for students who complete all assignments and expectations promptly and with a serious level of care and reflection.

8. Required Text(s)/Readings/References:

Readings will be customized for each student (or group of students working together on a project). A core resource will be:

Johnson, Susan Moore. (1996). *Leading to change: The challenge of the new superintendency*. San Francisco: Jossey-Bass.

9. Topical Outline: Activities change each semester of internship. During this term, students will engage in the following activities:

- a. Work in teams to plan and lead workgroups at the Guilford County School Leadership Institute for school administrators, June 16-17. Meet with instructor to debrief this activity and discuss effective strategies for administrator professional development.
- b. Work with instructor to prepare written comprehensive exam responses and dissertation proposals.
- c. Meet with peer students in two group meetings, one for administrators currently serving at the building level and one for administrators serving at the central office level, to discuss personal and organizational challenges and opportunities.
- d. Work in small groups on the following developmental topics (identified through reflections by each student on current and anticipated career interests and personal developmental needs):

Group A: staff recruitment and hiring practices; working effectively at higher levels of the district organization; facilitating teamwork; delegating responsibility and authority

Group B: listening skills, interpersonal leadership and motivation skills

Group C: effective models for adult learning, coaching strategies, professional development with teachers and new principals

Group D: maintaining balance in personal and professional life; developing a more articulate and powerful voice within the work context and upwards in the policy context

Each student will participate as a team member in one group and as a “critical friend” in another group. Group activities will include the following:

- Each person will shadow and interview one individual known for doing this very well
- Each person will find and read two significant written (or web) resources on the subject
- Team meets to pool information and resources and to develop an action packet of ideas and strategies for the cohort
- Team meets with critical friends to review material; revises material
- Team presents action pack to whole group

10. Other Information:

Academic Integrity Policy

Students are expected to adhere to the UNCG Academic Integrity Policy regarding cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. The policy is based on the core values of honesty, trust, fairness, respect, and responsibility. The full policy can be read on the UNCG website at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

11. Recommended Text(s) and/or Readings: Recommended readings will be developed for each work team.

12. Alignment with State and National Standards:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 691
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.	X
3. Climate: Graduates are educational leaders who have 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 climate.	X
4. Community: Graduates are educational leaders who have 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.	X
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.	X
6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.	X
7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing 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.	X

UNCG Teachers Academy Conceptual Framework

