FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Educational Leadership Program

SYLLABUS

Course Title: Field-Based Internship
Course Number: EDUC 6714/EDUC 6720/EDUC 6721/EDUC 6722
Location/Day/Time:
Instructor:
Phone:
Email:

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

Based on our program, which is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the New Jersey Professional Standards for School Leaders (NJPSSL), the Educational Leadership Program at Fairleigh Dickinson University is based on the following claims:

We believe our graduates are:

1. **Qualified to serve as educational leaders.** We believe that the graduates of FDU’S Educational Leadership Program will demonstrate competence and understanding of the central concepts of educational leadership and meet the New Jersey licensure requirements for supervisors and principals [ISLLC (NJPSSL) I-VI; Teacher Education Accreditation Council (TEAC) Quality Principle 1.1, Professional Knowledge].

2. **Competent in decision making as educational leaders.** We believe our graduates have acquired the knowledge, skills, and dispositions as educational leaders who are able to articulate a vision and employ effective decision-making techniques in support of schools’ goals and mission [ISLLC (NJPSSL) I-V; TEAC Quality Principle 1.2, Strategic Decision Making].

3. **Caring educational leaders.** We believe our graduates have acquired the leadership knowledge, skills and dispositions to meet the needs of their students and members
of the learning community and to promote the success of all students [ISLLC (NJPSSL) I-VI; TEAC Quality Principle 1.3, Caring Leadership].

These claims about our candidates’ learning are directly linked to the Teacher Education Accreditation Council (TEAC) Quality Principle I, which as noted above is aligned with the ISLLC (NJPSSL) Standards.

**Cross-cutting Themes**

Across each of these claims, the Educational Leadership Program also infuses throughout its program three cross-cutting themes: technological competence, multicultural perspectives and learning-to-learn. The educational leadership faculty promotes the following cross-cutting themes:

- Educational leaders are technologically competent and know how to use today’s technology to enhance the educational process.
- Educational leaders embrace multicultural perspectives, are sensitive to the needs of a diverse population, and endorse and encourage teaching that promotes the success of all students.
- Educational leaders are committed to learning-to-learn, can think critically, conduct research, self assess for professional growth and work collegially and collaboratively with all members of the school community.

We believe that by infusing these themes into all courses our candidates become educational leaders who are technologically competent, aware of multicultural perspectives and have the skills, knowledge and dispositions to continually learn. We believe that these themes and the way we have defined them are consistent with the ISLLC (NJPSSL) standards, and therefore, TEAC Quality Principle I.

Our claims, along with the infusion of the cross-cutting themes throughout the program, demonstrate our commitment to developing quality educational leaders who have the knowledge, skills and dispositions they will need to lead schools that focus on all students being successful learners.

**COURSE DESCRIPTION**

EDUC 6720, EDUC 6721, and EDUC 6722 represent a three (3) course sequence that attempts to integrate into a structured practicum or internship experience the various theories, concepts, dispositions, standards, and understandings introduced and developed in the student’s formal course work.

The Field-Based Internships provide students with the opportunity to apply, over the course of a complete year and under the guidance of a certified school administrator, the theoretical knowledge and skills acquired during graduate study to an educational/institutional setting. This approach relies on a strong conceptual base of knowledge and understanding of professional practices. The shared resources of the
field settings will enable students to participate in a closely supervised experience involving the intern, cooperating administrator, and course professor.

**PURPOSE, GOALS, AND OBJECTIVES**

The goal of the internships is to provide the intern with an opportunity to apply the theoretical knowledge and skills acquired during graduate study within the formal and informal organizational structures of a public school. To attain this goal, the student will demonstrate proficiency in the following knowledge and skills domains:

I. Visionary Planning
II. Building Leadership Capacity
III. Communications and Public Relations
IV. Curriculum Development
V. Supervision of Instruction
VI. Professional Development
VII. Program Assessment
VIII. Co-Curricular and Athletics – Program Development, Implementation and Evaluation
IX. Policies, Procedures, and Legal Issues
X. Budget and Resource Allocation
XI. Facilities
XII. Supervision of Non-Instructional Personnel

Interns must complete a log of their activities, each of which is signed by the mentor who guided the intern through that specific activity. Logs are submitted according to a schedule established by FBIP coordinator. Other assignments such as reflection papers and hourly accrual updates may also be added. The list of all assignments, rubrics, and required tasks can be found in the Internship Handbook.

**New Jersey Professional Standards for School Leaders**

All work in this course relates to the Interstate School Leaders Licensure Consortium (ISLLC) Standards, which have been adopted by New Jersey as their professional standards for school leaders (New Jersey Professional Standards for School Leaders - NJPSSL). The specific standards and their components that relate to this course may be found on the Internet at:

http://www.state.nj.us/njded/profdev/profstand/

The New Jersey Core Curriculum Content Standards (NJCCCS), which are integral to the curricula developed for school in New Jersey, are available on the Internet at: http://www.state.nj.us/njded/cccs/

The school of Education at Fairleigh Dickinson University is an active partner with the New Jersey Department of Education in aligning professional practice with the NJ Professional Standards for Teachers and School Leaders through its leadership courses.

The NJ Core Curriculum Content Standards (NJCCCS) are an essential part of the process of educational leadership and are utilized as an important element in the development of school leaders.
Course Objectives

As a result of this course and the internship experience, each student will demonstrate that he or she has:

1. Gained insight and experience working with staff, students, community members and students to develop a shared vision of the school and its goals.
2. Learned how to foster and/or develop a positive school climate, initiative and innovation by involving students, staff and parents in the school decision-making processes.
3. Worked with their mentor to communicate with all school constituencies to explain school and district goals, develop crisis management strategies, formulate conflict resolution and safety procedures to gain community support.
4. Became involved in curriculum design and assessment, and the development of instructional strategies to improve the teaching-learning experiences within the school.
5. Gained insights into the hiring, supervising, and evaluating the performance of instructional staff and non-instructional staff.
6. Worked with their mentor and school staff to provide appropriate staff development in support of school and district instructional goals and monitored the assessment of the efficacy of such activities.
7. Became involved with the host-school staff to assess programs using test data, authentic assessments, parent and student survey data, and staff meetings.
8. Assisted in the development, implementation, and/or monitoring of co-curricular activities.
9. Participated in school and/or district policy decisions.
10. Assisted in the development of budget planning/development and allocation.
11. Learned how to manage a school facility to foster the day-to-day activities of the students and staff. Such experiences should including addressing immediate and long-term strategies for facilities maintenance and improvement.
12. Developed insights and skills related to the supervision of maintenance, custodial, food service, and other support personnel.
13. Participated in other administrative activities as deemed appropriate by the Educational Leadership Department or the school administration.

COURSE SCHEDULE
The class will meet on the following Thursdays in the Instructional Resource Center (IRC), 3rd floor of Bancroft Hall, at 4:30 on the following dates:

9/14  10/1  10/15  10/29  11/19  12/3  12/17

FBIP Website - Webcampus at:

http://webcampus.fdu.edu

COURSE MATERIALS AND RESOURCES


2. Internship Log Forms (download from the FBIP website)
3. Daily access to email
4. Daily access to WebCampus
5. Daily access to the Internet

COURSE POLICY AND EXPECTATIONS

See the current Internship Handbook for complete details (may be downloaded from the FBIP website)

WRITTEN ASSIGNMENTS:

Policy

- The reflection papers must be typed (or keyed–in) and double-spaced, and submitted electronically through Blackboard. Work which is submitted electronically should be in MS Word or a compatible format. **DO NOT SUBMIT A PREVIOUSLY SUBMITTED REFLECTION PAPER.**
- All work submitted should original and well written. It must be carefully proofread; errors should be corrected and then the document should be proofread again. Do not rely on spelling- and grammar-checking programs. Any errors will be reflected in the student’s grade.
- Each assignment should include the following information at the top of the paper: name, date, course name and number, title of paper or assignment. That information should also be reflected in the file name when submitting the assignment electronically; for example:
  <Yourlastname EDUC 67xx Reflection Paper 1 Fall 09>
- All assignments are expected to be submitted on time. Any late submissions will be reflected in the student’s grade. Assignments submitted more than four (4) days late will not be graded.
USE OF APA STYLE

The SOE uses the American Psychological Association (APA) Style Manual for formatting written submissions. It is expected that students will use APA style in all papers that require citing references and/or conducting research. We encourage all students to obtain a copy of the current manual; it is available for purchase in the FDU bookstore or online at www.amazon.com or www.barnesandnoble.com.

APA Resources:

http://www.apastyle.org/
http://alpha.fdu.edu/%7Ecohen/citing.htm

APA “Crib” Sheet: http://www.wooster.edu/psychology/apa-crib.html#Abbrev

PLAGIARISM

Papers submitted in fulfillment of FBIP assignment may be submitted to Turnitin.com, a service that detects plagiarism on student papers. If your paper is submitted to Turnitin.com, it will be stored by Turnitin.com in their database as long as their service remains in existence. If you notified me at the start of the semester that you object to the storage of your paper on Turnitin.com, I will utilize other services and techniques to check your work for plagiarism.

STUDENT ASSESSMENT AND EVALUATION (GRADING POLICY)

See the current Internship Handbook for complete details (may be downloaded from the FBIP website)

COURSE OUTLINE

See the current Internship Handbook and/or the course Blackboard shell for complete details (may be downloaded from the FBIP website)

ASSIGNMENTS/ PERFORMANCE TASKS

REFLECTION PAPERS
Students will submit a series of six (6) reflections papers, each addressing a specific ISLLC standard. The 2-page (maximum) paper will synthesize the student’s understanding of each standard as it applies to the role of the school administrator—principal/vice principal/assistant principal—in his or her current (Fall, 2009) assignment. The analysis will draw on specific issues, situations, and challenges facing the school leader along with strategies for addressing the issue. (20 pts. each)

Due dates: (PAPERS ARE DUE BY 4:00 PM ON THE DUE DATE)

1. Standard 1 Vision of Learning 10/1
2. Standard 2 School Culture 10/15
4. Standard 4 Community 11/19
5. Standard 5 Integrity Fairness and Ethics 12/3

Each paper must be submitted electronically in the required format by the due date or a substantial penalty will be assessed. (See Written Assignments – Policy above.)

ACTION RESEARCH PROJECT

Students will develop and implement an action research project. (4-page maximum) The following format will be used:

1. Identify a problem or issue.
2. Identify those constituencies involved.
3. Identify possible strategies for addressing the problem; include potential consequences for each, resources required, and possible constraints.
4. Select a strategy.
5. Implement strategy.
6. Evaluate outcome(s).
7. Propose modifications.

(40 points - 5 pts. for each step and 5 points for quality of writing.)

DUE DATE: 12/3 MUST BE SUBMITTED ELECTRONICALLY THROUGH BLACKBOARD

INTERNSHIP LOGS

Student will maintain an accurate log of internship activities using the Internship Log Template included in the Internship Handbook. The logs are to be completed
electronically along with a hard copy that includes the mentor’s signature initials. All logs must be submitted electronically through Blackboard by 12/17/09. (40 points)

**INTERNSHIP EVALUATION FORMS**

Each student will submit **two (2) Internship Evaluation Forms**—one completed by the mentor and one completed by the student (self-evaluation). The forms are to be submitted in the postage-paid envelope by 12/17/09. It is the responsibility of the student to ensure that the mentor submits the form by the required date. Each evaluation form and envelope should be labeled either “MENTOR” OR “INTERN.” (40 points/20 points each)

**UNIVERSITY, SCHOOL OF EDUCATION, AND INSTRUCTOR POLICIES**:  

**Attendance** –

Students are required to attend the class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual Instructors may include class participation in the determination of the final grade. Each instructor will announce his/ her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in the grade determination. (FDU, 2002, p.13)

The School of Education’s Policy Committee recommends the following for attendance:

1. Attendance is required in all our classes.
2. 3 absences, grade drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class.

* Because of the field-based aspect of the FBIP the above policy may not have other implications dependent upon specific circumstances.

**Academic Integrity** –

Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the students in his or her ability to learn and perform, and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p.5)

Students enrolled at FDU are expected to maintain the highest standard of academic honest. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then if
necessary, the department chairperson or the academic dean of their college. Course instructors have the added responsibility to state in advance in their syllabi and special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p.15)

**Students Academic Services -**

The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinated, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

If special accommodations are required, contact the Dean of Students as early in the semester as possible so that appropriate arrangement can be made.

**Policy on course completion -**

In order to maintain a matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p.14)

A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p.14) Please see Student FDU Handbook for specific details.

**Student responsibilities regarding fulfilling course requirement**-

It is expected that students enrolled in course and programs in the FDU OSE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and / or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the students to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

**References**


NJPSSL/ISLLC STANDARDS

Standard I
A school administrator is an educational leader who promotes the success of all students by facilitating the developmental, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge:
The administrator has knowledge and understanding of:
- Systems theory
- Effective communication
- Effective consensus – building and negotiation skills

Dispositions:
The administrator believes in, values and is committed to:
- A school vision of high standards of learning
- The inclusion of all members of the school community
- A willingness to continuously examine one’s own assumptions, beliefs and practices
- Doing the work required for high level of personal and organization performance

Standard II
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, sustaining a school culture and instructional program conductive to student learning and staff professional growth.

Knowledge:
The administrator has knowledge and understanding of:
- Applied motivational theories
- The change process for systems, organizations and individual
- School cultures

Dispositions:
The administrator believes in, values and is committed to:
- Life long learning for self and others
- The benefits that diversity brings to the school community
- A safe and supportive learning environment

Standard III
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

University Division of Student Affairs.
Knowledge:
The administrator has knowledge and understanding of:
- Theories and models of organizations and the principles of organizational development
- Human resources management and development

Dispositions:
The administrator believes in, values and is committed to:
- Involving stakeholders in management processes

\[\text{Standard IV}\]
A school administrator is an educational leader who promotes the success of all by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Knowledge:
The administrator has knowledge and understanding of:
- The condition and dynamics of the diverse school community
- Successful models of school, family, business, community, government and higher education partnerships

Dispositions:
The administrator believes in, values and is committed to:
- Schools operating as an internal part of the larger community
- Collaboration and communication with families
- The proposition that diversity enriches the school
- An informed public

\[\text{Standard V}\]
A school administrator is an educational leader who promotes the success of all by acting with integrity, fairness, and is an ethical manner.

Knowledge:
The administrator has knowledge and understanding of:
- Various ethical frameworks and perspectives on ethics
- Professional codes of ethics

Dispositions:
The administrator believes in, values and is committed to:
- Bringing ethical principles to the decision making process
- Using the influence of one’s office constructively and productively in the service of all students and their families
- Development of a caring school community

\[\text{Standard VI}\]
A school administrator is an educational leader who promotes the success of all by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
Knowledge:
The administrator has knowledge and understanding of:
  - The political, social, cultural and economic systems and processes that impact schools

Dispositions:
The administrator believes in, values and is committed to:
  - Recognizing a variety of ideas, values and cultures
  - Importance of continuing dialogue with other decision makers affecting education