EDU 687: INTERNSHIP IN THE SUPERINTENDENCY

2008-2009

Instructor: Jody Capelluti
Mailing Address: USM, 221 Bailey Hall, Gorham, ME 04038
Tel: 780-5077 or Kat Schorr at 780-5400
E-Mail: jodyc@usm.maine.edu

I. OVERVIEW OF THE COURSE

This course is designed to immerse the student in the everyday tasks of the school superintendent. Students will be expected to document 325 hours of administrative activities during their internship experience. Students can intern in their own school districts or in neighboring districts. The internship is designed to encourage reflective practice, and students will be required to keep journals of their experiences and to share their experiences with their student colleagues during class meetings.

In the early stage of the internship, the interns and their mentoring administrators will identify specific problems, issues or initiatives in their internship sites that need to be addressed, and these problems/issues/initiatives will become the focus of applied research projects. Students will be expected to produce written papers in which they record and document their work on these projects.

II. COURSE GOALS/TOPICS/OUTCOMES

The internship experience will mirror the six standards developed for administrators through ISLLC (Interstate School Leadership Licensing Consortium) as applied to the role of the Superintendent of Schools. The ISLLC standards are as follows:

**Standard 1**
A school administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

**Standard 2**
A school administrator is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3
A school administrator is an educational leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4
A school administrator is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5
A school administrator is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
A. Ensure a system of accountability for every student’s academic and social success
B. Model principals of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6**

A school administrator is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**Functions:**
A. Advocate for children, families, and caregivers  
B. Act to influence local, district, state, and national decisions affecting student learning  
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Specific tasks and activities in the internship should involve the following administrative roles and responsibilities in the process of fulfilling the six standards:

1. The budget planning process for a school system.  
2. Fiscal management for the school system as determined by local, state, and federal law.  
3. Knowledge of personnel management issues (i.e., comprehensive contracts, employee relations and collective bargaining, including cultural differences and discriminatory and nondiscriminatory hiring practices etc.)  
4. School construction process.  
5. Scheduling and coordination of school system transportation.  
6. School systems recordkeeping process and the procedures for completing state reports.  
7. Preparation, participation, and follow-up of school board meetings.  
8. School and community relations.  
9. Program planning and evaluation.  
11. Legal issues in education.  
12. Leadership & decision making.  
14. Long range planning.  
15. School food services program.  
16. Evaluation/supervision procedures of the school system.  
17. Direction of professional development, curriculum & instructional strategies.

The intern is not expected to devote equal amounts of time to all areas. The specific areas of study will be determined by the intern and instructor based on the intern’s previous experience and knowledge.

The course instructor will visit each internship site, meet with the mentoring administrator, and be available to interns and mentors during the course of the internship experience.

**III. COURSE REQUIREMENTS**
1. Attendance at all classes.
2. A reflective log or journal of the internship activities, covering at least 325 hours of administrative experiences. The log/journal may include copies of minutes of committee meetings chaired or attended newsletters or memos describing or chronicling internship activities, letters received relating to the intern experience, etc. Journal shall be developed with the ISLLC standards.
3. A mid-year and final self assessment of the internship.
4. The intern will complete an Applied Research Project. As part of the internship experience, the student will identify and begin to develop a thorough and thoughtful investigation of an educational issue or initiative of professional importance in her/his school system. The purpose of the applied research project is to enable the participant to design, execute and evaluate a project in school leadership which attempts to enhance the learning environment in schools or enhances the administrative practices and procedures which support the schools and the people in them. The process in which each intern will engage includes: 1) identification of an issue or initiative; 2) formulation of a strategy to address the issue/initiative; 3) implementation of the strategy; and finally, 4) documentation and evaluation of the strategy’s effects. In the course of the year as work on the project unfolds, the student will write papers documenting each aspect of the project. At the end of the year, these papers will be collected and presented in a formal applied research paper. In addition, the student will give an oral presentation of the procedures, findings and conclusions from her/his project.

IV. READINGS

Students will read material provided by the instructor on selected topics.

VI. PREREQUISITE

Permission of the instructor.

VII. FIELD SUPERVISOR

The field supervisor will be the superintendent with whom the intern will work during the year. In negotiating the internship it is imperative that the intern gain a commitment from the field supervisor to design an array of field experiences and to supervise the intern’s work throughout the course. Ideally, the supervisor will agree not only to supervise the internship, but to work with the intern throughout the year to assist her/him in developing and implementing the applied research project as well.

VIII. SITE VISITS

The university instructor will visit with the intern and the field supervisor on-site. In most cases, the instructor will arrange to meet with both parties separately and together. It is an opportunity to discuss in depth the internship experience.

IX. EVALUATION
Grading will be a pass/fail basis. A grade of “pass” will be awarded for work which meets graduate school standards. The grade will be based on an overall assessment of the completeness of the internship in covering a full range of administrative experiences and activities relating to school level leadership positions. The journal, site visits, class discussions, self-assessment, attendance, and work on the applied research project will all be considered by the instructor in determining the grade.

X. CLASS POLICIES

It is assumed that students will attend all classes. Frequent or unexplained absences by a student may become a grading issue.

If you need course adaptations or accommodations because of a disability, please make an appointment with the instructor as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with the instructor. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at the Learning Center, 253 Luther Bonney (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, 237 Luther Bonney (780-4706).

XI. STORM CANCELLATION

In case of inclement weather, please call Jody Capelluti.

XII. EQUAL OPPORTUNITY

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, gender, sexual orientation, national origin or citizenship status, age, disability, or veteran’s status in employment, education, and all other areas of the University System. Questions and complaints about discrimination in any areas of the university should be directed to Special Assistant to the President for Equal Opportunity, 728 Law Building, Portland Campus, 780-4186, TTY 780-5646.