

Ashland University
Dwight Schar College of Education
SYLLABUS for EDAD 739: Pupil Services Administration Internship (revised 2008)

Graduate
Credit Hours: 3
Field/Clinical Hours: 90

Course Number: EDAD 739

Course Title for the Catalog: Pupil Services Administration Internship

Catalog Description: This Internship is the second half of a year-long planned, supervised, and evaluated field-based experience. It is designed as the culminating field experience for the Master of Education in Administration. The Internship requires Interns seeking licensure as an Administrative Specialist in Pupil Services Administration to work in school settings appropriate for the licensure sought. The Internship will allow Interns to observe the functions of central office leaders and supervisors. The Intern will engage in functions related to attendance, guidance and psychological services, school health activities, social work, special education, student appraisal, programs for at-risk students, discipline, talented and gifted, state and federal programs, and speech and hearing.

The Prerequisites for the Course Are: For Interns seeking the M.Ed., completion of CORE requirements and approximately 21 semester hours in educational administration is required prior to beginning the Internship, or the approval of the Educational Administration (EDAD) Department Chair.

Course and Field/Clinical Experience Objectives (including knowledge, skills, attitudes, and values): The Internship is a capstone experience that encompasses all of the ELCC Standards as outlined in the course syllabi for EDAD 735/736/737/739 field experiences. The Intern is responsible for highlighting in writing the areas of emphasis connected to the ELCC Standards within their specific activities and major project. The Intern must submit a one-page reflection, highlighting that the ELCC Standards have been met in their major project.

KNOWLEDGE: The graduate education student will have knowledge of:

1. Literature and research sources such as library, ERIC searches, interviews, computer data bases, professional publications, surveys, internet resources, and district and Ohio Department of Education publications.
2. School attendance laws and procedures.
3. School guidance and psychological services.
4. School health services.
5. Special education services.
6. Student appraisal requirements, policies, and procedures.
7. Programs for at-risk students.
8. School discipline procedures.
9. Talented and gifted programs.
10. State and federal programs in the schools.
11. Speech and hearing programs.
12. Community social services.
13. Techniques and strategies for working collaboratively with administrators, teachers, and parents.

SKILLS: The graduate education student will have skills to:

1. Observe the functions of central office personnel who engage in pupil services supervision and administration.
2. Monitor and enforce school attendance laws and procedures.
3. Coordinate school guidance and psychological services.
4. Supervise school health services.
5. Organize, supervise, and coordinate special education services.
6. Supervise student appraisal requirements, policies, and procedures.
7. Organize and coordinate programs for at-risk students.
8. Monitor school discipline procedures.
9. Organize and coordinate talented and gifted programs.
10. Manage state and federal programs in the schools.
11. Coordinate speech and hearing programs.
12. Serve as a liaison with community social services.

13. Work collaboratively with administrators, teachers, and parents.
14. Provide positive change in leadership of the educational program.
15. Identify school problems and develop solutions to those problems based on research and theory.
16. Assume a leadership role in planning, implementing, and evaluating components of the educational program.
17. Demonstrate human relations skills necessary for leadership.

ATTITUDES AND VALUES: The graduate education student will value:

1. That educational program improvement is achieved through change.
2. That improved professional skills lead to enhanced leadership roles.
3. The leadership role as it influences the climate for educational excellence.
4. A contingency approach to professional development.
5. A collegial relationship with professional staff.
6. An understanding of developmental supervision.
7. The way in which professionals understand evaluation.

Selected Texts and/or References: *NASSP Bulletin, Principal, Educational Leadership, Kappan, Journal of Curriculum and Instruction.* Engler, C. M. (2004). *The ISLLC standards in action.* Larchmont, NY: Eye on Education.

Suggested Instructional Strategies: Observation, practice, readings, and discussions

Description of Field/Clinical Experiences:

Definitions: **Intern** – the student enrolled in 735 and either 736, 737, or 739

Site Mentor – the principal or administrator acting as the key mentor for the Intern in the building(s)

University Supervisor – the mentor/supervisor from Ashland University, usually a faculty member

1. **Summary of Expectations:**

- a. **Administrative Activities (64 clock hours)**
- b. **Field experience visitations (12 hours)**
- c. **Conference (6 hours)**
- d. **Seminars on Campus (6 hours)**
- e. **In-District Visitation (2 hours)**
- f. **TOTAL (90 hours)**

2. **Administrative Activities (64 hours).**

- a. The Intern will engage in a number of administrative activities. The activities should provide the Intern with an overview of the building administrator's responsibilities and duties.
- b. For each of the following administrative activities, the Intern will prepare a written report which includes a description of the activity, including dates and times and a reaction to or analysis of the activity.
 - i. Develop/apply a research validated practice in a school or school district.
 - ii. Assess the district attendance policy/absentee data and records/attendance incentive programs/truancy.
 - iii. Assess student discipline/types and frequency of student misbehavior/ due process hearings.
 - iv. Evaluate the standardized testing program.
 - v. Complete a guidance program review.
 - vi. Complete a school health program review.
 - vii. Assess the school psychological services.
 - viii. Assess the school and community social work services.
 - ix. Evaluate the identification and placement of handicapped individuals.
 - x. Assess the IEP conferences/special student requirements.
 - xi. Assess the related services for handicapped individuals.
 - xii. Evaluate parental involvement and due process related to IDEA and Section 504.
 - xiii. Engage in an ADA review of the district.
 - xiv. Engage in IAT team conferences.
 - xv. Assess the talented and gifted programs.
 - xvi. Engage in grant writing/monitor the implementation of grants.
 - xvii. Assess the speech and hearing programs.
 - xviii. Conduct a review of the student records process.

3. **Field Experience Visitation with Central Office Personnel Other Than the Site Mentor** (12 hours). In addition to the hands-on experiences with the Site Mentor, the Intern will make a minimum of six (6) visitations with other administrators in a variety of school districts/buildings and report on each visitation. The Intern will develop a list of at least twenty (20) questions to ask during the meeting with the administrator. Administrators selected for the visits should have central office responsibilities that cover the licensure area. Changes to the minimum number of visitations or to the total hours of visitation time require the approval of the University Supervisor.
4. **Conference Attendance**: (6 hours). Interns are expected to attend a state or regional conference/meeting of a professional administrative association. The meeting should be sponsored by the administrative group for which licensure is sought.
5. **Seminars on Campus**: (6 hours).
 - a. In addition to the orientation meeting and the final individual evaluation conference, the Intern must attend one seminar that will be held each semester, one for 735 and a second seminar for 739 during the second semester. These seminars may include:
 - i. Project sharing
 - ii. Discussion of problems encountered
 - iii. Discussion of suggested solutions to problems
 - iv. Sharing of significant readings; reading samples should be brought to the seminar
 - v. Other issues of interest, for example, licensure requirements, career development, etc.
 - b. Interns who cannot attend the scheduled seminar(s) at their programs center must arrange to attend a corresponding seminar at another center, with documentation of attendance from the professor conducting the seminar.
6. **In-District Visitations** (2 hours). The University Supervisor will make at least one visit with the Intern and Site Mentor during each semester of the Internship experience.
7. **Internship Portfolio: for 735 and 739.**
 - a. An Internship Portfolio will be developed and submitted to the University Supervisor to conclude the Internship. The Internship Portfolio will be arranged as follows:
 - i. Service Agreement
 - ii. Internship Log (735 and 739)
 - iii. School Improvement Project report and all related documents (735)
 - iv. Administrative Activity Reports (739)
 - v. Interview Reports (739)
 - vi. Conference Report (739)
 - vii. Search of the Literature (8 Articles for 735 and 10 Articles for 736, 737, or 739)
 - viii. Case Study (replaces 2 of the 10 articles previously required for 735)
 - ix. Portfolio on a computer diskette, CD, DVD, or e-portfolio.
 - b. A Log will be kept detailing the hours spent on each component of the Internship. The dates and the amount of time spent on each individual activity must be clearly stated. Each subsection should be totaled and should include at least the minimum number of hours required.
8. **Portfolio on computer disk, CD, DVD, or e-portfolio: for 735 and 739.** At the final evaluation conference, each Intern shall submit a diskette containing all Intern-created materials and forms required in the portfolio. Each diskette should be labeled with the Intern's name and the computer program used.
9. **Internship Log: for 735 and 739.** A Log will be kept detailing the hours spent on each component of the Internship. Each subsection should be totaled and should include at least the minimum number of hours required. The following components should be clearly delineated:
 - a. **School Improvement Project** (735)
 - b. **Administrative Activities** (739)
 - c. **Field Experience Visitations** (739)
 - d. **Seminars on Campus** (735 and 739)
 - e. **In-District Visitations** (735 and 739)

10. **Evaluation by the Site Mentor and University Supervisor: for 735 and 739.** At the completion of the Internship experience, the Site Mentor and University Supervisor will both be asked to complete an evaluation instrument. The completed Portfolio is to be given to the Site Mentor prior to the final on-site conference and should be part of the final evaluation.
11. **Verification Form: for 735 and 739.** This form is provided at the second campus seminar and requires your district to certify your teaching and/or administrative experience. Your University Supervisor will also certify the completion of the Internship. This form is sent to the Department of Testing and Licensure on the main campus, as part of the Intern's licensure application process.
12. **Final Evaluation Conference: for 735 and 739.** A final evaluation conference will be scheduled near the end of the academic year to review the Intern's Portfolio and the Site Mentor's evaluation. The Intern will meet individually with the University Supervisor at the building site or at one of Ashland University's Centers. After the final evaluation conference, Interns will be asked to complete the Internship Evaluation form.

Faculty Who Frequently Teach the Course:

Licensure Programs in Which Course Is Required: Administrative Specialist in Pupil Services
Administration

Bibliography:

Engler, C. (2000). *The ISLLC standards in action: A principal's handbook*. Larchmont, NY: Eye on Education.

Hackmann, D.G., Schmitt-Oliver, D.M., and Tracy, J.C. (2002). *The standards-based administrative internship: Putting the ISLLC standards into practice*. Lanham, MD: Scarecrow Press.

Hessel, K., and Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC standards to practice*. Princeton, NJ: Educational Testing Service.

Lipsitz, J. (1983). *This we believe: Successful schools for young adolescent—a position paper*. The National Middle School Association.