Course Location: On campus and in the field

Instructor: Dr. George E. White
whitege@westminster.edu
(814) 221-6863 (Cell)

Office Hours: By appointment.

Catalog Description: An opportunity will be provided to learn about school administration by actually working with a central office school administrator. Seminars and individual conferences will be arranged during this experience.

Course Description: This is a clinical field experience which is designed to facilitate the development of central office administrative skills. Emphasis will be upon the PA superintendent candidate competencies (knowledge and understanding) as per PDE standards.

Required Textbooks: Superintendent Program Handbook Mentor Guidebook

Academic Integrity: Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to
become familiar with either code is not justifiable excuses. All written work will be electronically submitted to Turnitin.com, a plagiarism detection service. Details about this service will be described in class.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Electronic Devices and Class Disruption
The operation of cell phones, pagers, text messaging, etc., are not permitted unless advanced permission is given by the instructor for emergency situations. The Academic Integrity Policy will serve as a guide for instructor response.

Disability Policy: Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

Grading:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>96-100</td>
<td>A+</td>
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<tr>
<td>94-95</td>
<td>A</td>
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<tr>
<td>92-93</td>
<td>A-</td>
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<td>90-91</td>
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<td>B</td>
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<td>82-83</td>
<td>B-</td>
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<td>80-81</td>
<td>C+</td>
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<td>74-79</td>
<td>C</td>
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<tr>
<td>72-73</td>
<td>C-</td>
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<tr>
<td>65-71</td>
<td>Of all possible points= D</td>
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<tr>
<td>Below 65</td>
<td>Failure of course</td>
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STUDENT EVALUATION:
1. Online posts to questions from textbook and outside readings
2. Required field experiences
3. Case studies
4. Class participation
5. Wonderschool School Improvement Simulation

Course Requirements:

Although this course is primarily an off-campus clinical field experience in a school setting, there are several on-campus class meetings pertaining to this course. The initial class meeting will be at the date, time and location as per the college’s semester schedule. At the initial class meeting, the remaining class/individual student meetings will be scheduled. Students are expected to attend all class meetings.

- Completed application for internship on file in graduate office
- School district-college memorandum of agreement on placement of intern is to be on file in graduate office
- Documentation log completed by the student, signed by the student and the mentor is to be turned in to college faculty supervisor at the end of the course.

Written and Other Assignments:

The instructor reserves the right to change the schedule and location(s) as needed. Students are responsible for all the material and requirements to satisfactorily meet the guidelines and criteria for the internship.

PIL Alignment EAD 990 Internship

Core Standard One: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

Core Standard Two: The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

Core Standard Three: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standard One: The leader creates a culture of teaching and learning with an emphasis on learning.
Corollary Standard Two: The leader manages resources for effective results.

Corollary Standard Three: The leader collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning.

Corollary Standard Four: The leader operates in a fair and equitable manner with personal and professional dignity.

Corollary Standard Five: The leader advocates for children and public education in the larger political, social, economic, legal and cultural context.

Corollary Standard Six: The leader supports professional growth of self and others through practice and inquiry.

**Superintendent Competencies (Ohio)**

**AREA I. STRATEGIC LEADERSHIP**
The knowledge, skills and attributes to identify contexts, development with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and to act ethically for educational communities.

**IA. Professional and Ethical Leadership** – The institution’s program prepares school leaders who understand and demonstrate the ability to:

- LA.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
- LA.2 Understand and create conditions that motivate staff, students and families to achieve the school’s vision.
- LA.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.
- LA.4 Initiate, manage and evaluate the change process.
- LA.5 Identify and critique several theories of leadership and their application to various school environments.
- LA.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
- LA.7 Manifest a professional code of ethics and values.

**IB. Information Management and Evaluation** – The institution’s program prepares school leaders
who understand and demonstrate the ability to:

- LB.1 Conduct needs assessments by collecting information on students, on staff, and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.
- LB.2 Use qualitative and quantitative data to make informed decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.
- LB.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
- LB.4 Analyze and interpret educational data, issues, and trends for boards, committees and other groups, outlining possible actions and their implications.