



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

ELPS 563 Teacher Leadership Internship

Teacher Leadership Certificate Program

School of Education, Loyola University Chicago

Spring Semester 2017

Instructor Information

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Course Information

Dates: Jan. 23; Feb 27; March 20; & April 24, 2017

Days: Mondays

Times: 4:00 – 6:00pm

Course Description

This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

Course Content and Goals

The intern will perform tasks in the broad areas in which school leaders' function, and practice the skills necessary to perform those functions. Designed to prepare department level leaders to serve the outcome of increased student academic achievement through advancement of culturally and linguistically relevant practices, the internship experience is based upon standards and expectations established by the Illinois State Board of Education (ISBE), Educational Leadership Constituent Council (ELCC). The intern will engage in on-the-job training to ensure that practical experience is gained in the knowledge and skill base for school administrators as adopted by ELCC. The site mentor will complete a performance evaluation based upon these standards in an effort to further the intern's personal and professional development.

Throughout the internship experiences of this course, candidates will develop their abilities to:

- Understand cultural and organizational factors that contribute to collaborative leadership practices.
- Model and support professional inquiry throughout the school community.
- Become a reflective, strategic leader of people with different values, beliefs and expectations, capable of building communities of learners who are also motivated to create a better world through education.
- Innovate, develop, communicate, promote and evaluate new ideas and practices that lead one to respond in creative, culturally relevant ways in challenging previously held assumptions.

As a part of the course seminars, teacher leadership candidates will demonstrate knowledge of:

- Collaborative school visioning; methods for involving school stakeholders in the process
- Organizational effectiveness and learning strategies;
- Tactical and strategic program planning;
- School change processes for continual and sustainable improvement;
- Role of professional learning in continual and sustainable school improvement.
- School culture and ways it can be influenced to ensure student success.
- High-quality professional development for school staff and leaders;
- Standards for high-quality teacher, principal, and district practice.
- School strategies supporting student development of self-management, culturally responsive practices, and positive leadership skills;
- Collaboration and communication techniques to improve the school's educational environment;
- Contemporary and emerging leadership strategies to address trends.

As a part of this course candidates will develop leadership skills towards the following ELCC standards:

- 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.
- 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

IDEA Objectives:

- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

At the end of the course, you will be prompted to complete the module evaluation. Please go to <http://luc.edu/idea/> and click on the *Student IDEA Log In*. Your feedback is important to the continual development and improvement of the module. Please complete the course evaluation by the posted deadline.

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in Live-Text for this course.

- Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O)
- Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N)
- Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (4D)
- Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- Demonstrating professionalism through personal responsibility and accountability related to collaboration, participation and communication

Dispositions

The School of Education has three dispositions—*Professionalism, Inquiry, and Social Justice*—as indicators of students’ growth for different levels in their program.

Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below:

	Target	Acceptable	Poor	Unacceptable
PROFESSIONALISM	3	2	1	0
<i>Candidate meets all deadlines</i>	Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.	Candidate does not complete any work
<i>Candidate honestly and accurately cites other’s work</i>	Candidate honestly and accurately cites other’s work in a consistent manner.	Candidate honestly cites other’s work but at times is not accurate with the exact citation.	Candidate misrepresents other’s work as his/her own.	Candidates does not complete or cite work

<i>Candidate is punctual for meetings within the professional setting (internship)</i>	Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)	Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)	Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)	Candidate is consistently absent and unprofessional
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates/ responds/ confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.	Candidate usually communicates/ responds/ confirms when needed with faculty in a prompt manner (either by email or phone).	Candidate does not communicate/ responds/ confirms when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.	Candidates fails to consistently communicate with administrators or site supervisor.
<i>Candidate actively seeks CPS Principal position: once they achieve eligibility*</i>	Candidate applies for 2 or more principal positions each semester	Candidate applies for 1 principal position each semester	Candidate fails to apply for principal positions.	Candidate does not have positions within school or district to apply. Or, candidate is not ready for administrative position.

*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).

<i>Candidate uses technology in the classroom only for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.	Candidate does not know how to use any technology.
<i>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</i>	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.	Candidate consistently displays unethical behavior
<i>Inquiry</i>				
<i>Candidate is able to reflect and respect other points of view within the school environment (internship)</i>	Candidate consistently reflects and respects other points of view within the school environment. (internship)	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)	The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)	Candidate does not respect other points of view.
	Target	Acceptable	Poor	Unacceptable
<i>Social Justice</i>				
<i>Candidate demonstrates a belief that all students can learn within the school environment (internship)</i>	Candidate consistently demonstrates a belief that all students can learn within the school environment. The	Candidate demonstrates a belief that all students can learn within the school environment with a few	Candidate does not demonstrate a belief that all students can learn within the school environment and is	Candidate is discriminatory in words and actions.

	candidate will not tolerate a culture complacent with failure. (internship)	exceptions. The candidate is not complacent with a culture of failure. (internship)	complacent with a culture of failure. (internship)	
	Target	Acceptable	Poor	Unacceptable
<i>Candidate demonstrates respect for cultural differences within the school environment (internship)</i>	Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)	Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)	Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)	Candidate is consistently disrespectful.
<i>Candidate demonstrates social justice within the school environment (internship)</i>	The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)	The candidate supports social justice within the school environment in both word and deed. (internship)	The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)	Candidate does not display respect, understanding of social justice principles.

ELPS 563 Internship Course Rubric

POINTS EARNED SKILL	0	1	2	3	4
Quality of E-portfolio Submissions	No Work Entered in E-portfolio or reflections are missing, or usually include the response, I would do nothing differently	Usually unsatisfactory submissions. Reflections often missing at least one or more of the following: <ul style="list-style-type: none"> description of appropriate artifact, a list all of the competencies with which it is aligned, including what went well, and what you would have done differently. 	Average submissions most of the time. Reflections sometimes include: <ul style="list-style-type: none"> description of appropriate artifact, a list all of the competencies with which it is aligned, including what went well, and what you would have done differently as related to this particular competency. 	Satisfactory submissions most of the Time. Reflections usually include: <ul style="list-style-type: none"> description of appropriate artifact, a list all of the competencies with which it is aligned, including what went well, and what you would have done differently as related to this particular competency. 	Satisfactory submissions all of the Time. Reflections always include: <ul style="list-style-type: none"> description of appropriate artifact, a list all of the competencies with which it is aligned, including what went well, and what you would have done differently as related to this particular competency.
Sufficient Progress Toward Mastery of Competencies	Did not submit any e-portfolio entries with artifacts that demonstrate leadership for any competency.	1 e-portfolio submission with new artifact(s) during current semester. 1 submission is at the leadership level.	2-3 complete e-portfolio submissions with new artifact(s) and reflections each semester. Of all new entries, at least 3 submissions are at the leadership level	4-5 complete e-portfolio submissions with new artifact(s) and reflections each semester. Of all new entries, at least 4 submissions are at the leadership level.	6 or more complete e-portfolio submissions with new artifact(s) and reflections each semester. Of 6 submissions, at least 5 at leadership level.

Uses Data to Measure and Gauge Success of Initiatives	Does not utilize data for decision making.	Does not make efforts to use existing data in making decisions.	Collects existing data passively as a working member of the school community but there is no clear use of this data as information to improve the school community.	Sometimes uses existing data or collects new data to measure effectiveness and make improvements to some school initiatives.	Uses data as appropriate to consistently measure effectiveness of various initiatives as a transformative leader throughout the school.
Change Agent	Leads no new initiatives.	Attempted to lead one or more initiatives, however: change was not significant, relevant stakeholders were not incorporated, identifiable results through the use of data was not evident	Attempted to lead several initiatives, however, one or more of the following factors were usually not implemented: use of identifiable results, incorporation of all relevant stakeholders, change that was significant	Was able to lead several initiatives however, on occasion, one or more of the following factors was not implemented: use of identifiable results, incorporation of all relevant stakeholders, change that was significant	Demonstrates the ability to facilitate and lead significant change through a collaborative process that includes all relevant members of the school community with identifiable results.

Dispositions

E-PORTFOLIO

In this course, we will use the Loyola Taskstream e-portfolio system as a student portfolio for you to enter your evidence, artifacts, and reflections of skills on the CLC list of competencies. You are required to have access to (at least) a DSL Internet connection and Loyola Email Account with reliable access. You are required to be familiar with downloading and attaching files. Including creating and opening a Zip File. You must also have access to Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Additionally, you must have access *to the following Software* – All are available for free download if needed this semester: Adobe Flash Player, Adobe Reader, Adobe Shockwave, Java Software, QuickTime, and RealPlayer.

Candidates are expected to manage and add work to their e-portfolio during Spring semester that represents leadership activity (ies). Mastery of at minimum six competencies this semester is required.

Year 2016-2017

Class Participation Policies:

To achieve full benefit of participation, this course requires at approximately 3 hours per week. Approximately ½ - 1 ½ hours of this time is spent entering your experiences that document leadership competencies into the Loyola eportfolio system **and** approximately ½ - 1 ½ hours of time meeting with your Loyola leadership coach each week. Inability to meet this time requirement will reduce a participant's benefit from the course, or, in some cases, fulfillment of assignments needed to complete and receive credit for the course. This course has been designed to require time just as an on-campus class. Failure to meet this minimum requirement will result in a reduction of grade. The course rubric is included on the next page.

Course Assessments:

- Course Forum Engagement: Candidates' participation in seminars and online discussions, reflections on readings, and initiative to collaborate with peers in course (this includes dispositions). (25pts.)
- Design (1) project to fulfill requirements of ELCC 2.1 as described in attached internship description. (10 pts.)
- Design (1) projects to fulfill requirements of ELCC 2.2, 2.4, 3.2, 4.1, 5.2, or 6.1 as described in attached internship description (10pts.)
- Design (1) projects to fulfill requirements of ELCC 2.2, 2.4, 3.2, 4.1, 5.2, or 6.1 as described in attached internship description (10pts.)
- Design (1) project to fulfill requirements of ELCC 2.4, 3.2, 4.1, 5.2, or 6.1 as described in attached internship description. (10pts.)
- Prepare digital presentation reflecting on internship experience with an in depth feature on one of the projects completed. Candidate will present to peers and faculty during the final scheduled seminar. (25pts.)
- Log: (10pts.)

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted in assignments below and following this scale:

93 pts. – 100 pts.	A
90 pts. – 92 pts.	A-
87 pts. – 89 pts.	B+
83 pts. – 86 pts.	B
80 pts. – 82 pts.	B-
77 pts. – 79 pts.	C+
73 pts. – 76 pts.	C

70 pts. – 72 pts.	C-
67 pts. – 69 pts.	D+
63 pts. – 66 pts.	D
60 pts. – 62 pts.	D-
Below 60 pts.	F

Course Websites

- Sakai – <https://sakai.luc.edu>
- Live Text – www.livetext.com

Required Textbook

Dewey, R.D. and Lindsey, R.B., (2008). *Culturally Proficient Leadership: The Personal Journey Begins Within*. Thousand Oaks, California, Corwin Press.

https://www.amazon.com/gp/product/1412969174/ref=oh_aui_detailpage_o00?ie=UTF8&psc=1

Optional Course Readings

Baptiste, H. P., Jr. (1999). The multicultural environment of schools: Implications to leaders. In L. W. Hughes, (Ed.), *The principal as leader* (2nd ed.) (pp. 105- 127). Upper Saddle River, NJ: Merrill.

Brooks, J., Jean-Marie, G., Normore, A., & Hodgins, D. (2007). Distributed leadership for social justice: Exploring how influence and equity are stretched over an urban high school. *Journal of School Leadership*, 17, 378-408.

Browne-Ferrigno, T., & Muth, R. (2004). Leadership mentoring in clinical practice: Role socialization, professional development, and capacity building. *Educational Administration Quarterly*, 40(4), 468.

Cooper, C. W. (2009). Performing cultural work in demographically changing schools: implications for expanding transformative leadership frameworks. *Educational Administration Quarterly*, 45(5), 694-724.

Duignan P. A. (2014). Authenticity in educational leadership: history, ideal, reality. *Journal of Administration*, 52(2), 152-172.

Educational

Ladson-Billings, G. (1995). Towards a theory of culturally relevant pedagogy. *American Journal*, 32(3), 465-491.

Educational Research

Taylor D. L. (2009). The role of teacher leadership in improving student learning outcomes in schools. In M. S. Khine & I. M. Saleh (Eds.). *Transformative leadership and educational excellence*. Rotterdam: Sense.

School of Education Policies and Information

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. Our conceptual framework is described here:

www.luc.edu/education/mission/

Technology

Candidates will be responsible for regularly accessing their Sakai accounts at <http://sakai.luc.edu>. Sakai will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their Live Text accounts. Candidates **MUST** use their Loyola University Chicago email address with Live Text. This course requires the use of Live Text in order for candidates to submit all course assessments.

In the case study planning, implementation, analyses, and presentation with individual students, teacher candidates will utilize technology. Teacher candidates will use technology in order to collect (e.g. AimsWeb), record (e.g., digital voice recorder), analyze (e.g., research coding software), and share assessment data (e.g., Google site).

Diversity

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.