

**EDUC2380: UEP Internship Seminar  
Spring 2020**

Day and time: Wednesday, 3:30-6 pm  
Location: 67 George Street, 104

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Canvas link: <https://canvas.brown.edu/courses/1080634>

**Course Description and Objectives**

*Syllabus is subject to change over the course of the semester*

**Course description**

This course is designed to support students in the Urban Education Policy masters program and give them opportunities to apply their unique policy knowledge and skills towards solving practical problems, meet relevant needs of their internship sites, and prepare them for careers after graduation. The course focuses on these two themes:

- How does identity show up in and influence leadership?
- What leadership practices and strategic management skills, competencies and dispositions are required to succeed at social change work, both at the internship site and in educational organizations where students may work after Brown?

**Course objectives**

Objective 1: Students will explore how race, class, gender and other aspects of identity influence leadership.

- Students will be able to tell their “story,” how who they are shapes why they do what they do.
- Students will think about their own positionality and working across difference as they learn how to be a change agent
  - Students will learn how race/ethnicity and other factors of identity may impact communication and will learn to consider them while communicating across difference
  - Students will learn how to reflect so they can develop emotional intelligence

Objective 2. Students will learn leadership practices and strategic management skills to address organizational realities that they face. These skills will be taught through the lens of their internship capstone development. Skills include:

- Getting things done in an internship
  - Identifying a North Star related to changing outcomes for students
  - Development of a theory of action for an internship project
  - Teaming at the internship site
  - Assessing organizational culture and leadership at the internship site
- Engaging stakeholders and influencing critics as they relate to an internship site
  - Collecting data to tell the story
  - Meeting with critics
- Executing and planning for long-term sustainability. How will the internship project live on after the intern's time at the internship? How will the intern engage others in shared leadership?
  - Management of priorities
  - Execution as continuous improvement
  - Codifying the work in the budget and policy
  - Communicating with data to show progress and next steps

Objective 3: Students will use frameworks and tools to analyze organizational factors at their internship site and develop a Capstone project to present at May's invitational conference.

A strong Capstone presentation will demonstrate the ability to apply the tools of education policy research by examination of a contemporary policy issue, culminating in recommendations for policy implications. This will be visible in the Capstone presentation, where students will:

- Situate their work within the organization
- Pose the questions they were addressing that is at the core of the work of the organization
- Show how their work was rooted in research and data, and shows how their work builds on existing research in this area
- Provide basic descriptive statistics on their topic
- Explain their methodology
- Show how their work made a contribution to the organization and is poised to change practices / explain the findings
- Connect to learning in academic classes at Brown where possible
- Include reflections on lessons learned
- Demonstrate clear communication of ideas and research

Objective 4: Students will be supported in career development, which includes job search skills such as communicating about their previous experience, networking, preparing cover letters and resumes, experiencing mock interviews, reviewing components of performance tasks, and engaging in salary negotiation. Students will also refine presentation skills, oral and written communication skills, learn about working on a team and practice delivering and receiving feedback.

### **Pedagogical approach**

Each weekly seminar will be comprised of the following:

- Presentation of and response to a student's identity tree (rotating, one per week) and discussions about how identity influences work in organizations
- Strategic management skill-building, with written reflections related to learning at the internship site
- Partial Capstone presentation with rubric used to assess and give feedback (rotating, spread throughout the semester)
- Skill building around career development and the job search process (at appropriate intervals over the semester)

## **Course Requirements and Expectations**

### **Attendance / participation**

The success of this class depends on thoughtful, engaged participation of all class members. As a result, attendance is expected at every class meeting. Please notify me in advance if you need to miss class. You should be well-prepared to discuss all assigned readings and respond to any study questions posted in advance. Participating with a study group with others in the class will enhance your preparation. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask that you come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and learn from, individuals with different views and different ways of engaging in public conversation. This means allowing for silence and honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

Effective class participation is a matter of quality, not quantity. In assessing students' preparation and participation, the instructor will consider the extent to which individuals' comments are thoughtful, original, and carefully grounded in the readings. Further, the instructor will consider whether an individual's participation reflects an understanding of other students' comments and advances the learning of the group. Also considered will be initiative in asking questions, and synthesizing or prompting or prompting classmates' comments.

### **Academic code**

All students should read, understand, and abide by the Academic Conduct Code at Brown. In particular, please pay close attention to the section on the "use of sources" (p.6) to be sure to appropriately credit outside sources and avoid any potential issue of plagiarism. Note in particular that "A student's name on any exercise (e.g., a theme, report, notebook, performance, computer program, course paper, quiz, or examination) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help." ([Academic Code](#), p. 5)

## **Additional Support**

### **Office hours**

I am committed to providing you with the resources necessary to meet your objectives in this course. I will hold regular office hours and am available to meet outside of those times as well. It is incumbent upon you to let me know if you have areas of confusion. Ideally, you will raise these in class, but you can also let me know if you are struggling with concepts or have questions outside of class.

### **Accessibility and accommodations**

Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modifications of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact [Student and Employee Accessibility Services](#) at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

## **Assignments**

### **Assessment/grading:**

- Participation in class: 20%
- Capstone:
  - Mid-way Capstone presentation, **date varies** (one per week, scheduled throughout the semester): 10%
    - Use the criteria for a strong Capstone (objective 3, page 2 above) to present your work to date in a powerpoint deck in a 15 min presentation.
  - Written Capstone update report, **due February 27**: 10%
    - Use the criteria for a strong Capstone (objective 3, page 2 above) to write a 3-page update. [1 page] What's on track? What's not on track? [2 pages] What is the overview of the research base related to your Capstone project?
  - Capstone reflection journal, applying each week's learning to the internship site, due the week after we address the topic in class: 20%
  - Presentation draft due **April 22**, including 300-word professional abstract for presentation
  - Delivery of Capstone Presentation on **May 13**: 25%
  - Memo to supervisor on next steps for the organization, due **May 18**: 15%

For participation grade, students will be self-assessing on a rubric on a weekly basis. This rubric includes options such as engaging in a small group discussion, engaging in a full-class discussion, etc.

### **Course Time Allotment**

The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours over the semester. In this course, students can expect to spend minutes in class for 12 sessions (30 hours total). Required reading and preparation for the class

meetings is expected to take up approximately 1 hour per week (12 hours). In addition, students will complete assignments related to the Capstone, which - combined with the rest of the hours they are spending at their internship site - will account for the rest of the time. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.

### Course topics and schedule

#### Week 1, 1/22/20: **In what ways does identity impact leadership?**

Class readings:

Additional resources (not required)

- Benson and Fiarman (2019). Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism. Chapter 3, Normalize talking about it.
- Chugh, Dolly (2018). The Person You Mean to Be: How good people fight bias. pages 1-43.
- Rich, Adrienne. (1984) *Notes toward a Politics of Location*. Link [here](#).
- Murphy, J. (2016). Dancing in the Rain: Leading with Compassion, Vitality, and Mindfulness in Education. Chapter 5: Mind your values. Pages 61-79.
- The role of senior leaders in creating a race equity culture. Bridgespan. Link [here](#).
- Green and Hauser (2012). Managing to Change the World. Chapter 12, Managing Up; Chapter 11, Managing your time and staying organized.

#### Week 2, 1/29/20: **In what way can the framework of the “instructional core” help you think about the impact of your work?**

Assignment due:

- Reflection journal: In what ways has your identity impacted your work at your internship site? Consider your own positionality and how you have experienced working across difference at your internship site.

Class readings:

Required

- Oluo, Ijeoma (2018). So you want to talk about race. Pp 37-52, Chapter 3: What if I talk about race wrong?
- Elmore, R. (2008). Improving the Instructional Core. Link [here](#).
- Listen to HBR’s “Women at Work” podcast “Networking doesn’t have to be a drag” (Link [here](#)) 40 mins

#### Week 3, 2/5/20: **How can using a lens of “adaptive leadership” help you diagnose next steps?**

Assignments due:

- Reflection journal: How can the framework of the “instructional core” help you make sense of the policy work you are doing at your internship?
- Create or update your LinkedIn profile and join the course LinkedIn group. In a half single-spaced page, describe your professional background.

Class readings:

Required:

- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press. Pp 13-40.

Guest speakers:

- Jim Amspacher, Careers for the Common Good, CareerLAB, Brown
- Zack Scott, Chief Operating Officer, PPSD

**Week 4: 2/12/20: How do leaders stay mission-driven amidst the noise?**

Assignments due:

- Update your resume based on Jim Amspacher’s advice
- Follow up on one of the next steps you planned last week for your job search.
- Reflection journal: How can using a lens of “adaptive leadership” help you as you think through your organization’s next steps after your project concludes?

Class readings:

Required:

- Brene Brown, Dare to Lead. Part 2: Living into our Values. 183-217: Website link [here](#).
- Keegan and Lahey. An Everyone Culture: chapter 3.

Additional resources (not required)

- Kaipa, P. (2012). What Wise Leaders Always Follow. Harvard Business Review. Link [here](#).
- Curtis and City. Strategy in Action chapter 4, Vision, pages 93-108.
- Green and Hauser (2012). Managing to Change the World, “Building a Culture of Excellence,” pages 59-66.

**Week 5, 2/19/20: What is “strategy” and how do strong leaders use it? How is strategy different from “theory of action”?**

Assignments due:

- Assess your organization’s culture using Keegan and Lahey’s scale
- Reflection journal: What is your North Star? How has this shaped your work in your internship?

Class readings:

Required:

- Curtis and City. Strategy in Action. Chapter 1: Strategy, Part I.
- What is a Theory of Action? Center for Educational Leadership, University of Washington College of Education. “Creating a Theory of Action for Improving Teaching and Learning”. Link [here](#).

**Week 6, 2/26/20: What is the research behind the importance of strong teams, and how do strong teams contribute to developmentally deliberate organizations?**

Assignments due:

- Reflection journal: What is the research behind the theory of action you have put in place for your Capstone project? In other words, what body of research are you contributing to?
- **February 27: Written Capstone Report due**

Class readings:

Required:

- Duhigg, C. (2016). What Google learned from its quest to build the perfect team. New York Times, Feb 25, 2016. Link [here](#).
- Rock, D. and Grant, H. (2016). Why Diverse Teams are Smarter. Harvard Business Review, 11/4/2016. Link [here](#)
- Platt, Tripp, Fraser, Warnock & Curtis (2008). Skillful Leader II, chapter on Professional Communities and Mediocre Learning. Link [here](#).

Additional resources (not required)

- Curtis and City, Strategy in Action, chapter on teams
- Lencioni (2002). The Five Dysfunctions of a Team

**Week 7, 3/4/20: What is continuous improvement and improvement science and how can they be useful at your internship site?**

Assignments due:

- Reflection journal: Using the Skillful Leader II chapter about the continuum of toxic to accountable behaviors, how do you assess the team on which you are working (or in which you are situated)?

Class readings:

Required:

- Curtis and City: Strategy in Action, chapter 6, Execution
- Amy Edmondson. Execution to learn. Link [here](#), Ed School Ted Talk at HGSE (15 mins)

Additional resources (not required)

- Bryk, A. (2015). Learning to Improve: How America’s Schools can get Better at Getting Better.

**Week 8, 3/11/20: How can we be sure we are solving the right problem?**

Class reading:

Required:

- Wedell-Wedellsborg, T. (2017). Are you solving the right problems? Harvard Business Review. Link [here](#).
- Reflection data: What are the descriptive statistics and / or most salient data points that you need to keep in the forefront of the work you are doing at your internship site and/or are at the base of your Capstone?

Week 9, 3/18/20: TBD

Class readings:

Required: TBD

Week 10 4/1/20: **How can engaging stakeholders and influencing critics be crucial to policy development and execution?**

Class readings:

Required: TBD

Week 11 4/8/20: **How does giving and receiving feedback contribute to a learning organization?**

Assignment due:

- Reflection journal: Bullet out a list of the main stakeholders who you have considered as you have worked at your internship site and your assessment of how well you and your office engaged with them. Any reflections on what you might do differently next time?

Class readings:

Required:

Reading:

- Stone and Heen. [Thanks for the Feedback](#).
- [Tool](#) from The Management Center website

Week 12 4/15/20: **How do you ensure long-term sustainability of a new initiative?**

Class readings:

Required:

Week 13, 4/22/20: **What are effective presentation skills?**

Assignments due:

- Presentation draft due, including 300-word professional abstract for presentation
- Reflection Journal: Using the provided framework from The Management Center, prepare for a feedback conversation with someone at your internship site.

Class readings:  
Required:

Week 14, 4/29/20: **TBD, depending on what is needed**

Assignment due:

- Reflection Journal: Using the Compass Points assessment we completed in class, reflect on what you take away from this as it relates to entering a new job

Class readings:  
Required:

Week 15, 5/6/20: **TBD, depending on what is needed**

Class readings:  
Required:

May 13, 2019: **Capstone invitational conference**

Final assignment: Memo to supervisor on next steps for the organization, due **May 18**.