

 <p>University of Lethbridge Faculty of Education</p>	<p>University of Lethbridge Faculty of Education</p> <p>EDUCATION 5637 Educational Leadership Internship II Fall 2019</p>
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Instructor: Dr. Pamela Adams
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Professor Availability

In the event that you need to meet at the school or on campus, please contact me via email, phone, or text to make arrangements.

Course Description

An in-depth professional development and supervised practice for graduate students in the M.Ed. (Educational Leadership) program. The internship has three components: (1) observing leadership in action in a school and/or school district setting, (2) practicing school leadership strategies, and (3) answering exploratory questions about a school problem/issue.

Please refer to the *Educational Leadership Internship Handbook*, (Faculty of Education, Graduate Studies and Research in Education) for comprehensive expectations.

Learner Outcomes

Because of the differentiated and individualized nature of each student's internship experience, learning outcomes are negotiable with the professor, but may include variations of the following:

- A. The student may observe leadership practice. For example, students may:
- (i) analyze the school budget
 - (ii) examine student registration and student records management
 - (iii) observe leadership in formal meetings
 - (iv) analyze the principal's role with the school council
 - (v) record and log observations in a leadership journal
- B. The student may practice leadership in a school setting. For example, students may:
- (i) analyze the school's 3-year-plan and track the implementation process
 - (ii) analyze resource allocations to support the 3-year plan
 - (iii) participate in monitoring and implementing a school improvement project
 - (iv) conduct and track learning community meetings
 - (v) reflect on and record experiences in a leadership journal

C. The student may inquire into and learn about a school leadership topic. For example, students may:

- (i) complete the literature review component of the school improvement project
- (ii) examine contractual practices and policies
- (iii) conduct a fire drill and an emergency lock-down drill
- (iv) analyze the IPP development process
- (v) record the process and product in a leadership journal

D. The student may participate in components of the school culture. For example, students may

- (i) assess the school culture
- (ii) plan and implement a ceremonial function in the school
- (iii) record the process and product in a leadership journal

In all cases, students will pose and then answer an inquiry-based question that will guide their individual learning about leadership.

Process

1. Students registering in the leadership internship program must be able to acquire volunteer services of an on-site leader-mentor, who will advise and supervise the internship under the guidance of the university professor.
2. Approval to conduct the internship is given by the district superintendent (or designate) with agreement from the school principal.
3. The intern formulates project proposals and submits these proposals to the university instructor for approval.
4. The university instructor will meet with the intern and mentor to discuss the project, guiding inquiry question, and the internship strategies.
5. The internship may comprise one major project or 5 smaller projects
6. Communication throughout the internship may be conducted via Moodle, face-to-face video conferencing, or by on-site visits.

Evaluation

The Intern will submit for grading a 1000-word reflection paper. The reflection paper will provide a description of the Internship activities, as well as a clear and concise answer to the inquiry question based on intern's learnings. The paper will highlight the features of the Internship that went well, but will also refer to the challenges and limitations. The Intern will make observations about the professional practice competencies (either TQS, SLQS, or both) and in what ways these competencies informed practice during the Internship. Appropriate literature from any previous courses that informed the Internship activities and learnings should be cited. The paper will conclude with a summary of the key learnings, an answer to the project's inquiry question and insights on how the Intern might approach specific leadership issues in the future. A copy will be retained by Graduate Studies and Research in Education.

Course Schedule

This course is based on the Masters in Education Leadership Handbook. As a one course offering, this Internship starts in Fall 2019.

Submission dates for each aspect of the internship are outlined below.



* The criteria for approving project topics are based on linkages to leadership and professional practice courses, as well as leadership standards and relevance to the intern's context.

Course Assignments & Evaluation

Assignment Summary	Grade	Due
Reflection Paper	Pass/Fail	December 13 th , 2019 (unless otherwise negotiated with professor in the first 1-on-1 meeting with the professor)

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

- ATA Code of Professional Conduct
[http://www.teachers.ab.ca/About the ATA/Upholding Professional Standards/Professional Conduct/Pages/Code of Professional Conduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/Upholding%20Professional%20Standards/Professional%20Conduct/Pages/CodeofProfessionalConduct.aspx)

- Standards of Professional Conduct for Master of Education Students
<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>