

University of Lethbridge
Faculty of Education



EDUCATION 5560 **Internship in Education**

Special Focus: Special Inclusive Leadership
Fall 2016

Knowing of any sort is relational, animated by a desire to come into deeper community with others... to have encounters and exchanges that will inevitably alter our thoughts and deeds.

Instructor: Pamela Adams, Ph.D.

Office: TH 325

Phone: 403-332-4070

Email: adams@uleth.ca

Secretary: Jean Mankee

Office: TH 321

Phone: 403-329-2260

Email: jean.mankee@uleth.ca

Course Goals

This course will provide internship experiences in a school or system setting in which interns may observe, examine, and practice leadership in inclusive education. The internship will synthesize the intern's understanding and implementation of leadership practices as it is enacted in contexts unique to inclusive education.

Learner Outcomes are negotiable and unique to each internship context, but may include the following:

- A. The intern will *observe* inclusive leadership practices. This may involve
- analyzing a school / district budget and allocation of resources to meet inclusive programming needs
 - examining registration and records management of inclusive education programs
 - observing inclusive leadership in formal meetings
 - analyzing a school's consultative team process for identifying and programming for exceptional needs
 - reflecting and logging observations in a leadership journal

- B. The intern will *practice* inclusive education leadership. This may involve
- analyzing a school's 3-year plan and tracking implementation of inclusive practices
 - examining resource allocations to support the 3-year plan
 - participating in monitoring and implementing a school-based inclusive education initiative
 - leading learning community meetings
 - reflecting and logging observations in a leadership journal
- C. The intern will *research* a school management and/or inclusion education issue. This may involve
- completing the research component of a school improvement project
 - examining contractual practices and policies
 - analyzing the IPP/IEPT development process
 - preparing a media release for a special education issue
 - reflecting and logging observations in a leadership journal
- D. The intern will *participate* in components of the school culture. This may involve
- assessing a school culture
 - planning and implementing a ceremonial event at the school
 - reflecting and logging observations in a leadership journal

Process

1. Interns registering in the Inclusive Leadership Internship program must be able to acquire voluntary support of an on-site leader-mentor who will advise and supervise the internship in consort with 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 a project proposal and submits it to the university professor for approval.
4. The university professor meets with the intern and leader-mentor to discuss the project and its deliverables.
5. The internship culminates with an in-depth reflection paper of project activities and learnings.
6. Communication throughout the internship may be conducted via email, face-to-face video conferencing, or by on-site visits.

Evaluation

The intern is required to submit a reflective summary of the project to the university professor. The summary (approximately 1500 words) will include the following:

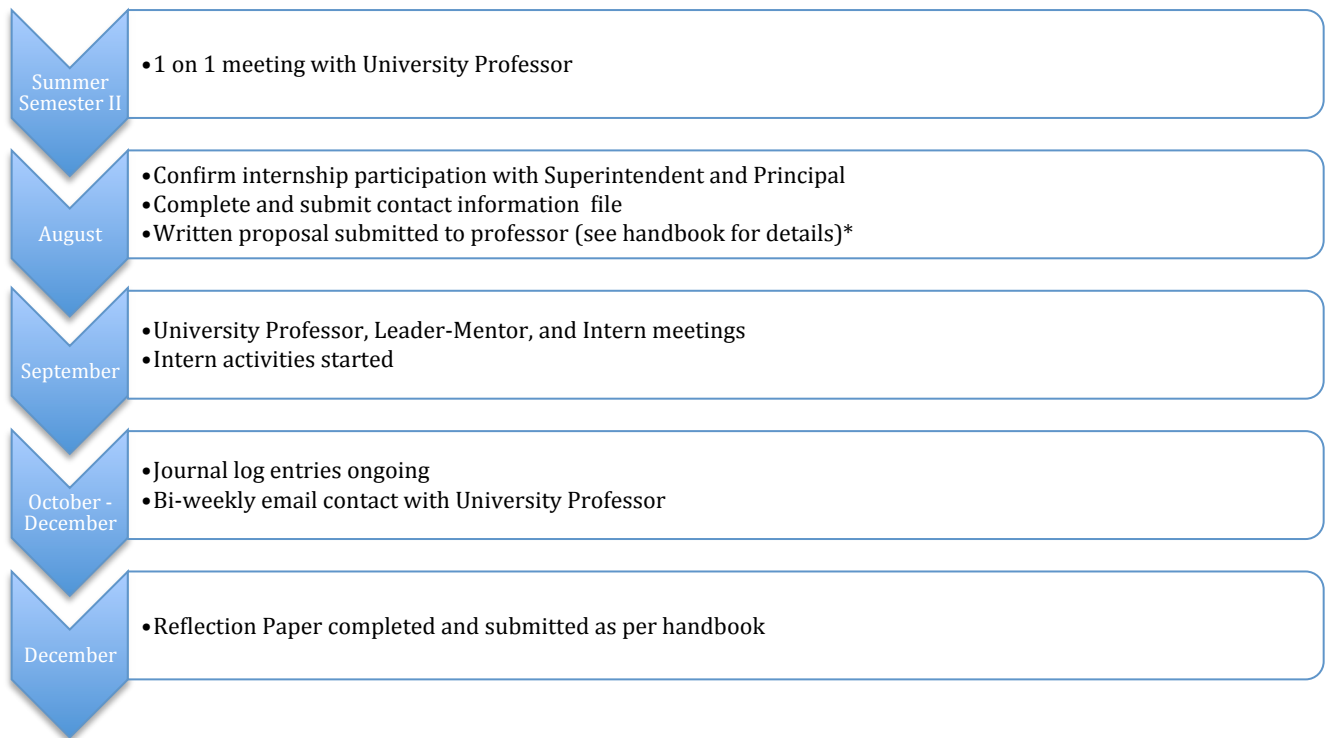
- A description of the goal and guiding questioning for the project
- An outline of project activities
- The connection between project activities, neuroscience and inclusive education courses, and the Alberta Education leadership standards
- Details of how the project unfolded

- An analysis of the intern’s observations. What aspects of the project were successful? What were the challenges and limitations of the project? What were contextual or mitigating factors that impact the project?
- A summary of what the intern learned about leadership as a result of this project.

Course Schedule

This course is based on the Masters in Education General Internship Handbook. As a one course offering, this internship starts in Summer Semester II, 2016 and concludes in December 2016.

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



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

Course Assignment (s)

Assignment Summaries:	Grade	Due
Project Summary (refer to Evaluation above)	Pass/Fail	December 15, 2016