Internship in Education Handbook

University of Lethbridge
Faculty of Education

Education 5560
Approved: May 2013

Inquiries regarding graduate programs should be made to:

Graduate Studies & Research in Education
Faculty of Education
University of Lethbridge
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Lethbridge, AB T1K 3M4
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Email: edu.masters@uleth.ca

Additional information, including policies and report forms, can be accessed at:
http://www.uleth.ca/education/programs-degrees/graduate-studies/m-education
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Introduction

As Interns approach the end of their master’s program, the Internship in Education experience affords them the opportunity to apply their understanding of leadership in a real-time setting. Interns are placed in cooperating school jurisdictions and are part of a volunteer leader-mentorship arrangement with a school leader in that jurisdiction. In an ideal world Interns would benefit from a full-time Internship experience. However, that is not the reality of Interns in our program as they are typically maintaining a full-time position with their school districts while they are completing their master’s studies. The university calendar requires approximately 10 hours leadership experience per week per course over a 13-week period (i.e., 100 hours per course).

Internship in Education experiences will vary from Intern to Intern. Responsibilities undertaken by the Intern will be context-dependent. The Intern will complete some context-specific activities throughout the Internship and submit a reflection paper to the University Instructor at the conclusion of the Internship.

Participation in the Internship program is restricted to students in specific M.Ed. cohorts and is subject to the approval of the jurisdiction superintendent. Each participating school jurisdiction is asked to sign an agreement (Appendix A) acknowledging that the Internship curriculum will not require release time from the Intern’s regular assigned duties.

This handbook of information and materials is intended to guide the Intern in planning and completing the Internship. Interns are advised to review the procedures thoroughly before submitting their Internship proposal.
Purpose of the Internship in Education

The overall purpose of the Internship in Education is to provide opportunities for the Intern to learn about the practical application of leadership competencies in a real-work context. The deliverables in the program are intended to help the Intern integrate and synthesize their academic, professional, and practical knowledge.

More specifically, the goals of the program are:

- To provide the Intern with opportunities to observe leadership practiced by experienced school leaders.
- To have the Intern make informed leadership decisions guided by academic knowledge with the help of the Leader-Mentor.
- To provide opportunities for the Intern to lead colleagues in learning community settings.
- To allow for hands-on experiences in school managerial or technical tasks such as budgeting, scheduling, implementing safety measures, or managing Interns in large scale settings.
- To provide opportunities for Interns to engage in research experiences which comply with faculty research standards.
- To enable Interns to gain experiences that will enhance their career path.

Procedures for Enrolment

1. Interns are to meet with the University Instructor either individually or collectively to discuss enrolment procedures, to procure the materials, and to explore possible Internship initiatives.
2. Interns submit a proposal to the ED 5560 University Instructor outlining their proposed Internship experiences for the course (Appendix B). Accompanying the proposal will be a form detailing the contact information for the district superintendent and the Leader-Mentor.
3. Following the proposal submission, the University Instructor will send letters inviting the superintendent to accept an agreement, to the Leader-Mentor outlining the guidelines for the leadership mentor, and to the host principal seeking access.
4. Once the superintendent signs the agreement, the University Instructor will arrange a face-to-face meeting with the Intern, the Leader-Mentor, and the principal. (Frequently the principal and the Leader-Mentor will be the same person.)
5. At the meeting, the Intern will lead a discussion outlining the details in the Internship proposal. The University Instructor will ensure that the Internship activities are linked to course content and Alberta’s leadership competencies. The University Instructor will also review the Leader-Mentor Guidelines to ensure understanding (Appendix C).
6. The Intern will officially register in ED 5560 in the semester that this course is offered by the Registrar’s Office and Student Services (ROSS).
Roles and Responsibilities

Intern

(1) Acquire the Internship in Education Handbook from the designated ED 5560 University Instructor.

(2) Consider the Indicators in the Professional Practice Competencies as taken from Principal Quality Practice Guidelines (Appendix E) as a source of possibilities for Internship in Education activities.

(3) Complete and submit a proposal on the Education 5560 Planner (Appendix B) form by email. The proposal contains the following:
   (a) Internship observations and experiences
   (b) Timelines for each activity
   (c) Alignment between the leadership courses and the Internship activities.
   (d) Alignment between the professional practice competencies and the Internship activities.
   (e) Contact data for the school and the district.

(4) Assist the University Instructor to set up the meeting with the Intern and the Leader-Mentor. Be prepared to discuss implementation details at this meeting.

(5) Implement the Internship proposal in accordance with timelines specified in the proposal.

(6) Maintain a journal throughout the duration of the Internship.

(7) Prepare an Internship reflection paper in compliance with the course requirements. (Appendix D)

(8) Ensure that the Leader-Mentor has an opportunity to read the reflection papers prior to submission.

Leader-Mentor

(1) Agree to act as a Leader-Mentor to the Intern.

(2) Assist the Intern in developing the Internship proposal.

(3) Meet with the University Instructor and the Intern to review details of the Internship experience.

(4) Provide opportunities for the Intern to discuss progress throughout the Internship.

(5) Advise and guide the Intern where appropriate.

(6) Read the Intern’s reflection papers.

University Instructor

(1) Inform the cohort about Internship procedures.

(2) Review and approve Intern’s proposals.

(3) Communicate the program intents and seek access to the Intern’s school jurisdiction.

(4) Advise, in writing, the Intern’s principal about the Intern’s Internship.
   (The University Instructor undertakes (3) and (4) simultaneously but will take no further steps until the superintendent signs off on the agreement.)

(5) Meet face-to-face with the Intern and the Leader-Mentor to review the proposal, outline the Leader-Mentor’s role, set the deadlines, and clarify the intents of the program.

(6) Advise the Intern about expectations for course deliverables (journal and reflection papers).

(7) Maintain the course in Moodle or an equivalent platform to share documents, course expectations, submissions, and regular communication.

(8) Evaluate the Intern and assign a final grade (Pass/Fail).
Evaluation

The calendar lists a requirement of 100 hours for the Internship in Education course. That translates to approximately 10 hours per week over the regular semester.

Interns should endeavor to keep track of the hours invested and record this in their journal entries (or a log). The University Instructor may ask to see the journal (or log) as evidence of the Internship experiences.

Interns will submit a reflection paper at the end of ED 5560. The University Instructor will issue specific requirements for the papers. A copy of the reflection paper will be kept in the Intern’s student file and therefore should be written in such a way that people and schools are not identified.

The University Instructor will consider the following when assigning a Pass/Fail grade for the Internship course:

- Proposal
- Leader-Mentor feedback
- Journal completion
- Reflection paper(s)

The proposal, reflection paper, and completed and signed District/Faculty Agreement for the Internship in Education form (Appendix A) will be kept in the Intern’s student file. In some cases the Leader-Mentor feedback and/or the Intern’s journal may also be kept in the Intern’s student file.
APPENDIX A

District/Faculty Agreement for Internship in Education

_______________________________ is currently enrolled in the Master of Education degree program in the Faculty of Education at the University of Lethbridge and is registered to complete an Internship in Education course. The Intern’s University Instructor is ___________________________ (University Instructor Name) who can be contacted at (403) _________________. As a condition of earning the master’s degree, the Intern has agreed to participate in a field Internship at ___________________________ (School Name) during the 20__ / 20__ time period. The Intern’s projects, research, and leadership activities will be designed around leadership themes and standards (e.g., school culture, vision, community, management, and professional development).

The Leader-Mentor for the Internship in Education will be [Leader-Mentor’s name] and his/her involvement will include:
   a. inviting the Intern to observe the Leader-Mentor’s leadership activities;
   b. facilitating the Intern’s participation in agreed-upon administrative duties;
   c. acting as the Intern’s primary supervisor;
   d. and, communicating with the University Instructor to discuss the program and the Intern’s progress from time to time.

The Intern understands that the school is under no obligation to provide release time or additional consideration for the services provided by the Intern as part of the Internship in Education.

The Superintendent of Schools of ___________________________ (School District) agrees that the University Instructor may visit the school for the purposes of meeting with the Leader-Mentor and Intern during the course of the Internship in Education.

AGREED TO AND ACCEPTED BY:

___________________________________________________________ (Superintendent Signature) ___________________________ (Date)

___________________________________________________________ (University Instructor Signature, on behalf of Faculty of Education) ___________________________ (Date)

Please return signed copy to the University Instructor named above:

Faculty of Education
University of Lethbridge
4401 University Drive
Lethbridge, AB T1K 3M4


**APPENDIX B**

**Education 5560 Planner**

**Guidelines**

Interns select a school based leadership project to be completed during the Internships. The project should focus on an aspect of leadership that the Intern would like to explore in the school setting. Interns should enter into a conversation with the person who will be the Leader-Mentor and ensure that the person is comfortable with the proposed project. Interns then submit a brief proposal for submission to the University Instructor. Course work completed to date should be considered when writing the proposal.

Once the internship proposal has been approved by the University Instructor, a more detailed written plan for the Internship should be completed. The written description should include the following details:

1. Provide a project overview in an opening paragraph or two.
   - Description of what your project(s) will entail.
   - Rationale for doing the project(s).
   - Desired outcomes of the project(s)

2. Identify and articulate a scope, sequence and timing.
   - What are the generic descriptions and activities that you hope to accomplish (ie motivation, capacity building, etc.)?
   - How will you order the project?
   - What time frame will you use to complete each section of your project(s)?

3. Connect the Professional Practice Competencies to your project(s) by providing a written description of how they relate to what it is you want to do.

4. Connect course learning to the project(s). Be explicit in stating how you believe what you have taken in your course work will be reflected in your project(s).

**Timing and Staging:** Do not attempt to begin your Internship activity until your proposal has been approved by your **University Instructor.**
Education 5560 Planner

Submit this form to the University Instructor for ED 5560 Internship in Education.

Intern: ___________________________ Date: ___________________________

Superintendent Contact Information:

Name: ____________________________________________
School Jurisdiction: _______________________________________
Address (mailing): _______________________________________
Phone: ___________________________________________
Email: ___________________________________________

Leader-Mentor Contact Information:

Name: ____________________________________________
Position: _______________________________________
School: _______________________________________
Address (mailing): _______________________________________
Email: ___________________________________________

Principal (if different than Leader-Mentor)

Name: ____________________________________________
School: _______________________________________
Address (mailing): _______________________________________
Email: ___________________________________________

Written statement outlining your project for the Internship.
APPENDIX C

Leader-Mentor Guidelines

The Faculty of Education thanks you for agreeing to serve as a Leader-Mentor for your colleague who is registered in the University of Lethbridge Master of Education program. Our hope is that by providing counsel and support to your Intern that he/she can experience, observe, and reflect on leadership in the school setting.

In your role as Leader-Mentor we would suggest the following as a list of possible contributions you could make to your Intern’s development as a leader. Please note that these are suggestions only and that you are encouraged to use discretion regarding the degree to which you engage in any of these processes:

General:
• Help to create a school or district based support system for the leadership Intern.
• Collaborate with the Intern in the planning of activities that are described in the Internship.
• Dialogue with the Intern on a regular basis regarding expectations, advice, and quality of the Intern’s work. The level and depth of the mentorship should reflect the Intern's emerging needs as she/he progresses through the Internship.
• Advise the Intern regarding balance and integration between observation, benchmark activities (Internship requirements), and regular duties.

Specific Mentorship Functions (depending on the context):
• Serve as coach—providing guidance, counsel, and advice.
• Facilitate professional development.
• Facilitate networking.
• Provide knowledge and wisdom on a variety of leadership issues.
• Provide feedback and opportunities for reflection.
• Provide moral support.
• Act as role model.
• Maintain contact with the University Instructor.

The Intern is required to complete and submit a reflection paper at the conclusion of the Internship in Education course. Your feedback to the Intern during the Internship will, no doubt, inform part of that submission. The Internship grade is simply Pass/Fail for the Intern. If the Intern’s performance becomes an issue, please consult the University Instructor for input into the Intern’s grade.

We would ask that upon completion of the Internship, should you see fit, you complete a statement for the Intern’s personal files regarding the Intern’s experience. You might address the following:
• Effort in completing the Internship.
• Growth in leadership knowledge, skills, and attributes.
• Future needs evident for the Intern in Leadership training to be able to assume a leadership role in a school congruent with the Intern’s leadership aspirations.

Thank you, once again, for agreeing to support the Internship in Education program.
APPENDIX D

Written Submission Requirements for the Internship in Education

Journaling in the Internship in Education: Your Internship in Education journals will provide a forum for evidence of your growth during the Internship. The content of your journal may prove to be very helpful for preparing your capstone paper. It is NOT a portfolio and neither is it a logbook!

Characteristics of Journals and what they contain:
- Written in narrative form
- Subjective
- Deal with perspectives, opinions, or personal experiences
- Pose questions
- Responses to literature
- Reaction to events
- Connections between class content and the field
- Evidence of thinking or reflection

A journal is more descriptive, longer, open-ended, and free-flowing than a log. It can help the Intern make connections between what is important to her/him, the leadership curriculum, and the education world. Entries are dated.

A journal can be used to:
- Record activities, ideas, or events
- Predict what will happen next
- List questions
- Summarize the main ideas of the literature
- Reflect on information and learning
- Connect ideas and events to theory
- Monitor a change in practice
- Respond to questions posed by an advisor
- Identify problems
- Track projects

Some implementation hints:
- Write regularly
- Write freely (save the editing for later)
- Organize entries under headings (it will provide you with easier access later)
- Keep it personal (but remember your University Instructor may ask to see it)
- Use it to inform your reflection paper and your Capstone paper.

Writing a Internship in Education Reflection Paper (1000 words)
You will submit a reflection paper to meet your Internship requirements. Due dates will be set by the University Instructor.

The reflection paper will provide a clear and concise description of the Internship activities. The paper will highlight the features of the Internship that went well, but also refer to the disappointments. The Intern will make observations about the professional practice competencies that came into play during the Internship and how well they informed practice. Appropriate literature that informed the Internship activity may be cited. The paper will conclude with a summary of the key learning and some thoughts on how the Intern might approach specific leadership issues given another opportunity.

Principal Quality Practice Guidelines

Taken from: Alberta Education. The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta, February 2009

Principal Quality Practice and Leadership Dimensions

**Principal Quality Practice**

The principal is an accomplished teacher who practices quality leadership in the provision of opportunities for optimum learning and development of all students in the school.

Principal Quality Practice applies to all formal school leaders, including assistant and vice principals. In accepting the legislated and school authority mandated leadership responsibilities, all school leaders are expected to commit to fulfilling the leadership dimensions contained in the PQPG (Principal Quality Practice Guidelines) throughout their careers. The leadership dimensions and their descriptors are interrelated and link to school leaders’ daily practice; however, they are not presented in rank order. Reasoned, evidence-based, professional judgment must be used to determine whether these leadership dimensions are demonstrated by a school leader in a given context.

1. **Leadership Dimension – Fostering Effective Relationships**
   The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community—students, teachers and other staff, parents, school council, and others who have an interest in the school.

   **Descriptors** – The principal:
   (a) acts with fairness, dignity, and integrity
   (b) demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect
   (c) promotes an inclusive school culture respecting and honouring diversity
   (d) demonstrates responsibility for all students and acts in their best interests
   (e) models and promotes open, inclusive dialogue
   (f) uses effective communication, facilitation, and problem-solving skills
   (g) supports processes for improving relationships and dealing with conflict within the school community
   (h) adheres to professional standards of conduct.

2. **Leadership Dimension – Embodying Visionary Leadership**
   The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission, and goals.

   **Descriptors** – The principal:
   (a) communicates and is guided by an educational philosophy based upon sound research, personal experience, and reflection
   (b) provides leadership in keeping with the school authority's vision and mission
   (c) meaningfully engages the school community in identifying and addressing areas for school improvement
   (d) ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture
   (e) facilitates change and promotes innovation consistent with current and future school community needs
   (f) analyzes a wide range of data to determine progress towards achieving school goals
   (g) communicates and celebrates school accomplishments to inspire continuous growth.

3. **Leadership Dimension – Leading a Learning Community**
   The principal nurtures and sustains a school culture that values and supports learning.

   **Descriptors** – The principal:
   (a) promotes and models life-long learning for students, teachers, and other staff
   (b) fosters a culture of high expectations for students, teachers, and other staff
   (c) promotes and facilitates meaningful professional development for teachers and other staff
   (d) facilitates meaningful parental involvement and ensures they are informed about their child’s learning and development.
4. Leadership Dimension – Providing Instructional Leadership
The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Descriptors – The principal:
(a) demonstrates a sound understanding of current pedagogy and curriculum
(b) implements strategies for addressing standards of student achievement
(c) ensures that student assessment and evaluation practices throughout the school are fair, appropriate, and balanced
(d) implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard
(e) ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity
(f) ensures that students have access to appropriate programming based on their individual learning needs
(g) recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning
(h) ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning
(i) supports the use of community resources to enhance student learning.

5. Leadership Dimension – Developing and Facilitating Leadership
The principal promotes the development of leadership capacity within the school community—students, teachers and other staff, parents, school council—for the overall benefit of the school community and education system.

Descriptors – The principal:
(a) demonstrates informed decision making through open dialogue and consideration of multiple perspectives
(b) promotes team building and shared leadership among members of the school community
(c) facilitates meaningful involvement of the school community, where appropriate, in the school’s operation using collaborative and consultative decision-making strategies
(d) identifies and mentors teachers for future educational leadership roles.

6. Leadership Dimension – Managing School Operations and Resources
The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

Descriptors – The principal:
(a) effectively plans, organizes and manages the human, physical, and financial resources of the school and identifies the areas of need
(b) ensures that school operations align with legal frameworks such as: provincial legislation, regulation, and policy; as well as school authority policy, directives, and initiatives
(c) utilizes principles of teaching, learning, and student development to guide management decisions and the organization of learning.

7. Leadership Dimension – Understanding and Responding to the Larger Societal Context
The principal understands and responds appropriately to the political, social, economic, legal, and cultural contexts impacting the school.

Descriptors – The principal:
(a) advocates for the needs and interests of children and youth
(b) demonstrates a knowledge of local, national, and global issues and trends related to education
(c) assesses and responds to the unique and diverse community needs in the context of the school’s vision and mission
(d) advocates for the community’s support of the school and the larger education system.