

University of Lethbridge  
Faculty of Education

## EDUCATION 5560

### Internship in Education

Special Focus: Special Inclusive Leadership

September 2013 – December 2013

*Change is an inevitable journey. All things are constantly changing, transforming, becoming something different. Guiding change so that it is successful is what leadership is all about. Indeed, the measure of a leader may well be her or his capacity to understand and deal successfully with change - to stimulate, shape it, guide it, manage it, and keep it going in the right direction.*

~ California School Leadership Academy

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### Course Goals:

This course will provide an internship to examine and experience the leader's role in an inclusive education school or school system. The internship will synthesize the student's understanding and implementation of leadership practices.

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### \*Learner Outcomes are negotiable but may include some of the following:

- A. The student will observe inclusive leadership practice. Learners may:
- (i) analyze the school / district budget and allocation of resources to meet all needs
  - (ii) examine student registration and student records management
  - (iii) observe inclusive leadership in formal meetings
  - (iv) analyze the consultative team process within a school for identification and programming for exceptional needs
  - (iv) record and log observations in a leadership journal
- B. The student will practice inclusive education leadership in a school setting. Students may
- (i) analyze the school's 3-year-plan and track the implementation process of inclusive practices

- (ii) analyze resource allocations to support the 3-year plan
- (iii) participate in the monitoring and implementation of a school improvement (AISI) project (if related to inclusion)
- (iv) observe the research-sharing component of the AISI research project
- (v) conduct and track learning community meetings
- (vii) reflect on and record experiences in a leadership journal

C. The student will research a school management and/or inclusion education issue. Students may:

- (i) complete the research component of the school improvement project
- (ii) examine the contractual practices and policies
- (iii) conduct a fire drill and an emergency lock-down drill
- (iv) analyze the IPP / IEPT development process
- (v) prepare a media release for a special education issue
- (vi) record the process and product in a leadership journal

D. The student will participate in components of the school culture. 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

### **Process:**

1. Students registering in the Inclusive leadership internship program must be able to acquire volunteer services of an on-site leader-mentor who will advise and supervise the internship in consort with the university instructor.
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 projects and the deliverables.
5. The internship will culminate with an in-depth reflection paper of project undertaken.
6. Communication throughout the internship may be conducted via email, face-to-face video conferencing, or by on-site visits.

### **Evaluation:**

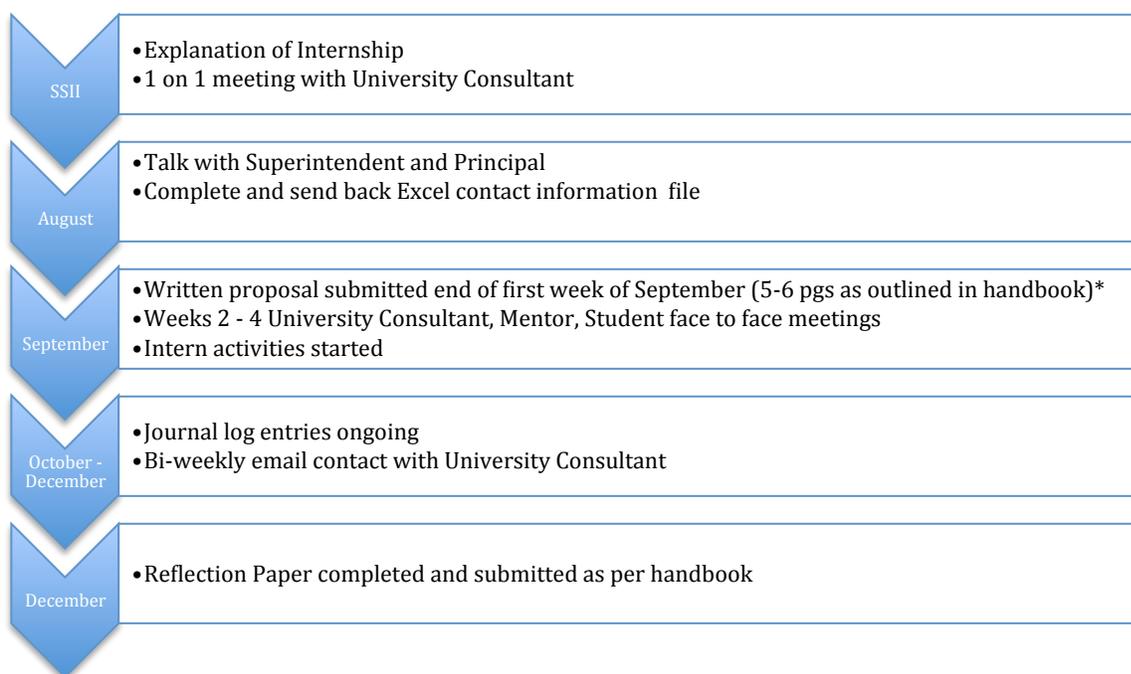
The intern is required to submit a summary of each project to the university instructor. The summary (no more than 1000 words) will include the following:

- A brief description of the project
- The connection between the project and neuroscience and inclusive education courses and leadership standards
- Details of how the project unfolded
- A summary of the intern's observations—what went well, what failed, etc., and why the project succeeded or did not meet expectations; mitigating factors
- What the intern learned about leadership by conducting this project.

## Submission Schedule:

Assignment Summaries:	Grade	Due
Project Summary	Pass/Fail	December 2013

**This course will be based on the Educational Leadership Internship Handbook with the minor revisions to address the special focus within the Masters in Inclusive Education and Neuroscience. As a one course offering this internship will start in the summer 2013 and conclude in December 2013. Submission schedule is outlined below.**



\*Each of the assignment topics and weighting are subject to negotiation between student and instructor. Linkage to inclusive education, neuroscience and professional practice courses as well as leadership standards, and relevance with the intern's context are the criteria for selecting and creating projects.

## Bibliography

Alberta Education, 2011 *The Learning Coach within Alberta Schools*

[http://education.alberta.ca/media/6652069/learning%20coaches%20english\\_final.pdf](http://education.alberta.ca/media/6652069/learning%20coaches%20english_final.pdf)