



EDUCATION 5637

Internship II

Fall Semester 2014

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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) researching a school problem/issue.

Course Goals:

This course will provide a second practicum for Master's Leadership students to examine and experience the leader's role in a school or school system. The practicum will synthesize the student's understanding and implementation of leadership practices. Please refer to the *Educational Leadership Internship Handbook*, Faculty of Education, Graduate Studies and Research in Education (Undated), for comprehensive expectations.

*Learner Outcomes are negotiable (with instructor) but may include some of the following:

- A. The student will observe leadership practice. Learners 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
 - (iv) record and log observations in a leadership journal
- B. The student will practice leadership in a school setting. 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 the monitoring and implementation of a school improvement project
 - (iv) conduct and track learning community meetings
 - (v) observe the research-sharing component of the TPGP and SI processes
 - (vii) reflect on and record experiences in a leadership journal
- C. The student will research a school management and/or special 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 development process
- (v) prepare a media release for D.ii (below)
- (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 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. During Internship I, 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 may comprise one major project or 5 smaller projects (or something in between those two alternatives).
6. Communication throughout the internship may be conducted via Moodle, 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 (please disguise any school or individual identifiers).
- The connection between the project and leadership courses and leadership standards or competencies
- 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; and any mitigating factors
- What the intern learned about leadership by conducting this project.

A permanent record of the proposal and the reflection paper will be stored in your file in the Faculty’s Grad Studies office.

Sample Submission Schedule:

Assignment Summaries:	Value*	Due
Project Summary		Subject to negotiation depending on local contexts.

Ultimately the course is graded on a **Pass/Fail** basis.

** Each of the assignment topics and weighting are subject to negotiation between student and instructor. Linkage to leadership courses and leadership standards, and relevance with the intern’s context, are the criteria for selecting and creating projects.*