



EDUCATION 5637

Internship II

Fall Semester 2015

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Course Goals:

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.

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 will submit for grading a 1000 word reflection paper. 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.

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.*