



Faculty of Education

Graduate Studies & Research in Education

Master of Education (Educational Leadership)

Internship Handbook

University of
Lethbridge



Faculty of Education

Education 5635 and 5637

Approved: May 2013

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*Additional information, including policies and report forms, can be accessed at:
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Contents

Introduction	1
Purpose of the Leadership Internship.....	2
Procedures for Enrolment.....	2
Roles and Responsibilities	3
Intern.....	3
Leader-Mentor.....	3
University Instructor	3
Evaluation	4
APPENDIX A	5
District/Faculty Agreement for Leadership Internship.....	5
APPENDIX B.....	6
Education 5635/5637 Planner	6
APPENDIX C.....	8
Leader-Mentor Guidelines	8
APPENDIX D	9
Written Submission Requirements for the Leadership Internship.....	9
APPENDIX E.....	10
Principal Quality Practice Guidelines	10

Introduction

The Educational Leadership specialization in the Master's degree program was originally informed on a model that advocates a practical component be an integral part of leadership preparation (Daresh, 1988). This model was reaffirmed in a discussion paper that further saw leadership preparation as a balance among academic, practical, and professional experiences (Berry & Beach, 2009). Recently Leadership Internship experiences have been implemented in many preparation programs in response to a stinging rebuke that the training opportunities received by graduates in masters' programs were marginally utilitarian at best (Levine, 2005).

Further, the Alberta context reflects the importance of a practical understanding of leadership in a culture that is experiencing a great deal of change. For example classroom assessment practice, the advent of professional collaborative communities, and the impact of technology on schools in general and on classrooms in particular have each been focal points for school improvement initiatives in the last 10-15 years. Leadership competencies have emerged that have positioned instructional leadership as the substance of leadership preparation and practice. The competencies stress what a school principal should know and be able to do. It is the "be able to do" part of this statement that provides an imperative in our leadership program to provide opportunities for Interns to integrate their academic and professional knowledge with practical experience.

As Interns approach the end of their master's program the Leadership Internship 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. Most Interns take two Internship courses. The university calendar requires approximately 10 hours leadership experience per week per course over a 13-week period (i.e., 120 hours per course). In the leadership program we work outside the calendar parameters in that we encourage Interns to stretch their two Internship courses over an extended period of time—one and one-half to two years. The extended period removes the intensity of the 10-hour-a-week model, caters to ongoing leadership work that supplements classroom courses that are conducted concurrently, and allows for meaningful reflection.

Leadership Internship experiences will vary from Intern to Intern. Responsibilities undertaken by the Intern will be context-dependent. The leadership courses are closely aligned with leadership competencies and Interns are encouraged to propose Internship experiences that facilitate practice in the leadership competencies. 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 the Educational Leadership specialization 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 Leadership Internship

The overall purpose of the Leadership Internship in the Educational Leadership specialization 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) After the conclusion of the introductory leadership courses, 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 5635 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 5635 and ED 5637 in the semesters that these courses are offered by the Registrar's Office and Student Services (ROSS).

Roles and Responsibilities

Intern

- (1) Acquire the Leadership Internship Handbook from the designated ED 5635 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 Leadership Internship activities.
- (3) Complete and submit a proposal on the **Education 5635/5637 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 Internship reflection papers—one for ED 5635 and one at the conclusion of ED 5637—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 while Interns are enrolled in their third course in the Educational Leadership specialization.
- (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 total requirement of 240 hours for the two Leadership Internship courses. That translates to approximately 10 hours per week over two regular semesters. Clearly if the Internship is spread over a one-year to a two-year period the weekly hours requirement changes.

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 two reflection papers—one at each of the semester deadlines for ED 5635 and ED 5637. The University Instructor will issue specific requirements for the papers. A copy of the reflection paper(s) 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 each Internship course:

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

The proposal(s), reflection paper(s), and completed and signed **District/Faculty Agreement for the Leadership Internship** 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.

University of Lethbridge

EXCELLENCE ☼ *commitment to learning*

Faculty of Education



University of Lethbridge

QUALITY ☼ *tradition, scholarship, innovation*

Faculty of Education

APPENDIX A

District/Faculty Agreement for Leadership Internship

_____ is currently enrolled in the Master of Education degree
(Intern Name)
program in the Faculty of Education at the University of Lethbridge and is registered to complete a
Leadership Internship 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
Leadership 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 Leadership Internship 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 Leadership Internship.

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

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 5635/5637 Planner

Guidelines

You select a number of school based leadership projects to be completed during the internships. Each of the projects should focus on an aspect of leadership you would like to explore in the school setting. You should enter into a conversation with the person who will be the Leader-Mentor and ensure that the person is comfortable with the projects being proposed. You then begin the process of writing the proposal for submission to the University Instructor. Consider course work completed to date when writing the proposal. For example, you should look at the first three courses completed in the program when writing the proposal for Internship One:

Education 5630	Educational Leadership and the Change Process. An interpretation of the change process, leadership models, administration theory, and the role of vision in leadership.
Education 5631	School Culture and the Instructional Program. An examination of the leader's role in facilitating a positive school culture and in positioning teaching and learning as the focal point of schools.
Education 5400	Nature of Educational Research. A focus on the Action Research methodology as a means of exploring how educators can identify and address problems, concerns, and opportunities regarding the teaching and learning process.

As you take more leadership courses you may need to update your proposal in consultation with your University Instructor to include additional course content. The University Instructor will work with you to determine how much is enough. Some activities will be of sufficient breadth and depth that no other activities will be required. Another proposal might require a series of smaller leadership activities to satisfy requirements.

Once you have mapped out your internship in summary form then complete a more detailed written explanation of the Internship. 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.

Send your University Instructor a proposal that includes the details of your project(s).

Education 5635/5637 Planner

As appropriate, submit this form for Internship I to the University Instructor for ED 5635, or for Internship II, to the University Instructor for ED 5637.

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(s) for the Internship.

APPENDIX C

Leader-Mentor Guidelines

The University of Lethbridge Educational Leadership Team wants to thank you for agreeing to serve as a Leader-Mentor for your colleague who is registered in the University of Lethbridge Master of Education (Educational Leadership specialization) 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. The Leadership Internship experience is designed so that the Intern can spread the Internship projects over a 2-year period rather than having to comply with the traditional semester approach.

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 each Leadership Internship 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 Leadership Internship program.

Reference: Capusso, R. L., & Daresh, J. C. (2001). *The school administrator internship handbook: Leading, mentoring, and participating in the internship program*. Thousand Oaks, CA: Corwin Press.

APPENDIX D

Written Submission Requirements for the Leadership Internship

Journaling in the Leadership Internship: Your Leadership Internship 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 the Leadership Internship Reflection Papers (1000 words)

You will submit two reflection papers to meet your Internship requirements. Due dates will be set by the University Instructor, but as a guideline, your first paper is due near the conclusion of the official ED 5635 semester, and the second is due near the conclusion of the ED 5637 semester.

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.

References: East Michigan University Department of Leadership and Counselling. (2011). *Educational leadership internship handbook: A student and faculty guide for the master's specialist and doctoral internship process*. Michigan, WI: Author.

APPENDIX E

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.