FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT ; EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE: COLLEGE OF EDUCATION
COURSE PREFIX AND NUMBER: EDA 6946	CURRENT COURSE TITLE: SPRING SCHOOL LEADERS INTERNSHIP
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2013	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO:

CHANGE PREFIX FROM: TO:

CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO:

CHANGE PREREQUISITES/MINIMUM GRADES TO*:

ADD PREREQUISITES: ADE 6381 LEADERSHIP I: ADULT LEARNING AND ASSESSMENT, AND EDS 6100 LEADERSHIP II: THEORY AND ASSESSMENT, AND EDA 6103 LEADERSHIP III: ADMINISTRATIVE PROCEDURES. AND CERTIFICATE OF COMPLETION OF TECHNOLOGY MODULES.
MINIMUM PASSING GRADE FOR ADE 6381, EDS 6100, AND EDA 6103: B-.

CHANGE COREQUISITES TO*:

CHANGE REGISTRATION CONTROLS TO:

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number:
Dr. James Burnham   jburnham@fau.edu 561-308-8182.

Approved by:	Date:	**ATTACHMENT CHECKLIST**
Department Chair:	10/12/12	◆Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php)
College Curriculum Chair:	10/24/12	
College Dean:		◆Written consent from all departments affected by changes
UGPC Chair:		
Graduate College Dean:		

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAU
FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT: Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6946

COURSE TITLE: Spring School Leaders Internship

PREREQUISITES:
1. ADE 6381: Leadership 1: Adult Learning and Assessment
2. EDS 6100: Leadership 2: Theories and Assessment
3. EDS 6103: Leadership 3: Administrative Processes
4. Certificate of Completion of Technology Modules

CATALOG DESCRIPTION: 2 semester hours. This course is one of three internship courses that are a co-requisite requirement for all School Leader Educational Leadership programs leading to Level 1 Certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating, and leading.

ABOUT THIS COURSE: The spring internship is designed to permit aspiring administrators to work as a practicing assistant principal, engaged in the aforementioned continuum by doing administrative tasks that are tied directly to the Florida Principal Leadership Standards and the FELE Competencies and Skills. Course prerequisite is a certificate of participation in the School Leaders Program internship orientation seminar. Each student is required to register for a spring, a summer, and a fall internship.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK: As a reflective decision-maker the student will be provided real-life opportunity to make informed decisions based on the previous acquisition of theory and knowledge gained from the foundational and professional coursework that s/he is currently taking. During this internship, it is expected that the student will exhibit ethical behavior, and provide evidence of being a capable professional apprenticing the craft of school administration. The emphasis in this course is on the use of reflection on action and reflection in action, coupled with critical thinking and ethical judgment demonstrated through artifact-based evidence of performed leadership experiences in the school environment. Seminars will emphasize the analysis of performance based on an analysis of the decision-making processes involved, the best-practice and theoretical information applied, the ethical considerations used, and the success of the outcomes achieved.

REQUIRED READING:
Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD

Robbins, P. & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success.* Alexandria, VA: Association for Supervision and Curriculum Development

Scheurich, J., Skrla, L., Mckenzie, K. B., Richardson, J. (2009). *Using equity audits to create equitable and excellent schools.* Thousand Oaks, CA: Corwin Press

Purchase LiveText electronic portfolio and assignment program at www.livetext.com. Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. To receive a passing grade in this course you must have an active LiveText account. Information regarding obtaining an account is provided on the College of Education website, http://coe.fau.edu/livetext.

In addition to reading these books, students must be subscribed on-line to the *ASCD Smartbrief* (http://www.smartbrief.com/ascd/) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

REQUIRED READINGS FROM WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP PROGRAM: Students must be registered to use the Florida School Leaders Learning Library: The William Cecil Golden School Leadership Development Program. This site includes many articles and simulations for you to use to gain information for this course. The website is located at www.floridaschoolleaders.org and includes pre- and post-assessments that will be used in seminars and included in the final portfolio.

Other reading assignments will be assigned during the semester for topical discussions during the seminars.

REQUIRED RESOURCES: LiveText. Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, http://coe.fau.edu/livetext.

REQUIRED WEBSITES:
American Association of School Administrators:
      An Educator's Guide to School-wide Reform [School Reform Models]
        http://www.aasa.org/issues_and_insights/district_organization/Reform/index.htm
ASK Education newsletter for principals: *Just for the Asking* [free]

www.askeducation.com [selected newsletters for principals]
Association for Supervision and Curriculum Development
      ASCD homepage for articles [publications, Educational Leadership, archives]
      ASCD SmartBrief- free sign up http://www.smartbrief.com/ascd/
Bureau of School Improvement (2007). *Planning & evaluating your school improvement process: Technical assistance document-A manual to assist with the planning, development and writing of a School Improvement Plan.* Florida Department of Education. http://www.bsi.fsu.edu/pdf/2007TA.pdf
Center on Education Policy (2007). *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era*
      http://www.cepdc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=212&documentFormatId=3557
Florida Department of Education
      Florida A++ Implementation http://www.fldoe.org/APlusPlus/
      Sunshine State Standards: Curriculum, K-12 http://www.fldoe.org/bii/curriculum/sss/
Florida Department of Education Bureau of School Improvement Dart2007 Model
      http://www.bsi.fsu.edu/pdf/DART2007.pdf.
Mid-Continent Research for Education and Learning: *Leadership* (2007)
      http://www.mcrel.org/newsroom/hottopicLeadership.asp
National Center for Culturally Responsive Education Systems
      http://nccrest.eddata.net
National Center for Education Statistics
      www.nces.ed.gov
National Center on Education and the Economy (December, 2006).
      The Report of the New Commission on the Skills of the American Workforce: Tough choices or tough times.
      http://www.skillscommission.org/executive.htm [Executive Summary]
      http://wdr.doleta.gov/opr/fulltext/00-wes.pdf   [Full text]
Regional Education Lab (NCREL) Building a Collective Vision
      http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm

RECOMMENDED WEBSITES:

Annenberg Institute for School Reform:
      Closing the Achievement Gap: How schools are making it happen
      http://www.annenberginstitute.org/challenge/pubs/cj/gap_cj.htm
      Tools for school improvement planning
      http://www.annenberginstitute.org/tools/index.php
Council of Chief State School Officers
      Interstate School Leaders Licensure Consortium: Standards for School Leaders
      http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm
ELL/ESL Resources:
      Activities for ESL students http://a4esl.org/
      Everything ESL net www.everythingesl.net
      Multicultural & ESOL Program Services Education www.broward.k12.fl.us/esol
Education Standards   http://www.Edstandards.org

ELL/ESL Resources:
- Activities for ESL students http://a4esl.org/
- Everything ESL net www.everythingesl.net
- Multicultural & ESOL Program Services Education   www.broward.k12.fl.us/esol

Exceptional Students (ESE):
- Council for Exceptional Students   www.cec.sped.org
- Florida Department of Education: Bureau of Exceptional Education and Student Services www.fldoe.org/ese/
- Florida Teaching resources for ESE   www.cpt.fsu.edu/ese/cs/mod/altcurr.html
- LD Online   www.ldonline.com
- Neag Center for Gifted Education and Talent Development http://www.gifted.uconn.edu/
- TAG -- Council for Exceptional Children http://www.cectag.org/

Florida Department of Education
- Florida Comprehensive Assessment Test (FCAT) http://fcat.fldoe.org/
- Florida Principal Competencies-Florida Educational Leadership Exam (FELE). http://www.fldoe.org/asp/fele/
- Instructional Strategies for a 21st Century Applied Technology Classroom http://www.fldoe.org/workforce/pdf/apx4.pdf

Florida School Districts [in our area]
- Broward County School District   www.browardschools.com
- Miami Dade County School District   www.dadeschools.net
- Palm Beach County School District   www.palmbeach.k12.fl.us

Instructional Design Models http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html

Mid-continent Research for Education and Learning (McREL). *Keys to Learning* [Standards Based Education]   http://www.mcrel.org/keystolearning

National Center for Educational Statistics
- National Assessment of Educational Programs (NAEP). Nation's Report Card. http://www.nces.ed.gov/nationsreportcard/about/
- Trends in International Mathematics and Science Study (TIMSS) http://nces.ed.gov/timss
- No Child Left Behind (NCLB). http://www.ed.gov/nclb/landing.jhtml

North Central Regional Education Laboratory, *All students reaching the top: strategies for closing academic achievement gaps* http://www.ncrel.org/gap/studies/thetop.htm

Reading websites:
- Florida Center for Reading Research   www.fcrr.org
- Just Read Florida   http://www.justreadflorida.com/
- Reading Quest   http://www.readingquest.org/strat/abc.html

Reeves. D. (2003). High performance in high poverty schools: 90/90/90 and beyond. http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%20 90%2090%20and%20beyond.pdf

Response to Intervention (2006). http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdfNorth

Wallace Foundation: *How leadership influences student learning* (2004)

www.wallacefoundation.org [click on education leadership]

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
- Educational Leadership Constituent Council (ELCC) Standards
- FAU College of Educational Conceptual Framework, Mission Statements (University, College and Department)
- Florida Educational Leadership Examination (FELE)
- Florida Principal Competencies (FPC)
- Florida Principal Leadership Standards
- Interstate Leader Licensure Consortium Standards (ISLLC)
- National Council for Accreditation of Teacher Education (NCATE)
- Southern Regional Education Board (SREB) Guidelines for Effective Internships

COURSE RATIONAL AND OBJECTIVES: The internship connects students' coursework to the actual "hands-on" doing of school administration. The internship enables the student to acquire skill development in assistant principal activities, based on a set of activities that are built on a continuum that runs from observing to participating and finally leading. These activities are tied to the university semester and school administrative calendar.

The specific objectives of this course are:
1. To enable students to perform "hands-on" administrative activities under the guidance and mentorship of their supervising site administrator (mentor) and university professor (acting Broward administrator serving as clinical adjunct);
2. To construct an administrative learning portfolio based on "hands-on" practice of tasks and projects related to SBBC district specific needs and the competencies of the Florida Leadership Standards;
3. To develop a network among the students to share their internship experiences;
4. To reflect on their own ability to be an educational leader and administrator; and,
5. To successfully advance towards attaining an administrative position in a school.

COURSE CONTENT: The **boldfaced** headings in the table on the following page are the Florida Principal Leadership Standards. These are the specific standards that serve as the foundation around which all the activities in this course are designed, including the site-based activities and the seminars.

The student intern and his/her mentor will sit down and review the Florida Principal Leadership Standards and Early Career Indicators, Florida Educational Leadership Examination Competencies and Skills, and the list of activities that the intern will perform. After this initial meeting, a series of regularly planned meetings will take place, during which time accomplishments in tasks and projects will be reviewed using intern and mentor reflections concerning successes, challenges, and learning. These meetings will include further planning of activities to be engaged in until the next meeting. There will also be a meeting scheduled at the end of the course to provide summative assessment of the intern's activity performance.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

1. VISION High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
2. INSTRUCTIONAL LEADERSHIP High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills
3. MANAGING THE LEARNING ENVIRONMENT High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment
4. COMMUNITY AND STAKEHOLDER PARTNERSHIPS High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources
5. DECISION MAKING STRATEGIES High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
6. DIVERSITY High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community
7. TECHNOLOGY High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
8. LEARNING, ACCOUNTABILITY, AND ASSESSMENT High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process
9. HUMAN RESOURCE DEVELOPMENT High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
10. ETHICAL LEADERSHIP High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

GENERAL COURSE REQUIREMENTS:

1. Admission into an FAU EDL School Leaders Program leading to Level 1 Certification.
2. Presentation of a Letter of Commitment from a principal or assistant principal willing to sponsor and dedicate substantial time to mentoring the student.
3. Successful completion of on-site activities through the continuum of observing, participating, and leading.
4. Participation in 6-7 internship seminars per semester
5. Weekly programmed meetings between mentors and interns.
6. Development of an Administrative Learning Portfolio, including a field experience log, reflective journals, resumes, vision statement, artifacts, and documentation.
7. Complete reading and assignments.

8. Completion of various learning assessments related to the course.
9. *Attendance and participation in all seminars and required meetings.

*ATTENDANCE POLICY: Completion of all field based hours and attendance at all seminars is compulsory. Failing to attend an internship seminar or chronic tardiness to the seminar will affect your attendance and participation grade. **In the case of an extreme emergency you should notify the professor of record as soon as possible. If you do miss a seminar, special arrangements with the instructor must be made.**

FAU policy states, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, discussions, and activities as well as professional and ethical conduct. Reasonable accommodations are made for religious observances.

SPECIFIC COURSE ACTIVITIES: Appendix A contains the specific activities to be performed during the Spring Internship. These are generic activities that should be restructured and adapted to the particular context and school in which the student is working, but the activities must adhere to the specific activity set contained in the Activity Chart.

Based on these activities, the intern will create an Activity Planner in conjunction with their mentor. The planner will plot out and serve as a guide as to exactly what should be done in order to fulfill the components contained in the Activities Chart. The Activity Planner will be given to the Mentor, and it will be available, along with all other documentation, on the EDL Internship website (www.leadership.fau.edu).

SPECIFIC COURSE REQUIREMENTS:

Seminars. Interns will be involved in a total of 6-7 seminars during each semester. Besides being informational and a review of the progress being made by the individual students, these seminars will be workshops designed to supplement and support the activities being performed during the internship, as well as district-specific workshops designed to give the student a greater understanding of how things work within their particular area.

Readings. Interns are required to purchase on-line or through other means (the books may not be available at the bookstore) any other books assigned during the semester in which this course takes place. Students will be informed at least a week before each seminar if there are additional journal or other readings

Portfolio. An Administrative Learning Portfolio is submitted for cumulative evaluation at the end of the semester, and will be combined with the Administrative Learning Portfolios from the other two companion courses (EDA 6945and EDA 6947) to accompany the FELE exam as a program graduation requirement. These portfolios will be created on LiveText. The portfolio will include:
1. Internship Activity Planner, the form used to plan the execution of each activity.
2. Signed Internship Log. Descriptions of "hands-on" activities performed.

3. Reflections. In-depth reflective descriptions and comments on performance and observations of the completed activities corresponding to the semester.
4. Performance artifacts (as outlined in the Activities Chart) (see Appendix).
5. Two resumes. A traditional professional resume and an experiential resume.
6. A leadership-based vision statement.
7. A copy of all Task Performance Assessments filled out by the mentor.
8. Any other documentation required by the course professor.

What follows is a description of what each section of the portfolio should contain.

Activity Planner
This form is provided on-line. The filled out form should reflect the planning process used to carry out the activities.

Internship Logs
The field experiences are logged on a daily or weekly basis using the Internship Log form provided (also posted on-line). The mentor and intern shall meet and be involved in a pre- and post- reflective dialogue on a regular basis to discuss and maximize the learning experience involved in completing the assigned activities. *It is recommended that you present the log to your mentor at least once a week in order for her/him to sign off on the activities performed and, more importantly, for you to engage in a dialogue with her/him concerning your performance of the task.*

The Internship Log form has the following components:

- The date the activity was performed.
- The exact number of hours dedicated to each activity.
- A short description of the activity.
- A pertinent short reflection concerning the activity(s) performed – especially a recording of the comments made by the mentor concerning the performance of the task.
- A place for the mentor to sign off that the activity was completed.

These activities will be drawn from the activities assigned for the particular semester found in the Internship Handbook.

Reflections
Reflections will be developed for semester's completed activities. The focus is on successfully demonstrating that the intern has done in-depth analysis of his or her performance on the continuum of observing, practicing, and leading.

A reflection should contain as its running head that it is a "Reflection" and the standard and task it describes (e.g. "Running Head: Reflection on Managing the Learning Environment Task - Disciplinarian for the Day"). Reflections should contain the following subheadings:
- Preparation for Activity
- Description of Activity
- Results of Activity

- Analysis of Activity Performance
  - Observation Component
  - Participation Component
  - Leading Component
- Critical Reflections on Experiential Learning and Development
  - Impact on My Leadership Abilities
  - How the Task was Influenced by My Leadership
  - The Evolving Relationship Between Me and My Mentor
  - Policies and their Effects

Although each subheading is self-explanatory, it is important to remember that in the "Analysis of Activity Performance" and the "Critical Reflections on Experiential Learning and Development" are important places for the intern to include her/his reflections on how the activity was performed as well as the mentor's feedback on how the task was performed.

IMPORTANT NOTE FOR REFLECTIONS: APA STYLE IS REQUIRED. Please refer to the APA handbook if you are not sure how to use this writing style, especially when you support your work with author citations.

Performance Artifacts
For each activity that you complete during each semester of internship, you will include the specific performance artifacts. Performance Artifacts are the product of tasks or projects performed at the *Leading* level. Performance Artifacts are described under the tasks or projects assigned for the particular semester and found in the Internship Handbook which you will receive at the beginning of the internship experience and which will be updated as the course progresses. All activity reflections should be accompanied by their respective performance artifacts.

Resumes
A professional resume will be submitted, as well as an experiential resume.

The experiential resume should be a "live" document, to be built during the internship and afterwards, outlining your activities that demonstrate leadership practice. The experiential resume should outline experiences during your career as an educator in the following areas:
- Leadership Positions In School
- Technology
- Curriculum Knowledge to Meet Student Needs
- School Stakeholders
- School-wide Issues

The following is a recommended list of experiential activities that you should be involved in for leadership:
- Team Leader, Grade Chairperson, Department Head
- Principal Designee
- Assistant Principal Designee

- Participation in your districts educational leadership training program
- Committee Chairperson Positions
- Actively Serves on committees
- Sponsors Student Clubs and/or organizations
- Experience with Grant Writing
- Scheduling Experience
- Technology
- District level Committee(s)
- Participates in Learning Community(ies)
- Works with Parent Organizations
- Works with School Business Partnerships

Vision Statement
If you haven't yet read Chapter 11 of Roland Barth's "Improving Schools from Within," DO SO. This contains a good description of how to write a vision statement. Key to this is *your* **concept of leadership and** *your* **concept of education,** *taken from the point of view of a school leader.*

TEACHING METHODOLOGIES:
Methodologies include seminar discussion, brief lectures, individual presentations, and problem-based activities including case studies and role playing.

GRADING/EVALUATION CRITERIA:
The following criteria will be used to assign letter grades. The grade will be based on 100 total points with the following weights:

Score	Grade	Grading Scale
93-100	A	*4.0*
90- 92	A-	*3.67*
86- 89	B+	*3.33*
83- 85	B	*3.0*
80- 82	B-	*2.67*
Below 80 points	Incomplete	--

STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disabilities to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton-SU 133 (561-297-3880), in Davie-MOD I (954-236-1222), in Jupiter-SR 117 (561-799-8585), and follow all OSD procedures.

ACADEMIC MISCONDUCT: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual

responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

RELIGIOUS HOLIDAYS: "In accordance with rules of the Board of Regents and Florida Law, students have the right to reasonable accommodations . . . to observe religious practices and beliefs with regard to . . . class attendance, and the scheduling of examinations and work assignments." Please notify the instructor at the beginning, when dates are being assigned, of an possible holiday conflicts.

CELL PHONES and PAGERS: Given that most of us have family responsibilities, the instructor does not insist that cell phones and pagers be turned off during class time. However, if cellular phones are turned on they should be on either the silent or vibration mode, and the student should leave the classroom to take their call. Please inform your significant others to call only when necessary.

CONTRACTUAL OBLIGATIONS: Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school. In completing assignments be sure to keep your principal and immediate supervisors informed of your tasks. Any additional duties you incur must be approved by your principal. The student is responsible for obtaining security clearance documentation prior to working inside of any school-site or assigned school system.

INTERNET INFORMATION: Regular email communication should be initiated by you with the instructor. Remember that:

1. FAU requires use of the FAU-generated email for correspondence. Please go to http://www.fau.edu/aboutfau/email_policy.html and read about this policy.
2. If you prefer to use your own email accounts, go to your MyFAU account and have your emails forwarded to the account that you *do* use.
3. Please note that if you desire to communicate with individual members of the class, you can do that through MyFAU. Click on the "My Courses" tab and you will be able to get a list of the members of the class and you can select who you want to email from there.

LIBRARY INFORMATION: All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is the 14-digit ID number on the Owl Card w/o the letter "A" before and after the number and the PASSWORD is the 3-letter acronym for the school: (fau). Information: http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm

INCOMPLETE GRADE POLICY: Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. **If the work has not been completed within the time specified on the form, the grade automatically becomes an F.** It is your responsibility to note the date and complete the work on time.

FAU MISSION STATEMENT

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning in order to continue to be a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or stakeholder's benefit. Capable reflective decision-makers have the means to teach students or service stakeholders effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

DEPARTMENT OF EDUCATIONAL LEADERSHIP MISSION STATEMENT

The faculty and students of the Department of Educational Leadership share a commitment to the principles associated with respect for self and others, the pursuit of academic excellence and a belief in the value of inclusion, diversity and social justice.

The mission of the Department of Educational Leadership is to contribute to the personal and professional growth of current and potential leaders who serve educational agencies or individuals in a variety of settings. It seeks to develop and sustain a commitment to positive social change; excellence in both understanding the need for, and implementing, the highly developed decision making and people skills associated with leadership in education; a belief in the power of lifelong learning, inclusion and human dignity; and exemplary standards of ethical and professional behavior.

APPENDIX A

ACTIVITY #: 1	TASK DESCRIPTOR:	Determining instructional staffing needs; selecting and interviewing teacher candidates.
Est. Time: 10-15 hours	STANDARD(S):	Managing the Learning Environment, Human Resource Development

FELE COMPETENCIES: 1.6; 1.7; 2.3; 2.5; 2.7		SKILLS: 1.6.2; 1.7.1; 1.7.2; 1.7.3; 2.3.1; 2.3.2; 2.5.1; 2.7.1

Supporting EDL Coursework: Practical School Law, Legal Framework for Schooling, Managing School Operations

ACTIVITIES		
Observe	**Participate**	**Lead**
… an administration meeting with the discussion of the factors considered in determining available positions within the school for hiring. … interviews conducted by a school administrator for a vacant position and discuss with the administrator what skills and attributes surfaced from the interviews to determine the final selection.	… in the preliminary discussions at the school that precede the school's budget conference that is held with the appropriate district or school office. … by meeting with an administrator as they review resumes for vacant positions and discuss skills desired and applicant qualifications. … by serving on an interview team for a vacant position and offer input in selecting the best candidate for the position.	… by assisting in the development of the following year's budget, focusing on staffing needs. … the review of resumes for vacant positions and provide recommendations for candidates to interview to the administration. … by conducting interviews for a vacant position and offer input in selecting the best candidate for the position.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Review:** Find and review all documentation pertaining to projected enrollment in any databases and appropriate documents. • **Consultation:** Discuss this with the administration and support personnel. • **Discover:** Access the unassigned contract and transfer databases.

PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Written summary of staffing needs, resume analysis and findings, and characteristics and interview questions that were vital in differentiating the ability of the candidates.

Intern Spring Semester Activity Plans
(adapted from SREB Intern Learning Planner)

ACTIVITY #:	2	TASK DESCRIPTOR:	Developing, monitoring, and implementing specific SIP initiatives.
Est. Time: 10-15 hours		STANDARD(S):	Instructional Leadership, Managing the Learning Environment, Learning Accountability & Assessment, Decision Making Strategies, Ethical Leadership, Vision, Community and Stakeholder Partnerships
FELE COMPETENCIES:	1. 1; 1.2; 1.3; 1.15; 2.1; 2.2; 2.13; 3.1; 3.3; 3.7; 3.8; 3.9	SKILLS:	1.1.1; 1.1.2; 1.1.3; 1.2.3; 1.2.4; 1.2.5; 1.2.6; 1.3.1; 1.3.2; 1.15.4; 2.1.1; 2.2.1; 2.2.2; 2.13.2; 3.1.1; 3.3.2; 3.7.1; 3.7.2; 3.8.1; 3.9.1

Supporting EDL Coursework: Instructional Leadership 1, Instructional Leadership 2, Practical School Law, School Community / Partnerships

ACTIVITIES		
Observe	**Participate**	**Lead**
… a SAC meeting that is focused on discussion of monitoring or implementing SIP goals. … an administrator who is meeting with team leaders as they discuss monitoring the implementation of action steps within the School Improvement Plan.	… with team leaders to monitor the implementation of the Action Step within one SIP objective. … in a discussion with appropriate staff pertaining to how Action Step will affect student achievement. … in planning the implementation of an Action Step.	… in the development of a subject specific SIP initiative / objective with action steps. …. a sub committee that is responsible for at least one of the Action Steps in the SIP.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Review:** Current SIP to determine the anticipated results of this year's objectives. • **Consultation:** With SAC Chair and administrator responsible for SAC .
PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Intern will create a report based on the current and upcoming school year SIP that highlights the reasoning behind the changes.

ACTIVITY #:	**3**	TASK DESCRIPTOR:	Creating a staff development program.	

Est. time: 10-15 hours	STANDARD(S):	Instructional Leadership	

FELE COMPETENCIES:	1.1; 1.2; 3.7	SKILLS:	1.1.1; 1.1.2; 1.1.3; 1.2.4; 1.2.5; 1.2.6; 3.7.2

Supporting EDL Coursework: Instructional Leadership 1, Instructional Leadership 2,

ACTIVITIES		
Observe	**Participate**	**Lead**
… principal or designee deciding on a staff development needs survey. … the process of survey data analysis. … the planning process for staff development activities during designated training dates. … the principal or designee aligning the calendar of staff development to meet the needs of personnel to deliver the curriculum.	… as an active member of the school's staff development committee. … with Principal/designee to decide on staff development needs survey, analyze data and plan staff development activities for designated training dates. … with Principal/designee to develop and align a calendar of staff development events.	… by creating and implementing a staff development needs survey in collaboration with principal/designee to identify the timeline for the staff development calendar. … by developing and aligning a calendar (March to March) of staff development events.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Consultation:** Conference with the principal or designee to ensure appropriate alignment. • **Review:** Previous year's student achievement data to determine the areas for instructional professional growth.

PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** A copy of the needs assessment survey used, the analysis of the data, and the plan for staff development based on the findings from the analysis as well as a draft of the staff development calendar.

Intern Spring Semester Activity Plans
(adapted from SREB Intern Learning Planner)

ACTIVITY #: 4	TASK DESCRIPTOR:	Plan and assist in conducting an IEP meeting with ESE Specialist.
Est. Time: 10-15 hours	STANDARD(S):	Managing the Learning Environment, Learning Accountability & Assessment, Decision Making Strategies
FELE COMPETENCIES:	1.2; 1.4; 1.5; 1.6; 1.11; 1.12; 1.13; 1.17; 3.4; 3.5; 3.7	SKILLS: 1.2.2; 1.4.2; 1.4.3; 1.4.4; 1.5.1; 1.5.2; 1.6.2; 1.11.3; 1.12.1; 1.13.1; 1.17.1; 1.17.2; 3.4.1; 3.5.1; 3.7.3

Supporting EDL Coursework:	Instructional Leadership 1, Instructional Leadership 2, Practical School Law, Legal Framework for Schooling, Managing School Operations

ACTIVITIES

Observe	Participate	Lead
… an initial staffing meeting. … an IEP meeting conducted by the ESE Specialist.	… in a staffing as a general education teacher or ESE teacher depending on certification. … in a collaborative problem solving (i.e. child study) meeting at the school site.	… by working with the ESE Specialist, initiate scheduling and notification process, facilitate the staffing, complete all necessary paperwork and follow-up.

STRATEGIES:	• **Required for All Activities**: Plan your activity and desired results beforehand, and keep the Internship Log. • **Networking**: Spend time with the ESE Specialist. Talk to him/her about the IEP process. Find out the steps involved in convening the committee and the ramifications for not following the law in this process. Document your findings. • **Review**: The documentation required for exceptional student education referrals and placement.
PERFORMANCE ASSESSMENT:	• **Required for All Activities**: Activity Reflection Write-Up (see Internship Handbook). • **Artifact**: Flow chart of the process from referral to placement.

ACTIVITY #: 5	TASK DESCRIPTOR:	Conduct an Equity Audit.	
Est. Time: 10-15 hours	STANDARD(S):	Instructional Leadership, Learning Accountability & Assessment, Decision Making Strategies, Ethical Leadership, Vision, Community and Stakeholder Partnerships, Diversity	
FELE COMPETENCIES:	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.8; 1.9; 1.10; 1.11; 1.12; 1.13; 1.15; 1.16; 1.17; 2.3; 2.10; 2.11; 2.12; 2.14; 3.1; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9	SKILLS:	1.1.1; 1.1.2; 1.2.1; 1.2.2; 1.2.6; 1.2.7; 1.3.1; 1.3.2; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.5.1; 1.6.2; 1.8.1; 1.8.2; 1.9.1; 1.9.2; 1.10.1; 1.11.1; 1.12.2; 1.13.1; 1.15.1; 1.15.2; 1.15.3; 1.16.2; 1.17.1; 1.17.2; 2.3.3; 2.10.1; 2.11.1; 2.11.3; 2.12.1; 2.14.2; 3.1.1; 3.4.1; 3.5.1; 3.6.1; 3.7.1;3.7.3; 3.8.1; 3.9.1

Supporting EDL Coursework: Instructional Leadership 1, Instructional Leadership 2, School Community / Partnerships

ACTIVITIES		
Observe	**Participate**	**Lead**
… a school leadership team meeting that addresses issues of equity at your school and how they are being met.	… in a discussion with the principal/assistant principal about the issues of equity and what your school's priority is concerning these issues. … in a discussion with the principal/assistant principal about the school's status in terms of issues of race, class, socio-economic status, and any other social issues that divide and create inequity within your school.	… the process to complete an equity audit for the school.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Read:** Literature concerning equity audits. • **Consultation:** Discuss with your course instructor options for conducting an equity audit and come to a conclusion over which researched model is most appropriate to use in your school. • **Networking:** Spend time with the administration. Talk with them about the social justice issues in your school. Document your findings as a part of the equity audit report.
PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Equity Audit Report.

ACTIVITY #: 6	TASK DESCRIPTOR:	Staff development initiative that incorporates learning community development.
Est. Time: 10-15 hours	STANDARD(S):	Decision Making Strategies, Human Resource Development, Vision
FELE COMPETENCIES: 2.8; 2.13; 3.6; 3.7; 3.8		SKILLS: 2.8.1; 2.13.1; 2.13.2; 3.6.2; 3.7.1; 3.7.2; 3.7.3; 3.8.1

Supporting EDL Coursework: Lead 1, Lead 2, Lead 3, Instructional Leadership 1, Instructional Leadership 2, School Community / Partnerships

ACTIVITIES		
Observe	**Participate**	**Lead**
… an area of concern at your school that could be improved by implementing some research-based strategies.	… in a discussion with the department chair/team leader about facilitating a learning community discussion with your team/department members. … in developing the activities for an adult learning community with your administrator/curriculum specialist.	… a discussion with principal/assistant principal about the area of interest/concern and the research you have conducted to address this area. … the adult learning sessions for addressing the identified area.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Read:** Dufour, R., Dufour, R., Eaker, R.,& Many, T. (2006). Learning by doing, Solution Tree. Discuss this with team leader/department chair or curriculum leader who have been successful in implementing staff development activities or adult learning communities. • **Networking:** Spend time with your department chair/team leader. Talk to them about the dynamics of your team and logistics for conducting the learning community. • **Research:** Review research from professional journals relating to the topic or area of concern. • **Dialogue:** Discuss perceptions about your ability to facilitate a learning community among your peers with your mentor. Document their perceptions and compare them with your own perceptions about this task.
PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Portfolio related to the delivery of the research based staff development activity.

ACTIVITY #:	**7**	TASK DESCRIPTOR:	Classroom Walk Through (CWT) – at School Level Different from Intern's.
Est. Time: 10-15 hours		STANDARD(S):	Learning, Accountability, and Assessment

FELE COMPETENCIES:	1.5, 1.16, 2.4, 2.8	SKILLS:	1.5.1; 1.5.2; 1.16.1; 1.16.2; 2.4.2; 2.8.1

Supporting EDL Coursework:	Leadership 3 - Administrative Processes, Instructional Leadership 1, Instructional Leadership 2, Practical School Law, Managing School Operations

ACTIVITIES		
Observe	**Participate**	**Lead**
... by accompanying and shadowing mentor through a CWT. ... by entering a dialogue with the administrator to determine if the school's specialized CWT instrument meets current needs or if revision would be appropriate.	... with administration to identify the components needing to be included in the school's specialized CWT instrument. ... by accompanying and shadowing mentor through a CWT. ... by discussing with the mentor the findings from the CWT and what process the administrator will use to follow-up with teacher(s).	... a minimum of five CWT's in a specific subject or grade level. ... collection and data analysis from a CWT. ... by making memorandum to the administration of analysis and suggested improvements to school's specialized CWT instrument. ... by suggesting possible staff development topics or areas needing to be addressed with the school's faculty based on data analysis from CWTs.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Review:** Find and review all documentation that accompanies your school's specialized CWT instrument. • **Professional Development:** Recommend completing the CWT professional development course before completing the observations. • **Consultation:** Discuss with the administrator which teachers will be observed and discuss the teacher approval process before completing the observations. Discuss the criteria the administrator uses to determine effectiveness of instruction with CWT's. Discuss the purposes of data collected during CTW's.

PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Intern will document the data analysis and from the CWT s/he led combined with a memorandum to the administration of suggested improvements.

ACTIVITY #: 8	TASK DESCRIPTOR:	End-of-School-Year Activities Planning
Est. time: 15-20 hours	STANDARD(S):	Managing the Learning Environment, Decision Making Strategies, Vision, Community and Stakeholder Partnerships

FELE COMPETENCIES: 2.12; 2.13; 3.1; 3.2; 3.6; 3.7; 3.9	SKILLS:	2.12.1; 2.13.1; 2.13.2; 3.1.1; 3.2.1; 3.6.2; 3.7.1; 3.7.2; 3.7.3; 3.9.1

Supporting EDL Coursework: Leadership 3, Managing School Operations, School Community / Partnerships

ACTIVITIES

Observe	Participate	Lead
… a meeting of the activity administrator coordinating the events planned for the end of the year/semester. … if possible, the planning and execution of a third quarter school event or ceremony prior to end-of-year recognition activities (varies by school; can be for children and/or adults).	… in a planning meeting for a culminating event at your school.	… in conjunction with a mentoring administrator, one culminating event from start to finish.

STRATEGIES:	• **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log. • **Consultation:** Conference with the principal or designee concerning individual activities that take place in your school. • **Review:** Previous year's format for all activities if available/applicable.

PERFORMANCE ASSESSMENT:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Copy of program and any other literature generated in the planning and execution process (master calendar, etc.).

Intern Spring Semester Activity Plans
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