

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EDA COURSE NUMBER 6945 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE :

FALL SCHOOL LEADERSHIP INTERNSHIP

EFFECTIVE DATE

(first term course will be offered)

FALL 2010

CREDITS: 2

TEXTBOOK INFORMATION: ROBBINS, P. & ALVY, H. (2004). *THE NEW PRINCIPAL'S FIELDBOOK: STRATEGIES FOR SUCCESS*. ALEXANDRIA, VA: ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
 MARZANO, R. J., PICKERING, D., & POLLOCK, J. E. (2001). *CLASSROOM INSTRUCTION THAT WORKS: RESEARCH-BASED STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT*. ALEXANDRIA, VA: ASCD

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

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 I 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.

PREREQUISITES W/MINIMUM GRADE:*

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PERMISSION OF INSTRUCTOR

MAJOR – EDUCATIONAL LEADERS (EDLA, EDLK, EDLH)

LEVEL – GRADUATE

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MASTERS DEGREE IN EDUCATIONAL LEADERSHIP OR A RELATED FIELD AND 3 YEARS EXPERIENCE AS A PRINCIPAL

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Comments from each department in the College of Education are attached.

Dr. Robert E. Shockley, shockley@fau.edu , 297-3551

Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: 

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Dean of the Graduate College: _____

Date:

2/23/10

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

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

DEPARTMENT: Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6945

COURSE TITLE: Fall School Leadership Internship

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 fall 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.

College of Education / Department of Educational Leadership

777 Glades Road • Boca Raton, FL 33431

tel: (561) 297-3550 • fax: (561) 297-3618 • email: edleadership@fau.edu • website:

www.leadership.fau.edu

Boca Raton • Dania Beach • Davie • Fort Lauderdale • Jupiter • Treasure Coast

An Equal Opportunity/Equal Access Institution

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

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 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.cepd.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.everythingsesl.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.everythingsesl.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://fcats.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%2090%20and%20beyond.pdf>
- Response to Intervention (2006).
<http://www.nasde.org/documents/RtIAnAdministratorsPerspective1-06.pdf>North
- Wallace Foundation: *How leadership influences student learning* (2004)
www.wallacefoundation.org [click on education leadership]

SUGGESTED RESOURCES:

The list below is just a recommended list of reading that is important for all beginning administrators to be exposed to. Interns should ask their mentor if they have any of them and would be willing to share or recommend one for them to read.

- Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey-Bass
- Blase, J. & Kirby, P. (2000). *Bringing out the best in teachers: What effective principals do*. Newbury Park: Corwin Press.
- Fullan, M. (1999). *Change forces: The sequel*. Philadelphia: Falmer Press
- Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school*. New York: Teachers College Press.
- Lightfoot, Sara Lawrence. (1983). *The good high school: Portraits of character and culture*. New York: Basic Book, Inc. Publishers.
- NAESP (2001). *Leading learning Communities: NAESP standards for what principals should know and be able to do*. Alexandria, VA: NAESP

Palmer, P. J. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.
 Schon, D. (1983). *The reflective practitioner*. New York: Basic Books
 Sergiovanni, T. (1996). *Leadership for the schoolhouse*. San Francisco: Jossey-Bass
 Sergiovanni, T. (1992). *Moral leadership*. San Francisco: Jossey-Bass
 Sizer, T., and Sizer, N. (1999). *The students are watching*. Boston: Beacon Press
 Sizer, T. (1984). *Horace's compromise: The dilemma of the American high school*. Boston: Houghton Mifflin.
 Smith, S.C. & Piele, P.K. (Eds.) (1989). *School leadership handbook for excellence*. Eugene, OR: ERIC.
 Speck, M. (1999). *The principalship: Building a learning community*. Upper Saddle River, NJ: Merrill

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, their mentor, and their assigned clinical adjunct will sit down and review the standards, as well as 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

<p>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.</p>
<p>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</p>
<p>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</p>
<p>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</p>
<p>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.</p>
<p>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</p>
<p>7. TECHNOLOGY High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p>
<p>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</p>
<p>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.</p>
<p>10. ETHICAL LEADERSHIP High Performing Leaders act with integrity, fairness, and honesty in an ethical manner</p>

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. 150 minimum of hours of field experience per semester.
4. Participation in 5-6 faculty-intern internship seminars per semester
5. Weekly programmed meetings between mentors and interns.
6. Two to three on-site meetings between clinical adjunct professors, mentors, and interns per semester.
7. Development of an Administrative Learning Portfolio, including a field experience log, reflective journals, resumes, vision statement, artifacts, and documentation.
8. Complete reading and assignments.
9. Completion of various learning assessments related to the course.
10. *Attendance and participation in all seminars and required meetings.

*** ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

SPECIFIC COURSE ACTIVITIES:

Appendix A contains the specific activities to be performed during the Fall 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 5-6 seminars during each semester. Four or five of these seminars will be led by one or more of the faculty adjuncts and one or two seminars will be led by the professor of record and include the initial meeting/orientation and/or final meeting for each semester. These “bookend” meetings are for informational and procedural purposes as well as any assessment and evaluation.

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 6520 and EDA 6530) to accompany the FELE exam as a program graduation requirement. 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. This includes those tasks that are done within a semester, and those projects that are to be completed during the semester of the course.
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 formative and summative mentor evaluations (to be kept by the professor).
8. All other items including forms, evaluations, self-assessments, documentation and informational items that support the portfolio.

The portfolio does not need to be weighty, it needs to be meaningful. It should be well-organized and created in such a way so that reading it will **not** involve having to remove pages from sleeves or dig around to find sections. What follows is a description of what each section of the portfolio should contain.

Activity Planner

This form is provided in the Internship Handbook. The filled out form should be included in the handbook, reflecting the planning process used to carry out the activities.

Internship Logs

The 150 + hours per semester of field experience are logged on a daily or weekly basis using the Internship Log form provided (see Internship Handbook). 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.

Self-Assessment

A pre- and post-self assessment instrument, with instructions, will be distributed for interns to use. It will include some reflective writing and self-analysis.

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 - Disciplinary 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

Although each subheading is self-explanatory, it is important to remember that in the "Analysis of Activity Performance" it is important 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 as a part of this write-up.

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. SBBC changes its requirements for this resume, so contact HRD and make sure that you are building one according to the latest requirements.

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 statement 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:

- Portfolio presentation (table of contents, introduction, general aspect): 2 points
- Activity Planner: 6 points
- Signed Log sheets (mentor’s initials required): 10 points
- Reflections: 30 points
- Performance Artifacts: 30 points
- Mentor Evaluations of Performance: 15 points
- Resumes: 2 points
- Vision: 2 points
- Self-Assessments: 4 points

GRADING SCALE:

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F Below 60

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
<i>Below 80 points</i>	Incomplete	--

STUDENTS WITH DISABILITIES:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the

professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance.

Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE: 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](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

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #: 1	TASK DESCRIPTOR: Understand, use and apply the school’s disciplinary system.	
Est. Time: 10-15 hours	STANDARD(S): Managing the Learning Environment	
FELE COMPETENCIES: 1.11, 1.12, 2.12, 3.4, 3.5, 3.6	SKILLS: 1.11.1; 1.11.2; 1.12.1; 1.13.1, 2.12.1; 3.4.1; 3.5.1; 3.6.1	
Supporting EDL Coursework: Practical School Law, Instructional Leadership 1, Instructional Leadership 2		
ACTIVITIES		
Observe	Participate	Lead
<p>... an administrator handling a discipline referral and following the school’s discipline matrix when assigning a consequence.</p> <p>... the process an administrator goes through with a discipline referral including all procedures and paperwork</p>	<p>... in a specific discipline referral conference led by an administrator.</p> <p>... by handling one disciplinary referral paperwork and overseeing that all procedures are followed.</p>	<p>... a minimum of three disciplinary referrals including the implementation of a consequence.</p>
STRATEGIES:	<ul style="list-style-type: none"> • 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 disciplinary processes. • Consultation: Discuss this with the administration and support personnel who are directly involved in the disciplinary process. • Reading: Find and read school and district discipline policies and procedures. Ask mentor and colleagues concerning any doubts you may have. Discuss what you’ve read. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will produce the 3 referrals and consequences (with student ID’s deleted). 	

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #:	2	TASK DESCRIPTOR: Classroom Walk Through (CWT).	
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	
<p>... by accompanying and shadowing mentor through a CWT.</p> <p>... 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.</p>	<p>... with administration to identify the components needing to be included in the school's specialized CWT instrument.</p> <p>... by accompanying and shadowing mentor through a CWT.</p> <p>... by discussing with the mentor the findings from the CWT and what process the administrator will use to follow-up with teacher(s).</p>	<p>... a minimum of five CWT's in a specific subject or grade level.</p> <p>... collection and data analysis from a CWT.</p> <p>... by making memorandum to the administration of analysis and suggested improvements to school's specialized CWT instrument.</p> <p>... by suggesting possible staff development topics or areas needing to be addressed with the school's faculty based on data analysis from CWTs.</p>	
STRATEGIES:	<ul style="list-style-type: none"> • 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 or district's specialized CWT instrument. • Professional Development: Recommended - if available, completing the CWT professional development . • 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:	<ul style="list-style-type: none"> • 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. 		

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #:	3	TASK DESCRIPTOR: Developing and fostering an effective school-community partnership.	
Est. time: 10-15 hours	STANDARD(S): Community and Stakeholder Partnerships		
FELE COMPETENCIES:	3.1, 3.2, 3.3, 3.7, 3.8	SKILLS:	3.1.1.; 3.2.1; 3.3.2; 3.7.1; 3.7.2; 3.8.1
Supporting EDL Coursework: School Community / Partnerships			
ACTIVITIES			
Observe	Participate	Lead	
<p>... by reviewing the current status of school-community partnerships currently in existence in the school.</p> <p>... by identifying the current School Improvement Plan (SIP) for any action steps that could be enhanced by a partnership activity.</p>	<p>... in a meeting between the school administration and a business/community partner regarding activities to improve school operations or student achievement.</p>	<p>... with the collaboration of an administrator, contact a prospective business or community partner to enlist their support and involvement in the school.</p> <p>... by developing at least one student achievement-based action step for the partnership that aligns with the SIP.</p>	
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Consultation: Discuss this with the person at your school, if any, already involved in a community partnership. Discover what have been their successful strategies for building the partnership. • Networking: Once a partner has been identified, spend time with their liaison for the school. Talk to them about what your school needs are and what they can offer. Find out if they have any additional resources or partnership links that you can utilize. • Reading: Find and read related articles, books, and web sites. Ask mentor and colleagues for suggestions. Discuss what you've read. 		
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Partnership plan with action steps and objectives for implementation aligned to the SIP plan. 		

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #:	4	TASK DESCRIPTOR: Parent communication and participation.	
Est. Time: 10-15 hours	STANDARD(S): Community and Stakeholder Partnerships		
FELE COMPETENCIES: 1.2, 1.12, 3.1, 3.5, 3.6, 3.7, 3		SKILLS: 1.2.1; 1.12.1; 2.2.4; 2.2.5; 3.1.1; 3.5.1; 3.6.1; 3.7.1; 3.7.2; 3.7.3	
Supporting EDL Coursework: Practical School Law, Leadership 3 – Administrative Processes, Instructional Leadership 1, Instructional Leadership 2, Legal Frameworks for Schooling			
ACTIVITIES			
Observe	Participate	Lead	
<p>... at least one PTSA (PTA or PTO) meeting</p> <p>... at least one meeting where the administration meets with community members for advice.</p> <p>... an activity where parents are contacted using a newsletter or other method of communication.</p>	<p>... by working with principal or designee to contact parents via newsletter or other method of communication concerning registration, information, times and possible school events.</p>	<p>... by creating, in consultation with the principal, a report to be distributed to the parent community..</p> <p>... by delivering the intern-created report at a parent meeting.</p>	
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Technology Use: Use technology tools to communicate with this important group of stakeholders. • Networking: Spend time with PTA or PTA leaders. Talk to them about how they get communication out to parents and the community. Find out about any specific programs or needs they have had in the past. • Consultation: Discuss this with those administrators who have been successful in or have knowledge of successful strategies for parent communications. 		
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will present the memos, agendas, minutes, and event items used for the SAF meeting and other meetings/activities the intern participated in, including parent meeting report. 		

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #:	5	TASK DESCRIPTOR: School Safety Plans and Drills.		
Est. Time: 10-15 hours	STANDARD(S): Managing the Learning Environment; Decision Making Strategies			
FELE COMPETENCIES: 1.10; 1.11; 2.2		SKILLS: 1.10.1; 1.10.2; 1.11.2; 2.2.3		
Supporting EDL Coursework: Legal Frameworks for Schooling, Managing School Operations				
ACTIVITIES				
Observe	Participate	Lead		
<p>... school safety meeting where the school safety plans and evacuation drills are discussed.</p> <p>... the year's first school evacuation drill by shadowing the administrator in charge of initiating and coordinating the drill.</p>	<p>... School Safety Committee meeting where the school safety plans and evacuation drills are discussed.</p> <p>... Safety Committee meeting where the safety plan and evacuation drills are decided.</p>	<p>... the process that will plan and execute a safety drill (excluding fire and tornado) that involves the local police and fire departments (when possible).</p> <p>... the post-drill evaluation meeting.</p>		
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Networking: Spend time with the assistant principal, head custodian, and school security personnel to determine the best course of action for planning and executing safety drills. 			
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Formal documentation of activities conducted including recommendations for improvement. 			

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #: 6	TASK DESCRIPTOR: Create and implement plan for improving Level 1-2 FCAT readers.	
Est. Time: 10-15 hours	STANDARD(S): Learning, Accountability, and Assessment; Community and Stakeholder Partnerships	
FELE COMPETENCIES: 1.1, 1.2, 1.41.15, 1.16, 1.17, 2.1, 2.14, 3.2	SKILLS: 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.2.1; 1.2.2; 1.2.4; 1.2.5; 1.2.6; 1.2.7; 1.4.3; 1.4.4; 1.15.1; 1.15.2; 1.15.4; 1.15.5; 1.16.1; 1.16.2; 1.17.1; 2.1.1; 2.1.2; 2.14.1; 2.14.2; 3.2.1	
Supporting EDL Coursework: Instructional Leadership 1, Instructional Leadership 2, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
<p>... Level 1-2 reading classes/groups.</p> <p>...an instructional leadership team meeting where discussion takes place on the progress of struggling readers and the current strategies being implemented.</p> <p>... a parent conference led by Guidance/Reading Coach specific to the issues of reading, and how the specific measures for student improvement were discussed.</p> <p>... attend data chats/conferences to determine students' academic needs for the school year.</p>	<p>... in a meeting with the Reading Coach or Language department head to discuss a school-wide reading plan.</p> <p>... in meetings with the department/grade level chairs concerning the methodology each discipline and grade uses to support effective reading strategies.</p> <p>... in assisting the administration and instructional support personnel in disaggregating data to identify the supplemental instructional needs of students.</p>	<p>... the development and creation of a set of actions to address the reading instruction of the AYP subgroup.</p> <p>... a discussion between the administration and instructional support team to gauge AYP subgroup student progress.</p>
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Consultation: Discuss with those successful in or have knowledge of successful strategies for improving school reading scores. • Reading: Read about effective reading strategies from educational publications (ASCD, Florida State Just Read website, IRA, PDK, etc.). Ask mentor and colleagues for suggestions. Discuss what you've read. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will create a file of the memos, agendas, minutes, and implementation plan with supporting data. 	

Activities Charts – Fall

FAU Level 1 Certification Internship Program

ACTIVITY #:	7	TASK DESCRIPTOR: New teacher or employee induction and program review.	
Est. Time: 10-15 hours	STANDARD(S): Human Resource Development		
FELE COMPETENCIES: 1.2; 1.4; 2.8; 3.7		SKILLS: 1.2.5; 1.2.6; 1.2.7; 1.4.2; 1.4.3; 1.4.4; 2.8.1; 3.7.3	
Supporting EDL Coursework: Legal Frameworks for Schooling, Managing School Operations			
ACTIVITIES			
Observe	Participate	Lead	
<p>...a new teacher orientation meeting/learning community at the school site to hear the challenges new teachers are experiencing and recommendations that are generated.</p> <p>...a meeting with a new teacher coach or mentor and a new teacher.</p>	<p>... in a new teacher meeting for newly hired teachers or an orientation for new employees.</p> <p>... in planning meetings with the new teacher program facilitator for upcoming new teacher meetings.</p> <p>...in a meeting with a new teacher coach and a new teacher to discuss recommendations for improvement based on the administrator’s observation (formal or informal).</p>	<p>... a summative review of the process and implementation with the administration leadership team, including a formal presentation of recommendations for improving teacher induction.</p>	
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Dialogue: Discuss perceptions about the process with new employees. • Networking: Spend time with mentors for new employees to find out about the process and effective strategies to best acclimate and/or orient new employees to the school. • Reading: Read new teacher training and orientation requirements for your school or district. 		
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will produce a file documenting the induction process, including the documented summative review with recommendations for improvement. 		

Activities Charts – Fall

ACTIVITY #: 8	PROJECT DESCRIPTOR: Plan and implement an appropriate staff development initiative.	
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
<p>... a staff development workshop, noting the procedures and structure relative to effective professional development.</p> <p>... a staff development or learning community held at your school that is facilitated by one of the school's employees.</p>	<p>... in a discussion with the department chair/team leader about facilitating a learning community discussion with your team/department members.</p> <p>... in developing the activities for an adult learning community.</p>	<p>... a workshop, learning community, or other professional development for addressing a minimum of three of the strategies in Marzano's book.</p>
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Reading: Read Marzano's Classroom Instruction That Works. Ask mentor and colleagues for suggestions. Discuss what you've read. • Consultation: 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. • 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:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will produce powerpoint, notes, and agenda from adult learning session and participant evaluation of the presentation. 	

From: Robert Shockley [mailto:shockley@fau.edu]
Sent: Wednesday, January 14, 2009 1:32 PM
To: Barbara Ridener; Dr. Brady; Dr. Wener@fau.edu; Irene Johnson; Jim McLaughlin; Sue Graves
Cc: Valerie Bristol; Eliah Watlington; Chantal Sinady; John Pisapia; Patricia Heydet Kirsch
Subject: Courses for Program Approval - Educational Leadership

Department Chairs,

The purpose of this memorandum is to transmit recommended changes to the EDL initial certification program for school leaders. These changes are the result of the Educational Leadership Department's year long process by faculty in the school leadership program to respond to required changes in program approval by the Florida Department of Education (DOE) Standards, Competencies, and Skills for Educational Leadership Programs. Please get back to me as soon as possible regarding any possible conflict with your department. Your prompt attention to this request is appreciated

The recommended program redesign places increased emphasis on the role of the principal as the instructional leader in improving curriculum, instruction, and student achievement. The recommendations include the development of 3 new courses, revision of 3 existing courses, and the creation of a three-semester internship.

From: Mike Brady [mailto:mbrady@fau.edu]
Sent: Wednesday, January 28, 2009 7:39 PM
To: Robert Shockley
Subject: RE: Courses for Program Approval - Educational Leadership

Bob

I reviewed the 3 new courses, and the revisions to the 3 existing courses. Although there is some overlap in the content involving decision making and state and federal regulations relating to ESE in the new Educational Governance course and in the revised School Law course, the overlaps seems logical and appropriate given the intent of the courses and the audience. The overlap does not conflict with the coursework or curriculum in ESE.

In the new course on Instructional Leadership (IL2), there is also a fair degree of overlap (1/5 of the course) involving instructional practices for students with disabilities. I agree that it is important and that future leaders in the EDL program would benefit from this content. Unfortunately, there are no readings that I could find on the syllabus that incorporate that content other than the Rtl reference, and the supplemental references to websites. There is a wealth of information on effective instructional practices in special education. Since Rtl is designed to help *avoid* entry into ESE programs, some information about ESE instructional practices seems appropriate for this topic. I hope this is not lost on whoever delivers this course. Given that, I see this course as potentially supportive, and not in conflict with courses and curriculum in the ESE Department.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education

From: H. James McLaughlin [jmclau17@fau.edu]
Sent: Tuesday, January 27, 2009 10:14 AM
To: Robert Shockley
Subject: Re: Courses for Program Approval - Educational Leadership
Bob:

First, here are some comments from me and department members, intended to be collegial. We have a course titled *Historical Issues in Education*, EDF 6517, that has not been taught for many years. In Spring 2010, we will offer it. The first part of the *Governance of Education* course addresses historical issues. We do not see this as a conflict with our foundational course, but rather a complement. Perhaps whoever teaches your course could talk with us about common ground and perspectives on teaching about these histories.

Likewise, the *Instructional Leadership II* course seems to share some common ground with EDF 6918, *Action Research in Schools and Communities*, and EDG 7251, *Curriculum Implementation for School Improvement*. Again, we would welcome a conversation across departments about curricular issues associated with these courses.

We see no conflict with our department. Take care.

Yours,

Jim McLaughlin

Dr. H. James McLaughlin
Interim Chair
Department of Curriculum, Culture, and Educational Inquiry

From: Irene H Johnson, PhD [ijohnso9@fau.edu]
Sent: Wednesday, March 25, 2009 4:48 PM
To: Robert Shockley
Subject: RE: Courses for Program Approval - Educational Leadership
Hello Bob:

I reviewed the changes as requested and noted that there are no conflicts with the Counselor Education Program courses.

Irene

From: Sue Graves
Sent: Saturday, January 24, 2009 12:03 PM
To: Robert Shockley
Subject: RE: Courses for Program Approval - Educational Leadership
Bob, our department does not have a conflict with any of the courses you have proposed.

However, the 3 internship syllabi seem to be the same. We did a 2 to 6 credit 'practical applications' course in our department, so the students can sign up for the same class, but different semesters, if necessary with us.

I also noticed a couple of the courses did not have specific course numbers listed on the syllabi. I thought we had to have that as it goes through the committees. Also, one intern syllabus had 6510, then in the margin, 6520 was the course number. You may want someone to review for consistencies. I know these comments do not have anything to do with course approvals, just my observation. Sue

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion

From: Barbara Ridener
Sent: Thursday, March 05, 2009 12:06 PM
To: Robert Shockley
Subject: RE: Courses for Program Approval - Educational Leadership
Bob,

The Department of Teaching and Learning does not have any conflicts.

Regards,

Barbara

From: Deena Louise Wener [mailto:wener@fau.edu]
Sent: Tuesday, April 14, 2009 2:01 PM
To: Robert Shockley
Subject: RE: Emailing: Governance of Education Course Proposal.doc, ILTwo
RoleLeaderImproveStudentLearning Course Proposal.doc, Generic Internship Syllabus - Fall Course
Proposal.doc, Generic Internship Syllabus - Spring Course Proposal.doc, School Operations Cour

Dear Dr. Shockley,

Thank you for giving me an opportunity to review the following courses for the
Masters Degree in Educational Leadership (School Leaders Track):

There is no conflict or overlap with any courses offered in the Department of
Communication Sciences and Disorders.

With best regards,

Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP

Associate Professor and Chair

Department of Communication Sciences and Disorders