



School Leaders Program

Department of Educational Leadership

ADJUNCT HANDBOOK

**COLLEGE OF EDUCATION / DEPARTMENT OF EDUCATIONAL LEADERSHIP
SCOTT EDUCATION & SCIENCE BLDG. 216, 2912 COLLEGE AVENUE, DAVIE, FLORIDA 33314**

EDL Web site: www.leadership.fau.edu Pilot Program Web site: www.leadership.fau.edu/leadership_new/pilot_program.htm

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Purpose of Adjunct Faculty

Clinical adjunct professors are responsible for the supervision of a caseload of up to twelve interns, overseeing that the mentor and intern are both meeting their objectives. These clinical adjuncts serve as the guarantor that the mentor-intern relationship is both informed and fostered. They are also responsible for teaching the seminars that the interns will be attending during each semester, as well as helping to develop the activities that interns will be required to perform. The clinical adjunct's specific purposes include to:

- Serve as a facilitator and provide supervision as needed for interns and their mentoring principals.
- Ensure that aspiring school-based leaders are provided the opportunities to engage in competency based learning through job-embedded learning activities as part of a quality internship program.
- Create and deliver internship seminars which are tied to the use and implementation of Learning Communities, SREB competencies, the Florida Leadership Standards, Competencies, and Skills.
- Devote the time necessary to guide the interns and mentors through the types of experiences that help develop leaders who can improve student achievement.
- Engage in building capacity to improve the quality of leadership in schools to increase student achievement.
- Serve as a guide for the mentor and intern's journey. Engage in a process of discovery with the intern and mentor and be able to ask the right questions to discover if the internship experiences are serving as a vehicle for experiential learning.
- Help in preparing a qualified pool of potential school-based administrators for the district.
- Through internship seminars, connect the theory learned through concurrent coursework to experiential knowledge gained by performing internship tasks.

Specific Adjunct Responsibilities

1. Create and deliver internship seminars to interns related to learning community themes, SREB competencies, the Florida Leadership Standards, Competencies, and Skills, and district-specific administrative knowledge. These seminars would occur on weeknight evenings (approximately 2 ½ hours).
2. Complete and send in Adjunct Faculty Lesson Plan Template to the EDL Certification Program Coordinator (Dr. Burnham for the northern campuses, Dr. Hardman for Palm Beach campuses, and Dr. Reyes-Guerra for Broward and Miami-Dade campuses) at least one week prior to the seminar you will be teaching.
3. Books needed for adjunct-led seminars must be submitted to the aforementioned coordinator for review and ordering. Articles adjuncts wish interns to read for the

seminars they teach must be communicated to all interns at least two weeks prior to their seminar and posted on the LiveText website for the course.

4. Supervise interns and their mentors. This entails keeping in constant communications with interns, mentors, and FAU faculty over the entire period of the internship.
5. Overseeing the performance of activities and evaluating that performance by formative and summative assessments.

INITIAL INTERNSHIP MEETING

This meeting is to detail logistics such as when and how to meet, to review internship tasks/activities and criteria for successful completion of tasks, and to address accountability. This meeting should set the framework and ground rules to ensure the mentoring relationship moves forward. This is the action plan to achieve learning goals.

Suggested Guidelines

1. Discuss the entire process of the internship experience and clearly define roles and responsibilities. Use the Internship Handbook as your guide.
2. Discuss realistic expectations regarding tasks and activities. Addressing this up front will help avoid stress and pressure later.
3. Decide on the specific tasks to complete, sequence of developmental activities with timelines and target dates for progress. This will create a learning guide for the intern and provide structure.
4. Review the **Semester Activity Planner**.
5. Review the **Task Performance Assessment (TPA)** assessment instrument and clearly define expectations.
6. Review the **Skill Assessment** instrument and clearly define expectations.
7. Prepare a plan with the mentor to help facilitate opportunities for the intern to complete activities. (Identify other personnel needed to help intern with activities.)
8. Discuss the mentoring experience with the intern in this initial meeting and clearly determine the intern's learning goals. If needed, encourage the intern to think through what she or he wants from the mentoring relationship.
9. Define what each is willing and capable of contributing to the relationship. Share assumptions, needs, expectations, and limitations candidly.
10. Ensure that the mentor provides a formal entrance to the Internship at the school site for the intern. (Introduce intern at faculty meeting, discuss internship in school newsletter, announcements, etc.)

INITIAL MENTOR COMMUNICATION

The adjunct needs to communicate with the mentor to detail logistics such as when and how to meet, to review internship tasks/activities and criteria for successful completion of tasks, and to

address accountability. This should set the framework and ground rules to ensure the mentoring relationship moves forward.

Suggested Guidelines

1. Discuss the entire process of the internship experience and clearly define roles and responsibilities. Use the Internship Handbook as your guide.
2. Discuss realistic expectations regarding tasks and activities. Addressing this up front will help avoid stress and pressure later.
3. Decide on the specific tasks to complete, sequence of developmental activities with timelines and target dates for progress. This will create a learning guide for the intern and provide structure.
4. Review the **Semester Activity Planner**.
5. Review the **Task Performance Assessment (TPA)** assessment instrument and clearly define expectations.
6. Review the **Skill Assessment** instrument and clearly define expectations.
7. Prepare a plan with the mentor to help facilitate opportunities for the intern to complete activities. (Identify other personnel needed to help intern with activities.)
8. Ensure that the mentor provides a formal entrance to the Internship at the school site for the intern. (Introduce intern at faculty meeting, discuss internship in school newsletter, announcements, etc.)

DEVELOPING AND TEACHING ADJUNCT LED SEMINARS

Below are the adjunct responsibilities related to developing and teaching their seminars:

1. Each seminar is approximately 2.5 hours and should include a variety of pedagogical activities that keep the interns actively engaged in learning. Activities such as case studies, role playing, and interactive discussion should be used liberally.
2. The content of the seminars should be focused on district-specific information as much as possible and not general leadership theory. General educational leadership theory is covered in the courses interns are taking concurrently with the internship.
3. In addition, the content of the seminars should also be linked explicitly to learning community themes, SREB competencies, the Florida Leadership Standards, Competencies, and Skills, and district-specific administrative knowledge.
4. **Internship Seminar Lesson Plan Templates** should be turned into the faculty coordinator at least one week in advance of the designated seminar.
5. Any books the adjunct expects the intern to read for his/her seminar will need to be submitted to the faculty coordinator at least two weeks prior to the beginning of the semester.
6. Any articles the adjunct wishes the interns to read for his or her seminar must be communicated to the intern at least two weeks in advance of the adjunct's seminar and

communicated to the faculty coordinator as soon as possible so it can be posted on LiveText.

7. A T-chart should be given to the interns at the end of each seminar so they may identify the strengths and weaknesses of each seminar. Adjuncts are expected to create their own T-chart and after it is completed by the students, they should review them, make copies, and submit all T-charts to the Faculty Coordinator in a timely manner.