

FLORIDA ATLANTIC UNIVERSITY™



Graduate Programs—COURSE CHANGE REQUEST

10-15-12 02:26 RCVD

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT ; EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE: COLLEGE OF EDUCATION
COURSE PREFIX AND NUMBER: EDA 6947	CURRENT COURSE TITLE: SUMMER 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: Department Chair:  College Curriculum Chair:  College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____	Date: 10/22/12 10/24/12 _____ _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes
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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.

DEPARTMENT: Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6947

COURSE TITLE: Summer 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 five extended 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 Summer 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

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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 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.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.everythingsl.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.everythingsl.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.nasds.org/documents/RtIANAdministratorsPerspective1-06.pdf>North

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 local district administrator serving as clinical adjunct);
2. To construct an administrative learning portfolio based on "hands-on" practice of tasks and projects related to district specific needs and the competencies and skills 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 tables on the following pages contain the Florida Principal Leadership Standards, the Florida Principal Leadership Standards with Early Career Indicators, and Florida Educational Leadership Examination Competencies and Skills. These are the specific criteria 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, his/her mentor, along with the clinical adjunct will 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 review, a series of regularly planned meetings between the mentor and intern 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.

The clinical adjunct will review the progress of the intern, and keep in constant contact with the mentor via telephone, email, and – where and when possible – school visitation. The adjunct will engage the intern in a series of seminars that contain embedded district-specific workshops, review and discussion of planned activities, and critical leadership learning necessary for the development of competent and successful school leaders. The clinical adjunct will also review and evaluate the documentation required of the course, including activity logs, planners, mentor-produced performance assessments, leadership assessments, course assignments, and activity reflection and critique papers produced by the intern.

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 sitting 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. 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 Summer 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. 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 (including district-specific workshops designed to give the student a greater understanding of how things work within their particular district/school), time for learning assessments, and other activities.

Seminar Content: For this Summer Internship, three seminars will be given with the specific content of “Nine High-Yield Strategies”, “Using Data to Improve Student Achievement”, and “How to Use My Districts Data Warehouses/Technology”.

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 6945 and EDA 6946) 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.
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. 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 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 the student intern present the log to his/her mentor at least once a week in order for her/him to sign off on the activities performed and, more importantly, to engage in a dialogue with her/him concerning 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 performed at the *Leading* level. Performance Artifacts are described under the tasks 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. Some districts require a certain kind of resume for application to an administrative position, so contact your district’s human resource department 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 read Chapter 11 of Roland Barth's "Improving Schools from Within," DO SO. It 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 and/or percentage grades.

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

STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act (ADA), 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 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 any 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 – Summer

ACTIVITY #: 1	TASK DESCRIPTOR: Preparation for Summer Program.	
Est. Time: 10-15 hours	STANDARD(S): Managing the Learning Environment	
FELE COMPETENCIES: 1.11; 1.12; 1.13; 1.14; 1.15; 1.17; 3.4; 3.5; 3.6; 3.7; 3.8	SKILLS: 1.11.2; 1.12.1; 1.13.1; 1.14.1; 1.15.1; 1.17.2; 3.4.1; 3.5.1; 3.6.1; 3.7.1; 3.7.2; 3.8.1	
Supporting EDL Coursework: Practical School Law, Managing School Operations, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
<p>... a meeting at your school where summer placement options for various students are discussed.</p> <p>... the summer employment process for teachers and instructional personnel (posting of vacancies, submission of employment applications, etc.)</p>	<p>... in collecting student data, records and registration information to be forwarded to the hosting school's summer site.</p> <p>... in the collection of any special needs materials that need to be forwarded to students' summer site (i.e., assistive technology, special furniture, etc.)</p> <p>... with the school principal summer staff coverage process for the hosting site (custodial, clerical, et al.) [NOTE: each school and district deals with this differently.]</p>	<p>... in conjunction with the mentoring principal create the announcement and email (and/or the meeting agenda item) concerning the summer school program.</p> <p>... an internal or site-based audit of the summer school records that are being sent to the hosting school, verifying completion.</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 Summer Administrator's Handbook and Collective Bargaining Agreement for Teachers and Paraprofessionals. • Consultation: Discuss this with the administration and support personnel. • Discover: The rules that govern summer employee selection and process for identifying students who are appropriate to attend summer programs. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Copy of agenda and/or communications from meeting(s) led, items checklist from student folder audit, and staff summer schedule. 	

Activities Charts – Summer

ACTIVITY #: 2	TASK DESCRIPTOR: 3-Day Summer Program Administrative Experience.	
Est. Time: 24 hours	STANDARD(S): Managing the Learning Environment, Community and Stakeholder Partnerships	
FELE COMPETENCIES: 1.10; 1.11; 1.13; 2.11; 2.12; 3.1	SKILLS: 1.10.1; 1.10.2; 1.11.2; 1.13.1; 2.11.3; 2.12.1; 3.1.1	
Supporting EDL Coursework: Practical School Law, Managing School Operations, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
... the opening day processes and procedures of the summer program (arrival, dismissal, food service, staff assignments, etc.).	<p>... opening day procedures (student counts, transportation issues, student and parent assistance, etc.)</p> <p>... in opening day/week staff meeting.</p> <p>... by shadowing the summer program site principal or mentor during the first three days of the summer program.</p>	<p>... student count procedures in conjunction with site administrator during the first days of the summer program.</p> <p>... the summer program's fire drill.</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: with mentor and clinical adjunct professor about summer orientation with hosting site administrator. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Student count and fire drill documentation. 	

Activities Charts – Summer

FAU Level 1 Certification Internship Program

ACTIVITY #: 3	DESCRIPTOR: Reviewing, updating, and improving school discipline data and plan.	
Est. Time: 10-25 hours	STANDARD(S): Managing the Learning Environment	
FELE COMPETENCIES: 1.11; 1.12; 2.9; 2.10; 2.11; 2.12; 3.1	SKILLS: 1.11.2; 1.12.1; 2.9.1; 2.10.1; 2.11.1; 2.11.2; 2.12.1; 3.1.1	
Supporting EDL Coursework: Practical School Law, Managing School Operations, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
<p>... a meeting of your school's discipline committee to review the prior school year's discipline data, trends, and consequences.</p> <p>... evidence from the school's recorded data that demonstrates trends and problems from the past year's discipline.</p>	<p>... in the meeting with your school's discipline committee to review the prior school year's discipline data, trends, and consequences by presenting recommendations stemming from findings of this data review.</p>	<p>... by chairing or co-chairing the school's discipline committee meeting.</p> <p>... the generation of graphs, charts, or tables that summarize the previous year's data in a clear, user-friendly way.</p> <p>... the creation of recommendations for the committee/school for the discipline plan for the school year.</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 administrators and team or department leaders. Talk to them about the discipline implementation from the previous year. Find out about specific areas of concern. • Data Collection: Gather and analyze data related to this project. Create a portfolio of all data collected. • Reading: Find and read school and district discipline policies and procedures. Find and read any related articles or websites dealing specifically with the issues encountered at your school. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Intern will produce recommended revisions to the school's discipline plan for the new school year, including data used to support any changes. 	

Activities Charts – Summer

ACTIVITY #: 4	DESCRIPTOR: Data Analysis for Student Placement.	
Est. Time: 10-15 hours	STANDARD(S): Learning, Accountability, and Assessment	
FELE COMPETENCIES: 1.15; 1.16; 1.17	SKILLS: 1.15.1; 1.15.2; 1.15.3; 1.15.4; 1.15.5; 1.16.1; 1.16.2; 1.17.2;	
Supporting EDL Coursework: Instructional Leadership 1, Instructional Leadership 2, Managing School Operations		
ACTIVITIES		
Observe	Participate	Lead
<p>... an instructional leadership team meeting during which they review student achievement data.</p> <p>... a meeting of instructional support personnel discussing the strengths and weaknesses of the instructional staff (<i>optional due to sensitivity</i>).</p> <p>... a meeting of administrators and instructional support personnel during which a discussion of school instructional programs offered for different learning needs takes place.</p>	<p>... in the review of the student achievement data with grade chair/assistant principal.</p> <p>... in the discussion of staff assignments from the previous school year and potential assignments for the upcoming year.</p> <p>... in the discussion to identify appropriate instructional programs to meet the needs of the students with the administration and instructional support personnel.</p>	<p>... a meeting that will determine the specific assignments of students into the classes.</p>
STRATEGIES:	<ul style="list-style-type: none"> • Required for All Activities: Plan your activity and desired results beforehand, and keep the Internship Log. • Portfolio: Gather and analyze data related to this project. Create a portfolio of agendas, data outputs, and consequent decisions on placements. • Networking. Spend time with assistant principal, reading coach, and team/department leaders. Talk to them about the process. Find out about how their school identifies and supports students in need of additional academic support. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: Analysis of data related to project. Create a portfolio of agendas, data outputs, & consequent decisions on placements. 	

ACTIVITY 5	TASK Projecting enrollment and classes/sections; creating master schedule.
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Activities Charts – Summer

FAU Level 1 Certification Internship Program

#:	DESCRIPTOR:	
Est. Time: 20 - 25 hours	STANDARD(S): Instructional Leadership, Managing the Learning Environment, and Learning, Accountability and Assessment	
FELE COMPETENCIES:	2.3; 2.4; 2.5; 2.6; 2.7; 2.9	SKILL S: 2.3.1; 2.3.2; 2.4.2; 2.4.3; 2.5.1; 2.5.2; 2.6.1; 2.6.2; 2.7.1; 2.9.1
Supporting EDL Coursework: Practical School Law, Managing School Operations		
ACTIVITIES		
Observe	Participate	Lead
...a discussion of projected/revised enrollment figures for the upcoming school year.	<p>.... in discussions comparing current enrollment and master schedule configuration to projected enrollment figures.</p> <p>... in discussions concerning the development of the current master schedule and how the numbers of sections of specific courses/grade level sections were determined.</p>	<p>... (for elementary schools) the development of the master specials/lunch schedule for the upcoming year.</p> <p>...(for middle and high) the calculation activity to determine a specific master schedule projection for an identified group of students.</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 with master scheduler the process used in the past to create master schedule. • Reading: Access appropriate database reports for calculation activity. 	
PERFORMANCE ASSESSMENT:	<ul style="list-style-type: none"> • Required for All Activities: Activity Reflection Write-Up (see Internship Handbook). • Artifact: A draft master schedule for the following school year. 	