EDA 6945 – Fall Internship – Generic Syllabus
Department of Educational Leadership and Research Methodology
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6945

COURSE TITLE: Fall 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 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:
Corequisites: EDA 6946 – Spring Internship and EDA 6947 – Summer Internship. 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 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.

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 AND METHODOLOGY STATEMENT:

Our Mission
The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Our Values
Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

Leadership
As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self -inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

Research and Scholarship
As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and

the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

Social Responsibility
As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

Learning Community
As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

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.cepdc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=212&documentFormatId=3557
Florida Department of Education
      Florida A++ Implementation   http://www.fldoe.org/APlusPlus/
      Sunshine State Standards: Curriculum, K-12 http://www.fldoe.org/bii/curriculum/sss/
Florida Department of Education Bureau of School Improvement Dart2007 Model
      http://www.bsi.fsu.edu/pdf/DART2007.pdf.
Mid-Continent Research for Education and Learning: *Leadership* (2007)
      http://www.mcrel.org/newsroom/hottopicLeadership.asp
National Center for Culturally Responsive Education Systems
      http://nccrest.eddata.net
National Center for Education Statistics
      www.nces.ed.gov
National Center on Education and the Economy (December, 2006).
      The Report of the New Commission on the Skills of the American Workforce: Tough choices or tough times.
      http://www.skillscommission.org/executive.htm [Executive Summary]
      http://wdr.doleta.gov/opr/fulltext/00-wes.pdf   [Full text]
Regional Education Lab (NCREL) Building a Collective Vision
      http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm

RECOMMENDED WEBSITES:
Annenberg Institute for School Reform:
      Closing the Achievement Gap: How schools are making it happen
      http://www.annenberginstitute.org/challenge/pubs/cj/gap_cj.htm
      Tools for school improvement planning
      http://www.annenberginstitute.org/tools/index.php

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Council of Chief State School Officers
    Interstate School Leaders Licensure Consortium: Standards for School Leaders
    http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm
ELL/ESL Resources:
    Activities for ESL students http://a4esl.org/
    Everything ESL net   www.everythingesl.net
    Multicultural & ESOL Program Services Education   www.broward.k12.fl.us/esol
Education Standards   http://www.Edstandards.org
ELL/ESL Resources:
    Activities for ESL students http://a4esl.org/
    Everything ESL net www.everythingesl.net
    Multicultural & ESOL Program Services Education www.broward.k12.fl.us/esol
Exceptional Students (ESE):
    Council for Exceptional Students   www.cec.sped.org
    Florida Department of Education: Bureau of Exceptional Education and Student
        Services www.fldoe.org/ese/
    Florida Teaching resources for ESE   www.cpt.fsu.edu/ese/cs/mod/altcurr.html
    LD Online   www.ldonline.com
    Neag Center for Gifted Education and Talent Development
    http://www.gifted.uconn.edu/
    TAG -- Council for Exceptional Children http://www.cectag.org/
Florida Department of Education
    Florida Comprehensive Assessment Test (FCAT)
    http://fcat.fldoe.org/
    Florida Principal Competencies-Florida Educational Leadership Exam (FELE).
    http://www.fldoe.org/asp/fele/
    Instructional Strategies for a 21st Century Applied Technology Classroom
    http://www.fldoe.org/workforce/pdf/apx4.pdf
Florida School Districts [in our area]
    Broward County School District   www.browardschools.com
    Miami Dade County School District   www.dadeschools.net
    Palm Beach County School District   www.palmbeach.k12.fl.us
Instructional Design Models http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html
Mid-continent Research for Education and Learning (McREL). *Keys to Learning*
    [Standards Based Education]   http://www.mcrel.org/keystolearning
National Center for Educational Statistics
    National Assessment of Educational Programs (NAEP). Nation's Report Card.
    http://www.nces.ed.gov/nationsreportcard/about/
    Trends in International Mathematics and Science Study (TIMSS)
     http://nces.ed.gov/timss
    No Child Left Behind (NCLB).
    http://www.ed.gov/nclb/landing.jhtml
North Central Regional Education Laboratory, *All students reaching the top: strategies*
    for closing academic achievement gaps http://www.ncrel.org/gap/studies/thetop.htm
Reading websites:

Florida Center for Reading Research   www.fcrr.org
Just Read Florida   http://www.justreadflorida.com/
Reading Quest   http://www.readingquest.org/strat/abc.html
Reeves. D. (2003). High performance in high poverty schools: 90/90/90 and beyond.
    http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%20
    90%2090%20and%20beyond.pdf
Response to Intervention (2006).
    http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdfNorth
Wallace Foundation: *How leadership influences student learning* (2004)
    www.wallacefoundation.org [click on education leadership]

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

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

The specific objectives of this course are:
1. To enable students to perform "hands-on" administrative activities under the guidance and mentorship of their supervising site administrator (mentor) and university professor (acting 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.

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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

1. VISION
High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
2. INSTRUCTIONAL LEADERSHIP
High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills
3. MANAGING THE LEARNING ENVIRONMENT
High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment
4. COMMUNITY AND STAKEHOLDER PARTNERSHIPS
High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources
5. DECISION MAKING STRATEGIES
High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
6. DIVERSITY
High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community
7. TECHNOLOGY
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

8. LEARNING, ACCOUNTABILITY, AND ASSESSMENT High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process
9. HUMAN RESOURCE DEVELOPMENT High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
10. ETHICAL LEADERSHIP High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

FLORIDA PRINCIPAL LEADERSHIP STANDARDS AND EARLY CAREER PRINCIPAL INDICATORS

Standard 1.0: 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.
INDICATORS

1. Describes how to develop and implement a shared vision and strategic plan for the school
2. Works with staff, students and families to achieve the school's vision
3. Describes how instructional objectives, curricular goals and the shared vision relate to each other
4. Allows time for the achievement of goals
5. Identifies needs that will be targeted in the shared vision and strategic plan
6. Communicates the school's vision, mission and priorities to the community
7. Understands the basic concepts of the change process
8. Is aware that external influences have impact upon the school
9. Establishes plans to accomplish goals
10. Relates the vision, mission, and goals to students
11. Understands the effect of having a community of learners working together
12. Articulates and reinforces the vision in written and spoken communications

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Standard 2.0: 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
INDICATORS
1. Sets annual learning gains, school improvement goals and other targets for instructional improvement
2. Uses data as a component of planning for instructional improvement
3. Includes provisions in the instructional program for students with special needs
4. Engages staff in ongoing study of current best practices
5. Reads research, applied theory, and informed practice related to the curriculum
6. Works to create high expectations and standards among the staff, teachers, and community members
7. Relates content and instruction to the achievement of established standards by students
8. Provides instructional leadership
9. Is aware of research on instructional effectiveness and will use it as needed
10. Demonstrates knowledge of student performance evaluation
11. Has identified skills necessary for the planning and implementation of improvements of student learning

Standard 2.0: 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

<table>
<tr><td colspan="2" align="center">INDICATORS</td></tr>
<tr><td>12.</td><td>Assesses the curriculum needs in a particular setting</td></tr>
<tr><td>13.</td><td>Works to relate state standards, the needs of the students, the community and the school's goals</td></tr>
<tr><td>14.</td><td>Understands the effect that a positive school culture has on student learning</td></tr>
<tr><td>15.</td><td>Recognizes differences in the staff's desire and willingness to focus energy on achieving educational excellence</td></tr>
<tr><td>16.</td><td>Identifies teaching and learning needs among the staff and teachers</td></tr>
<tr><td>17.</td><td>Communicates the instructional program to the community, the staff, and district personnel</td></tr>
<tr><td>18.</td><td>Models professionalism, collaboration and continuous learning</td></tr>
<tr><td>19.</td><td>Understands and recognizes the benefits for students in:
• balanced reading instruction
• curriculum integration
• active teaching and learning strategies
• standards-based instructional programs
• the use of technology for instructional purposes
• aligning classroom assessments to standards</td></tr>
</table>

Standard 3.0: 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

<table>
<tr><td colspan="2" align="center">INDICATORS</td></tr>
<tr><td>1.</td><td>Administers policies that provide a safe school environment</td></tr>
<tr><td>2.</td><td>Plans for the accomplishment of strategic goals</td></tr>
<tr><td>3.</td><td>Manages the daily operations of the school</td></tr>
<tr><td>4.</td><td>Is aware of the various fiscal and non fiscal resources for the school including business and community resources</td></tr>
<tr><td>5.</td><td>Manages the school to promote and encourage student learning</td></tr>
<tr><td>6.</td><td>Uses financial resources and capital goods and services to support school priorities</td></tr>
<tr><td>7.</td><td>Uses an efficient budget planning process</td></tr>
<tr><td>8.</td><td>Uses school resources to achieve curricular and instructional goals</td></tr>
<tr><td>9.</td><td>Understands techniques and organizational useful in leading and managing a complex and diverse organization</td></tr>
<tr><td>10.</td><td>Plans and schedules one's own and others' work so that priorities and goals can be met</td></tr>
<tr><td>11.</td><td>Conforms to legal and ethical standards in the management of the learning environment</td></tr>
</table>

Standard 4.0: 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

INDICATORS
1. Understands how student and family conditions affect learning
2. Identifies opinion leaders in the community and their relationships to the school
3. Communicates the school's vision, mission and priorities to the community
4. Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
5. Uses shared leadership and decision-making model in the operation of the school
6. Identifies resources of families, business, and community members that could support the school
7. Understands the benefits of having and using a variety of partnerships, coalitions, and networks
8. Is establishing relationships within and external to the school
9. Actively engages the community to promote student and school success
10. Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
11. Provides opportunities to involve family and community in a broad range of school activities

Standard 5.0: DECISION MAKING STRATEGIES
High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

INDICATORS
1. Establishes goals and targets
2. Is developing a set of problem solving techniques and decision making skills
3. Understands that events and problems can have a variety of explanations
4. Explains and defends decisions made
5. Uses data to inform decisions
6. Uses others to assist in the accomplishment of organization goals
7. Supports student learning when making curricular and instructional decisions
8. Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
9. Conforms to appropriate legal standards
10. Makes decisions in a timely fashion using the best available information
11. Provides opportunities to involve family and community in a broad range of school activities

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Standard 6.0: 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

INDICATORS

1. Has skills necessary for interactive and interpersonal situations
2. Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
3. Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
4. Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
5. Provides opportunities to involve school community in a broad range of school activities
6. Interacts effectively with diverse individuals and groups
7. Conforms to legal and ethical standards related to diversity
8. Is perceptive and tactful in dealing with diverse populations
9. Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
10. Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations

Standard 7.0: TECHNOLOGY
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

INDICATORS

1. Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
2. Communicates and gets feedback on a plan for technology integration for the school community
3. Works with tech-savvy staff to plan for increased technology usage
4. Models the use of technology as a tool in support of both educational and community activities
5. Develops an effective teacher professional development plan to increase technology usage
6. Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
7. Within the available resources, increases access to educational technologies for the school
8. Has a plan for the provision of support to increase the use of technology already in the school/classrooms
9. Uses technology to support the educational efforts of staff and teachers

Standard 8.0: 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

INDICATORS

1. Uses data to assess and monitor school improvement

Standard 8.0: 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

INDICATORS
2.   Uses multiple sources of data to inform decisions and improvement processes
3.   Monitors and assesses student progress
4.   Monitors and assesses student progress
5.   Monitors and assesses the progress of activities
6.   Demonstrates an understanding of the methods and principles of program evaluation
7.   Develops and demonstrates skills in evaluating instructional strategies and materials
8.   Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
9.   Works with staff to identify strategies for improving student achievement appropriate to the school population

Standard 9.0: 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.

INDICATORS
1.   Uses multiple data sources as they work with teachers to plan for individual professional development
2.   Utilizes a variety of supervisory skills to use to improve teaching and learning
3.   Understands adult learning strategies useful for assisting staff in professional development
4.   Demonstrates an understanding of the methods and principles of personnel evaluation
5.   Operates within the provisions of each contract as well as established enforcement and grievance procedures
6.   Sets high expectations and standards for the performance of all teachers and staff
7.   Empowers others to achieve personal, professional and organizational goals
8.   Connects professional growth plans and professional development to individual teacher and school learning goals
9.   Understands the processes necessary for use in the hiring and retention of high quality teachers
10. Sets expectations that will ensure that all students are engaged in active learning
11. Provides opportunities for teachers to think, plan, and work together
12. Pursues improvement of his/her own professional development

Standard 10.0: ETHICAL LEADERSHIP

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

INDICATORS
1.   Manifests a professional code of ethics and values
2.   Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
3.   Creates, models and implements a set of values for the school

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Standard 10.0: ETHICAL LEADERSHIP
High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

INDICATORS
4. Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
5. Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
6. Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
7. Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
8. Demonstrates ability to make decisions within an ethical context

FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD			
FELE SUBTEST	STANDARD	COMPETENCY	SKILL
1	2. Instructional Leadership	1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	1. Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program.
1	2. Instructional Leadership	1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.
1	2. Instructional Leadership	1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	3. Given a school data set, determine an appropriate instructional improvement strategy.
1	2. Instructional Leadership	1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	4. Identify functions and implications of various curriculum designs.
1	2. Instructional Leadership	1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	5. Given grade level data on reading, identify strategies to align curriculum, instruction, and assessment.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	1. Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	2. Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	3. Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.

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FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD			
FELE SUBTEST	**STANDARD**	**COMPETENCY**	**SKILL**
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	4. Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	5. Identify scientifically based research applications to effective teaching and learning methods.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.
1	2. Instructional Leadership	2. Knowledge of instructional leadership standard as related to research-based best practices	7. Identify instructional delivery methods that enhance student learning and achievement.
1	2. Instructional Leadership	3. Knowledge of instructional leadership standard as related to school culture	1. Given data from a school climate survey, identify appropriate strategies for improving student learning.
1	2. Instructional Leadership	3. Knowledge of instructional leadership standard as related to school culture	2. Given data from a school climate survey, identify factors contributing to morale and performance.
1	2. Instructional Leadership	4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning	1. Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.
1	2. Instructional Leadership	4. Knowledge of instructional leadership standard as related to instructional design	2. Identify age-appropriate learning strategies based on principles of human growth and development.
1	2. Instructional Leadership	4. Knowledge of instructional leadership standard as related to instructional design	3. Identify practices for evaluating the appropriateness of instructional strategies.
1	2. Instructional Leadership	4. Knowledge of instructional leadership standard as related to instructional design	4. Identify practices for evaluating the appropriateness of instructional materials.
1	2. Instructional Leadership	5. Knowledge of instructional leadership standard as related to instructional program for students with special needs	1. Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom.
1	2. Instructional Leadership	5. Knowledge of instructional leadership standard as related to instructional program for students with special needs	2. Given an IEP, determine whether or not provisions made are adequate to meet student needs.

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
		**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD**	

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
1	2. Instructional Leadership	6. Knowledge of instructional leadership standard as related to federal and state law in education and schooling	1. Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities.
1	2. Instructional Leadership	6. Knowledge of instructional leadership standard as related to federal and state law in education and schooling	2. Given a scenario, identify employee and student rights and responsibilities under federal statutes.
1	3. Managing the Learning Environment	7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	1. Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.
1	3. Managing the Learning Environment	7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	2. Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.
1	3. Managing the Learning Environment	7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	3. Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.
1	3. Managing the Learning Environment	8. Knowledge of managing the learning environment standard as related to funding of Florida Schools	1. Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation.
1	3. Managing the Learning Environment	8. Knowledge of managing the learning environment standard as related to funding of Florida Schools	2. Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation.
1	3. Managing the Learning Environment	8. Knowledge of managing the learning environment standard as related to funding of Florida Schools	3. Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.
1	3. Managing the Learning Environment	9. Knowledge of managing the learning environment standard as related to financial accounting and auditing	1. Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records).
1	3. Managing the Learning Environment	9. Knowledge of managing the learning environment standard as related to financial accounting and auditing	2. Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer).
1	3. Managing the Learning Environment	10. Knowledge of managing the learning environment standard as related to facilities management	1. Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).
1	3. Managing the Learning Environment	10. Knowledge of managing the learning environment standard as related to facilities management	2. Given a school building's security plan, determine compliance with Florida Statutes and State Board of Education rules.
1	3. Managing the Learning Environment	11. Knowledge of managing the learning environment standard as related to student services	1. Given a school guidance report, determine compliance with Florida Statutes.
1	3. Managing the Learning Environment	11. Knowledge of managing the learning environment standard as related to student services	2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).
1	3. Managing the Learning Environment	11. Knowledge of managing the learning environment standard as related to student services	3. Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD**		
1	3. Managing the Learning Environment	12. Knowledge of managing the learning environment standard as related to student and parental rights	1. Given the student/parent handbook, determine compliance with Florida Statutes governing parents' rights and responsibilities and/or student's rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).
1	3. Managing the Learning Environment	12. Knowledge of managing the learning environment standard as related to student and parental rights	2. Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.
1	3. Managing the Learning Environment	13. Knowledge of managing the learning environment standard as related to federal law for education and schooling	1. Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.
1	8. Learning, Accountability, and Assessment	14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling	1. Given a scenario, identify legal standards and procedures applicable to school accountability legislation.
1	8. Learning, Accountability, and Assessment	14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling	2. Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree.
1	8. Learning, Accountability, and Assessment	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.
1	8. Learning, Accountability, and Assessment	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	2. Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.
1	8. Learning, Accountability, and Assessment	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	3. Given school data sets with differing accountability designations compare and contrast multiple measures of data to analyze school needs.
1	8. Learning, Accountability, and Assessment	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	4. Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g. FCAT science, reading, math, writing)
1	8. Learning, Accountability, and Assessment	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	5. Given school data, analyze or develop a plan to address national requirements for student assessment (e.g. NCLB science, reading, math, writing)
1	8. Learning, Accountability, and Assessment	16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications	1. Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.
1	8. Learning, Accountability, and Assessment	16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications	2. Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.
1	8. Learning, Accountability, and Assessment	17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement	1. Given a data set of reading test results for ESE or ESOL students, identify diagnostic tools appropriate for assessing student learning needs.
1	8. Learning, Accountability, and Assessment	17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement	2. Given a data set of reading test results for ESE or ESOL students, identify appropriate instructional strategies to improve student performance in reading.
2	7. Technology	1. Knowledge of technology standard in the use of technology for teaching and learning	1. Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction.

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FELE SUBTEST	STANDARD	COMPETENCY	SKILL
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FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
2	7. Technology	1. Knowledge of technology standard in the use of technology for teaching and learning	2. Given a technology plan to integrate technology to improve student performance in a subject area identify appropriate technology applications to address student performance needs.
2	7. Technology	2. Knowledge of technology standard related to school operations	1. Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support).
2	7. Technology	2. Knowledge of technology standard related to school operations	2. Given a scenario, select computer hardware and software appropriate to school operations.
2	7. Technology	2. Knowledge of technology standard related to school operations	3. Given a scenario, identify components of a technology infrastructure related to school and student safety.
2	7. Technology	2. Knowledge of technology standard related to school operations	4. Given a scenario, select Web-based communication applications.
2	7. Technology	2. Knowledge of technology standard related to school operations	5. Given a scenario, select presentation software applications.
2	9. Human Resource Development	3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.
2	9. Human Resource Development	3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	2. Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).
2	9. Human Resource Development	3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	3. Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act).
2	9. Human Resource Development	4. Knowledge of human resource development standard as related to performance assessment procedures	1. Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement).
2	9. Human Resource Development	4. Knowledge of human resource development standard as related to performance assessment procedures	2. Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).
2	9. Human Resource Development	4. Knowledge of human resource development standard as related to performance assessment procedures	3. Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).
2	9. Human Resource Development	5. Knowledge of human resource development standard as related to managing personnel records	1. Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files.
2	9. Human Resource Development	5. Knowledge of human resource development standard as related to managing personnel records	2. Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers).
2	9. Human Resource Development	6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees	1. Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).
2	9. Human Resource Development	6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees	2. Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD**			
2	9. Human Resource Development	7. Knowledge of human resource development standard as related to collective bargaining agreements	1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).
2	9. Human Resource Development	8. Knowledge of human resource development standard as related to data analysis	1. Given school or classroom data, analyze teacher performance over time.
2	9. Human Resource Development	9. Knowledge of human resource development standard as related to state law for education and schooling	1. Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.
2	10. Ethical Leadership	10. Knowledge of ethical leadership standard as related to ethical conduct	1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel).
2	10. Ethical Leadership	11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling	1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1st, 4th, 14th amendments).
2	10. Ethical Leadership	11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling	2. Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals.
2	10. Ethical Leadership	11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling	3. Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.
2	5. Decision Making Strategies	12. Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling	1. Given a scenario, identify standards and procedures applicable to federal and/or state statutory provisions for accomplished practices, student progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.
2	5. Decision Making Strategies	13. Knowledge of decision making strategies standard as related to change	1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).
2	5. Decision Making Strategies	13. Knowledge of decision making strategies standard as related to change	2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.
2	5. Decision Making Strategies	14. Knowledge of decision making strategies standard as related to data analysis	1. Given school data, perform procedural measures for school grade calculation.
2	5. Decision Making Strategies	14. Knowledge of decision making strategies standard as related to data analysis	2. Given an Instructional Leadership Plan-of-Action, identify criteria for learning gains of varying subgroups using disaggregated data.
3	4. Community and Stakeholder Partnerships	1. Knowledge of community and stakeholder partnerships standard as related to community relations	1. Select strategies to promote community cooperation and partnerships.
3	4. Community and Stakeholder Partnerships	2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications	1. Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).
3	4. Community and Stakeholder Partnerships	3. Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling	1. Given a situation, identify reporting procedures of the Florida Department of Law Enforcement's Missing Children Program.
3	4. Community and Stakeholder Partnerships	3. Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling	2. Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes.

FELE SUBTEST	STANDARD	COMPETENCY	SKILL
— FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION (FELE) COMPETENCIES AND SKILLS BY SUBTEST AND STANDARD			
3	4. Community and Stakeholder Partnerships	4. Knowledge of community and stakeholder partnerships standard as related to student services	1. Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).
3	4. Community and Stakeholder Partnerships	5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities	1. Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).
3	6. Diversity	6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication	1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.
3	6. Diversity	6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication	2. Given a scenario, identify effective, research-based communication strategies
3	1. Vision	7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school	1. Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.
3	1. Vision	7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school	2. Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.
3	1. Vision	7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school	3. Identify practices and implications of effective communication and interpersonal relationships.
3	1. Vision	8. Knowledge of vision standard as related to data analysis	1. Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.
3	1. Vision	9. Effective Writing and Data Analysis for a School-based Application	1. Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.

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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 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 6-7 seminars during each semester. Besides being informational and a review of the progress being made by the individual students, these seminars will be workshops designed to supplement and support the activities being performed during the internship (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.

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Seminar Content: For this Fall Internship, three seminars will be given with the specific content of "Conferencing Skills", "Effective Interpersonal Communications", and "Introduction and Understanding Florida Leadership Standards' Early Career Principal Indicators, FELE Competencies and Skills".

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 6946 and EDA 6947) 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 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 and/or percentage grades.

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

STUDENTS WITH DISABILITIES:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a 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), or at the Treasure Coast-CO 128 (772-873-3305), and follow all OSD procedures.

ACADEMIC MISCONDUCT:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see
http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf

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

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

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

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

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

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

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

APPENDIX A

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**
… an administrator handling a discipline referral and following the school's discipline matrix when assigning a consequence. … the process an administrator goes through with a discipline referral including all procedures and paperwork	… in a specific discipline referral conference led by an administrator. … by handling one disciplinary referral paperwork and overseeing that all procedures are followed.	… a minimum of three disciplinary referrals including the implementation of a consequence.

STRATEGIES:	• **Required for All Activities**: Plan your activity and desired results beforehand, and keep the Internship Log. • **Review**: Find and review all documentation that accompanies your 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:	• **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).

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**	
… by accompanying and shadowing mentor through a CWT. … by entering a dialogue with the administrator to determine if the school's specialized CWT instrument meets current needs or if revision would be appropriate.	… with administration to identify the components needing to be included in the school's specialized CWT instrument. … by accompanying and shadowing mentor through a CWT. … by discussing with the mentor the findings from the CWT and what process the administrator will use to follow-up with teacher(s).	… a minimum of five CWT's in a specific subject or grade level. … collection and data analysis from a CWT. … by making memorandum to the administration of analysis and suggested improvements to school's specialized CWT instrument. … by suggesting possible staff development topics or areas needing to be addressed with the school's faculty based on data analysis from CWTs.	
STRATEGIES:	• **Required for All Activities**: Plan your activity and desired results beforehand, and keep the Internship Log. • **Review**: Find and review all documentation that accompanies your school's 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:	• **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.		

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

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**
… by reviewing the current status of school-community partnerships currently in existence in the school. … by identifying the current School Improvement Plan (SIP) for any action steps that could be enhanced by a partnership activity.	… in a meeting between the school administration and a business/community partner regarding activities to improve school operations or student achievement.	… with the collaboration of an administrator, contact a prospective business or community partner to enlist their support and involvement in the school. … by developing at least one student achievement-based action step for the partnership that aligns with the SIP.

STRATEGIES:	• **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:	• **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.

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
… at least one PTSA (PTA or PTO) meeting … at least one meeting where the administration meets with community members for advice. … an activity where parents are contacted using a newsletter or other method of communication.	… by working with principal or designee to contact parents via newsletter or other method of communication concerning registration, information, times and possible school events.	… by creating, in consultation with the principal, a report to be distributed to the parent community.. … by delivering the intern-created report at a parent meeting.

STRATEGIES:
- **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:
- **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.

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
… school safety meeting where the school safety plans and evacuation drills are discussed. … the year's first school evacuation drill by shadowing the administrator in charge of initiating and coordinating the drill.	… School Safety Committee meeting where the school safety plans and evacuation drills are discussed. … Safety Committee meeting where the safety plan and evacuation drills are decided.	… the process that will plan and execute a safety drill (excluding fire and tornado) that involves the local police and fire departments (when possible). … the post-drill evaluation meeting.

STRATEGIES:	• **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:	• **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook). • **Artifact:** Formal documentation of activities conducted including recommendations for improvement.

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
… Level 1-2 reading classes/groups. …an instructional leadership team meeting where discussion takes place on the progress of struggling readers and the current strategies being implemented. … a parent conference led by Guidance/Reading Coach specific to the issues of reading, and how the specific measures for student improvement were discussed. … attend data chats/conferences to determine students' academic needs for the school year.	… in a meeting with the Reading Coach or Language department head to discuss a school-wide reading plan. … in meetings with the department/grade level chairs concerning the methodology each discipline and grade uses to support effective reading strategies. … in assisting the administration and instructional support personnel in disaggregating data to identify the supplemental instructional needs of students.	… the development and creation of a set of actions to address the reading instruction of the AYP subgroup. … a discussion between the administration and instructional support team to gauge AYP subgroup student progress.

STRATEGIES:	• **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:	• **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.

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**
…a new teacher orientation meeting/learning community at the school site to hear the challenges new teachers are experiencing and recommendations that are generated. …a meeting with a new teacher coach or mentor and a new teacher.	… in a new teacher meeting for newly hired teachers or an orientation for new employees. … in planning meetings with the new teacher program facilitator for upcoming new teacher meetings. …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).	… a summative review of the process and implementation with the administration leadership team, including a formal presentation of recommendations for improving teacher induction.
STRATEGIES:	• **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:	• **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.	

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
… a staff development workshop, noting the procedures and structure relative to effective professional development. … a staff development or learning community held at your school that is facilitated by one of the school's employees.	… in a discussion with the department chair/team leader about facilitating a learning community discussion with your team/department members. … in developing the activities for an adult learning community.	… a workshop, learning community, or other professional development for addressing a minimum of three of the strategies in Marzano's book.

STRATEGIES:
- **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:
- **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.

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