

**EDLE 791: Internship in Education Leadership
Spring 2011**

Instructor: Dr. Jennifer Suh

Email: jsuh4@gmu.edu

Phone: 703-973-4642

Objectives:

1. Implement and analyze professional development for K-8 teachers of mathematics.
2. Connect professional development and action research to research-based practice.
3. Develop skills and abilities as a mathematics education leader via interactions with K-8 students/teachers and reflection on practice.

Meeting Times: See schedule attached

Assignments

- a. *Attend class* – Since the course requires significant interaction with the instructor and other students, course attendance at the required number of sessions is mandatory. Students will be meeting in large groups and online and will be required to attend class sessions as indicated on the schedule.
- b. *Reflective Journal* – Bi-weekly journal entries describing the student's development as a mathematics education leader. These will be focused on the math specialist's interactions with two K-8 teachers. Reflections may be incorporated into the analysis for the Action Research Project (described below)
- c. *Professional Development Design* – The student designs, develops, and may refine a professional development experience for teachers. This should include a plan and an accompanying materials for the professional development, a written reflection paper about the professional development experience (3-5 pages) describing the goals for the professional development, what was learned by the student, and how the professional development could be modified for future use. May be incorporated or related to the Action Research Project but this is not a requirement.
- d. *Action Research Project* – The research project should be supported by readings from the literature. The student may design a question, collect data, and write a summary report of their findings based on an action research project conducted in their school or classroom. The question and data collection process must be approved by the instructor in advance. The student should prepare a final report of their findings for presentation to the professor at the conclusion of the study.

Grading

All assignments will be graded on the following 4-level scale. All assignments must be at either the Exceeds or Meets Expectations levels in order to earn a Satisfactory (S) grade in the course. If assignments have not been completed or any assignment is at the Needs Revision or Unacceptable levels, the student will receive a grade of Unsatisfactory (U) for the internship.

Exceeds Expectations	Project has been completed and goes beyond the requirements of the assignment. Students' work is of extraordinarily high quality. Writing is clear and coherent.
Meets Expectations	Project has been completed and meets the requirements of the assignment. Writing is clear and coherent.
Needs Revision	Project requires some revision or some requirements have not been met.
Unacceptable	Project requires significant revision or redirection in order to meet the requirements of the assignment.

Reflective Journal (self- study as a math leader)

Students will write bi-weekly journal entries describing their development as a mathematics education leader by documenting work with two teachers or two students. The prompts will be provided by the instructor. These will largely be focused on the math specialist's interactions with either two K-8 students or two K-8 teachers (depending on the current job of the student, referred to as "participants" below). Responses to some prompts may be used during class discussions. Reflections may be incorporated into the analysis for the Action Research Project (described below). Reflections should be submitted using the Journal feature on Blackboard on the weeks in which your group does not meet for class.

Possible prompts:

1. Write a paragraph about a significant incident with one of your participants.
2. Describe your goals for working with your two participants. What do you hope to achieve with them this semester?
3. What have you learned so far about your two participants?
4. What has worked with the participants? What hasn't worked?

Professional Development Design

The student designs, develops, and may refine a professional development experience for teachers. This should include a plan and an accompanying materials for the professional development, a written reflection paper about the professional development experience (3-5 pages) describing the goals for the professional development, what was learned by the student, and how the professional development could be modified for future use. May be incorporated or related to the Action Research Project but this is not a requirement.

The professional development experience should be a 1-2 hour workshop for teachers. The session may be a stand-alone experience or could be part of a longer series of workshops. Planning such sessions is a common task for mathematics education leaders. In addition, teaching teachers (adult learners) is different from teaching children. The experience should present the teachers with new information about mathematics teaching and learning. The topic should be decided by the student. You may work in a pair for this assignment, however you need to plan twice as much material (e.g., run two sessions or one 2-4 hour session) and submit your reflections individually.

Requirements:

1. Plan a 1-2 hour professional development experience for teachers. Include all materials required to implement the professional development (i.e., similar to a lesson plan you would create for teaching K-8 students and written in enough detail so someone else would know what to do).
2. Implement session/workshop and collect feedback from participants.
3. Analyze participant feedback and write 3-5 page paper reflecting about experience and responding to the following questions.

Action Research Project

The research project should be supported by readings from the literature. The student may design a question, collect data, and write a summary report of their findings based on an action research project conducted in their school or classroom. The question and data collection process must be approved by the instructor in advance. The student should prepare a final report of their findings for presentation to the professor at the conclusion of the study.

Required components:

1. Submit a project plan to the instructor by the date assigned to your group including the following elements.
 - a. Reference list
 - b. Proposed intervention description
 - c. Research question
 - d. Participants
 - e. Data collection/analysis plan
2. Meet with instructor and other students in class to discuss progress throughout the semester and receive feedback about your project.
3. Present results to class during assigned final presentation session.
4. Submit a final project report by the final class including the following elements.
 - a. Introduction to research questions
 - b. Literature review including references to sources relevant to your project
 - c. Data collection and analysis process
 - d. Results and conclusions (include implications for further research)

Schedule

January 24 (Monday)	No meeting	
January 31(Monday)	Moving first meeting to Feb 7 th due to wintry mix in the evening...	
February 7(Monday)* 6-7:10pm	*In class: Introduction to internship and Dispositions of Math Coaches	<i>Coach's Journal entry #1</i> Read ch 1-3 Math Coaching Field guide
February 14(Monday)*	*In-class: Linking research to practice Discuss components of ACTION RESEARCH and brainstorm possible action research questions and Professional Development theme.	Posting possible research questions for action research project and ideas for Professional Development Read Linking Research to practice
February 21(Monday)	President's Day Holiday – NO CLASS	
February 28(Monday)	Work on Lit review independently	<i>Coach's Journal entry #2</i>
March 7(Monday)	Writing group meetings a) Literature review	Posting Project Plan and give feedback within Research Group
March 14(Monday)*	*In class: Discuss Chapter 4-6 Professional Development Models	<i>Coach's Journal entry #3</i> Read ch 4-6 Math Coaching Fieldguide
March 21(Monday)	Writing group meetings(post feedback on blackboard) b) Method & data sources	Posting literature review and give feedback within Research Group
March 28(Monday)*	*In-class: Discuss 7-10	<i>Coach's Journal entry #4</i> Read Ch 7-10 Math Coaching fieldguide Professional Development Design
April 4(Monday)	Writing group meetings c) Collecting data...	Posting method and data sources and give feedback within Research Group
April 11(Monday)	Writing group meetings d) Analyzing data...	<i>Coach's Journal entry #5</i>
April 18(Monday)	PWCS Spring Break - NO CLASS	
April 25(Monday)*	*In class: Share professional development projects	<i>Coach's Journal entry #6</i>
May 2(Monday)	Writing Group meeting (final feedback)	Data collection/analysis process and give feedback within Research Group
May 9(Monday)*	*Full class Action Research presentation (round table sessions with ppt)	ACTION RESEARCH PAPER DUE