District Leadership Internship

HANDBOOK

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Department of Educational Leadership
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EDL 780 – District Leadership Internship

The purpose of the District Leadership Internship is to provide you, the intern with an opportunity for an in-depth, varied and continuous administrative experience at the district level in an educational setting. Additionally, the internship will provide an opportunity to begin mastering skills and behaviors appropriate for educational leaders in central office administrative positions. This Internship Handbook provides overall assistance and direction for the interns, mentors, and department faculty and staff in their respective responsibilities.

Course Description

The EDL 780 District Level Leadership Internship course is designed to integrate professional practice, theory, and ethical standards within a supervised leadership setting. Students earning an EdS degree in Educational Leadership will be provided opportunities to participate in selected supervised experiences in professional settings. These experiences should provide for the integration and practical application of theory and skills gained through the formal program of study and should allow for exposure to and the development of competencies in a preferred area of interest. You will find that an on-site experience of reasonable depth and length enhances the potential for superior qualification and a wider range of career and employment alternatives once you seek district level professional placement.

Credit Hours: A minimum of three (3) semester credit hours are required.

Student Learning Objectives

During this standards-based internship placement, training activities should be aimed at providing the following generalized outcomes for the student entering the field of educational leadership. The learning objectives of the Leadership Internship are based upon each of the Michigan Standards for Preparation of Central Office Administrators (2013) and the Educational Leadership Constituent Council (ELCC) Standards for Administrators (2011).

The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers/educational professionals whose practice is:

C-Concept- and knowledge-driven: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge.

LEA-LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R-Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

The ELCC Program Standards ensure that interns:

Standard 1: Planning and Assessment to Facilitate a Vision of Learning
Candidates who complete the program are educational leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Standard 2: School Culture and Instructional Leadership**
Candidates who complete the program are educational leaders who promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3: Organizational Management and Safety**
Candidates who complete the program are educational leaders who promote the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4: Collaboration with Families and Communities**
Candidates who complete the program are educational leaders who promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5: Professional Standards and Ethics**
Candidates who complete the program are educational leaders who promote the success of every student by acting with integrity, fairness, and in an ethical manner.

**Standard 6: The Larger Political, Social, Economic, Legal and Cultural Context**
Candidates who complete the program are educational leaders who promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

At the completion of the internship, the intern will be able to:

1. Integrate the knowledge and skills acquired through coursework and previous experience to actual problems, challenges, and day-to-day leadership responsibilities of district level leaders. *(C, LEA, R) (ELCC Standards 1-6)*
2. Implement effective solutions to educational problems with a focus on continuous improvement. *(C, LEA, R) (ELCC Standards 1-6)*
3. Create a collaborative learning environment respecting the diverse nature and needs of all stakeholders. *(C, LEA, R) (ELCC Standards 2, 4, 5, 6)*
4. Promote the success of every student by acting with integrity, fairness, and in an ethical manner. *(C, LEA, R) (ELCC Standards 5, 6)*
5. Implement the tools of technology, research, data, and community resources to create high performing school districts. *(C,R) (ELCC Standards 3, 4)*
Internship Requirements
The internship is a planned and supervised learning experience gained through first-hand observations and operational responsibilities. Placements are primarily made at schools, intermediate school districts or other educational organizations. Students are responsible for designing their internship and specific activities during the internship may vary greatly from one field placement to another, in that different students may have different learning needs and desires, and different settings will offer different learning opportunities.

Each internship requires a **minimum of 240 clock hours** of experiences. This is a Credit/No Credit course.

Selecting an Institution and Mentor
The role of a mentor is of great importance, and is an essential component of the internship experience. The quality of mentors and their commitment, interest and efforts have tremendous influence on the outcome of successful internships. Institutions and mentors are identified by the intern and then approved by EDL through a review processes. After the selection is made, an application is submitted to the Department of Educational Leadership for review.

Internship Institution Requirements:
- Be an established institution that is either a government entity, for-profit, or not-for-profit institution (e.g. traditional public school, charter public school, private or parochial school, correction facility, DoDEA)
- Include a Pre-K through 12th grade educational program (any grade arrangement, including alternative education and adult GED style programs)
- Have been in operation for at least 3 years
- In compliance with all local, state and national laws and requirements (as applicable)
- Be regionally or nationally accredited (as applicable)

NOTE: In order for an institution to be approved an affiliation agreement between the two organizations must be secured. This agreement sets forth the requirements and duties that the participating institution must agree to and comply with. The agreement is initiated by CMU and signed by the signatory of the institution.

Internship Mentor Requirements:
- Be employed full-time by the institution identified above in a school-level administrative position (e.g. principal, headmaster, executive director, school leader)
- Have at least five (5) years of full-time administrative experience
- Have a master’s degree (in education, educational leadership, administration or related field)
- Hold valid state licensure/certification (as applicable)
- Not have any pending litigation or action against them (by the institution or otherwise)

NOTE: The CMU supervising instructor will notify the intern when the Affiliation Agreement has been executed. *Hours worked prior to the affiliation agreement executed will not count toward the total required hours*

**Applying to the Internship**

The following schedule has been developed in order to best guide students through the process of successfully applying to and completing the EDL 699 Leadership Internship.

Applications should be submitted to the Department of Educational Leadership electronically to the Educational Leadership Department at edlead@cmich.edu, (989) 774-2489. Applications must be submitted by the following deadlines to begin the internship:

<table>
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<tr>
<th>Application Due Date</th>
<th>EDL 780 Course Begins</th>
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<tr>
<td>August 1st</td>
<td>Fall</td>
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<tr>
<td>October 15th</td>
<td>Spring</td>
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<tr>
<td>March 15th</td>
<td>Summer</td>
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NOTE: Most internships extend across two semesters, but can be longer if necessary. This ensures the broadest possible opportunity for experiences in order to attain the objectives of the internship program. Any exceptions will be determined by the faculty supervisor in consultation with the mentor. Students not completing each phase will receive a deferred grade until the time in which they complete the activities for each phase.
District Leadership Internship Assignments

Internship Proposal

- Include a copy of your Internship Application with complete information. This form will become the first page of your internship proposal (see Appendix A).
- Include a signed copy of the Mentor Agreement form (see Appendix B) as the second section of your internship proposal.
- Prepare a 3-5 page internship learning plan collaboratively and mutually agreed upon with the intern, faculty supervisor, and the on-site supervisor. The objectives will align with each of the Leadership Standards. This Internship Learning Plan will become the third section of the proposal (see Appendix C).

Class Meetings

- At the beginning of the semester, an orientation session will be held for all students. Attendance is mandatory and this session may be held online. Blackboard training, expectations, the leadership observation, affiliation agreements, and timelines will be discussed.
- Two additional seminars may be held (approximately 6 and 12 weeks later).
- At the beginning of the District Leadership Internship assignment, the faculty supervisor will confer with the intern and the on-site supervisor to discuss expectations, refine the student’s internship plan, and establish positive relationships.
- At the conclusion of the internship assignment, the on-site mentor may confer with the intern and the faculty supervisor as necessary, regarding the level and quality of the intern’s performance and the extent of achieving the objectives/outcomes. The on-site mentor will also certify the completion of at least 180 hours of on-site supervised internship. This meeting may be held face-to-face or electronically.
- In addition to the orientation, conferences may be scheduled on an as-needed basis.

School District Profile (40 hours)

Before beginning the internship experience, students are expected to complete a formal school profile to provide a solid foundation of information regarding the culture and demographics of the assigned school district. Students are expected to complete a minimum of forty (40) hours in the development of the profile (See Appendix D). The profile hours may be logged on the Internship Log Form (See Appendix F).
Leadership Observation (20 hours)
The leadership internship also requires that students complete twenty (20) hours of structured observation of an administrator in categories related to the internship standards (see Appendix E). Observations should be documented using the Mentor Observation Form (see Appendix E) and logged on the Internship Log Form (see Appendix F).

Internship Log
The intern is required to maintain an ongoing journal and work log to share with the faculty supervisor, describing and recording learning experiences, perceptions, and reactions to particular experiences and projects, and live case-studies (see Appendix F).

Mentor Assessment
At the completion of the internship, the mentor will complete a mentor assessment of the intern’s performance. The assessment is based on categories related to the internship standards (see Appendix G). The Mentor Assessment form should be reviewed with the intern and then uploaded to Blackboard by the intern.

Professional Portfolio
During the internship experience, the intern will begin to assemble the professional portfolio that will be used as one of the requirements of the capstone project for this degree. Students preparing a Professional Portfolio in educational leadership should concentrate on including evidence of their competence in the standards of the Educational Leadership Constituents Council (ELCC). These guidelines comprise the knowledge and skills necessary to lead and administer educational enterprises. The Portfolio will be formatted in seven distinct sections/chapters. These include:
- Vision/Mission
- Student and Staff Learning and Growth
- Management and Operations
- Diversity and Community Relations
- Ethics and Integrity
- Political, Social, Economic, Legal and Cultural Contexts
- Internship
<table>
<thead>
<tr>
<th>Standard 1: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.</th>
<th>Exemplary (5)</th>
<th>Above Average (4)</th>
<th>Proficient (3)</th>
<th>Marginal (2)</th>
<th>Unacceptable (1)</th>
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<tr>
<td>The candidate shows evidence of leadership in school improvement initiatives, at the district or state level.</td>
<td>There is evidence of a high level of participation in school improvement initiatives and leadership at the building level.</td>
<td>There is evidence of participation in school improvement initiatives and leadership at the building level.</td>
<td>There is minimal evidence of participation in school improvement initiatives.</td>
<td>There is little to no evidence of school improvement activity.</td>
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<th>Standard 2: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.</th>
<th>Exemplary (5)</th>
<th>Above Average (4)</th>
<th>Proficient (3)</th>
<th>Marginal (2)</th>
<th>Unacceptable (1)</th>
</tr>
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<tbody>
<tr>
<td>The candidate shows evidence of leadership in promoting an environment where there is a shared vision regarding student learning, collaboration and professional growth.</td>
<td>There is evidence of a high level of commitment to a vision of shared learning and professional growth.</td>
<td>There is evidence of a commitment to a vision of shared learning and professional growth.</td>
<td>There is minimal evidence to an understanding of student learning and staff development.</td>
<td>The candidate shows little to no knowledge regarding student learning and staff professional growth.</td>
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<tr>
<th>Standard 3: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</th>
<th>Exemplary (5)</th>
<th>Above Average (4)</th>
<th>Proficient (3)</th>
<th>Marginal (2)</th>
<th>Unacceptable (1)</th>
</tr>
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<tbody>
<tr>
<td>The candidate shows evidence of leadership in the operation of schools and ensuring a safe, efficient and effective learning environment. There is evidence of experiences at the local, regional and/or state level that promote this standard. There may be evidence of policy development or review.</td>
<td>The candidate is fully versed in how to promote student success through effective management practices and has evidence of numerous hands-on experiences that promote this standard.</td>
<td>The candidate is versed in how to promote student success through effective management practices and has evidence of numerous hands-on experiences that promote this standard.</td>
<td>The candidate shows evidence of some knowledge of how to promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment.</td>
<td>The candidate shows little to no knowledge or application of promoting student success through the management of the organization and the operation of a safe, efficient and effective learning environment.</td>
<td></td>
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<tr>
<td>Standard 4: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>There is evidence that the candidate has successfully applied for a grant to fund a project that was appropriately identified through a comprehensive needs analysis. The project may or may not have been funded.</td>
<td>There is evidence that the candidate has worked with community leaders to secure resources, respond to diverse community interest and needs to promote the success of every student.</td>
<td>The candidate has developed a viable plan for working with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.</td>
<td>The candidate has a basic awareness of the need for community collaboration, but cannot articulate a plan to achieve identified goals.</td>
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<tr>
<td>Standard 5: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.</td>
<td>There is evidence that the candidate is a reflective practitioner who models democratic leadership and schooling practices and student success.</td>
<td>There is evidence that the candidate is a reflective practitioner who promotes student success, models integrity, and values fairness.</td>
<td>There is evidence that the candidate engaged in activities to promote student success.</td>
<td>There is minimal evidence of reflective practice or the promotion of student success.</td>
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<tr>
<td>Standard 6: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.</td>
<td>The candidate shows evidence of a deep understanding of the political, social, economic, legal and cultural context in which schools operate. In addition, the student has responded appropriately and exhibited persuasive communication skills with social, economic, legal or cultural leaders (Letters to Editor, Letters to legislators, policy briefs, lobbying, etc.)</td>
<td>There is evidence that the candidate has an understanding and has shown leadership in responding to the political, social, economic, legal and cultural context in which schools operate.</td>
<td>There is evidence that the candidate has engaged in activities beyond the classroom to better understand the political, social, economic, legal and cultural context in which schools operate.</td>
<td>There is minimal evidence of understanding the political, social, economic, legal and cultural context in which schools operate.</td>
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Assessment

Evaluation is an ongoing process completed by the intern, the on-site supervisor, and the faculty supervisor. Assessment is completed at the conclusion of the internship experience. This is a Credit/No Credit course.

In evaluating written assignments, the intern’s faculty supervisor will look for:

1. Accuracy of information and level of rigor in thinking equivalent to graduate work;
2. Analytical and linguistic level appropriate for graduate students.
3. Effective writing style (reports are organized and coherent, with an introduction, body, and conclusion, and do not contain irrelevant or repetitive material).
4. Use of Standard English and spelling. Any errors should be minor and few.
5. Use of correct APA-6 writing format and citation style.
6. All written assignments will be typed, double-spaced, using 12 point font.

In evaluating the intern’s progress, the faculty supervisor and the on-site supervisor will look for:

1. Accuracy of information; sound, clear, convincing, logical solutions/arguments to assigned operations, problems and project experiences.
2. Completion and full participation in the mutually developed tasks/projects/meetings.
3. Willingness to give and receive feedback.
4. Interacts with colleagues in a professional and ethical manner.

Roles and Responsibilities

Responsibilities of the Student Intern

1. The internship requires responsibility and commitment. Become very familiar with the academic and working calendar of the identified institution. Interns are expected to keep appointments, abide by all rules, regulations, and confidentiality of the institution (e.g. FERPA requirements). The mentor is the intern’s immediate supervisor in the internship.

2. Interns should dress, talk and act as professionals. They should exemplify professionalism in dealing with confidential information. Interns should demonstrate a professional attitude and appearance in all contacts in the school and community.

3. Interns should not hesitate to ask for assistance from the internship mentor. If interns do not know how to complete a task, they should communicate this to the internship mentor.

4. Interns should never criticize one student or employee to another, nor should interns criticize EDL faculty supervisors, internship mentor, administrators, or CMU or any other institution to others. Conduct unbecoming of an administrator is considered just cause
for removal from an internship institution and/or from the internship course. The student will not receive credit for the internship course if removed.

5. Interns should take feedback in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and profit by them. Make positive changes as suggested by the internship mentor.

6. Interns should be prepared to spend the time necessary to participate in the activities expected of internship mentor. It may be expected to take an active role in evening and weekend activities. Remember that the internship is an opportunity to experience the authentic roles and responsibilities of an educational leader. Plan to be involved in a variety of activities and budget time and other resources in order to allow for full participation. Other employment is permitted during the internship.

7. When failing to report to an assignment during required work hours, for any reason, be sure that the mentor and the daily assigned project or work administrator is notified and gives permission. Report absences, due to any reason, to the internship mentor as soon as possible.

8. Set aside time regularly for meetings with the internship mentor to discuss your experiences to date. During this time, specific projects and activities may be assigned that can be completed within the duration of the internship semester.

9. Before leaving the institution at the end of the internship placement, be sure to personally express appreciation to the internship mentor, managers/directors and coordinators working with the internship institution. Use good manners and follow this up with written expression of appreciation and thank you.

10. Letters of recommendation from professors and a student’s advisor in the EDL department are important, but if they have not actually supervised the student in practice, then they are not really equipped to speak directly about an intern’s skills. Letters of recommendation from internship mentor(s) carry significant weight. Plan and network accordingly so that you will be able to include this letter in your final portfolio.

Responsibilities of the Internship Mentor
The role of an internship mentor is of great importance, and is an essential component of the internship experience. For many EDL graduate students, the internship is regarded as one of the most important phases in completing their program. There is no doubt that the internship mentor will greatly influence the professional attitude of the intern as well as provide the intern with the opportunity to enhance professional knowledge and skills. The quality of internship mentors and their commitment, interest and efforts have tremendous influence on the outcome of successful internships.

The internship mentor implies a dual set of responsibilities. The internship mentor is needed to help plan and implement meaningful learning experiences for the student intern. In general, the internship mentor’s responsibilities will include:
1. Developing an understanding of the Department of Educational Leadership’s philosophy, policies and procedures pertaining to an internship placement.

2. Approving, in cooperation with the faculty supervisor, the intern’s internship proposal, including the intern’s responsibilities and learning objectives sought/desired during the internship.

3. Taking a proactive posture in all matters pertaining to internship training and experiences, including:
   A. Identifying problems early on, and if they occur, communicating them quickly to the intern, and if necessary, the faculty supervisor.
   B. Identifying and employing a variety of rotational, comprehensive and complementary learning opportunities and projects for the intern.
   C. Making the intern feel welcome; facilitating student’s orientation, assigning appropriate tasks, and providing suitable and regular time for supervisory and formative evaluation discussions with the intern.
   D. Introducing the intern to the administrative leadership team, and other faculty and stakeholders at the internship institution.
   E. Communicating work policy on such matters as:
      • Daily working hours
      • Weekends in the community, as appropriate
      • Responsibilities
      • Professional dress recommendations
      • Personal conduct
      • Absences
4. Certifying completion and sending an evaluation of the intern’s performance to the faculty supervisor.

5. Participating in internship conferences with the intern and faculty supervisor.

**Suggested Reading**


## EDL 780 District Leadership Internship Application

### STUDENT INTERN INFORMATION

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<tr>
<th>Name:</th>
<th>CMU Student ID Number:</th>
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<tr>
<th>Title:</th>
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<th>Current Employer:</th>
<th>Current School or Location:</th>
<th>Teacher or Admin:</th>
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<th>Cohort or Online:</th>
<th>When Do You Anticipate Conducting Fieldwork?:</th>
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### PLACEMENT INFORMATION

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<th>Superintendent/CEO/Executive Officer Name:</th>
<th>Title:</th>
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<tr>
<th>Mentor Name:</th>
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<th>Mentor Email Address:</th>
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<tr>
<th>Mentor Place of Work:</th>
<th>2+ Years in Position:</th>
<th>Admin Certification:</th>
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<tr>
<th>Mentor’s Current Position:</th>
<th>Grade Range Served:</th>
<th>5+ Years of Experience:</th>
<th>Resume Attached (Required):</th>
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☐ I have read the Internship Manual and understand the expectations of the Professional Internship.

<table>
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<th>Intern Signature:</th>
<th>Date:</th>
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APPENDIX B - Internship Mentor Agreement

Internship Mentor Agreement
EDL 780 District Leadership Internship

The internship mentor is responsible for providing placement orientation, direction and supervision and access to resources, ensuring that hours are completed according to the learning plan agreement. The internship mentor also needs to make sure that necessary resources are made available to the student. Regular supervisory meetings should be scheduled in addition to meetings directly involving the internship activities.

I agree to provide the following as an Internship Mentor:

• I will provide supervision meetings with the internship student to enhance and support student learning.
• I will provide an orientation to the internship setting and to the organizational environment.
• I will provide the student with appropriate work space.
• I will develop, with the student, authentic leadership experiences for the internship.
• I will provide specific duties for the intern.
• I will provide a written evaluation of the student’s performance at the end of the semester.
• I will provide information and resources as appropriate to help the student complete the internship experience.
• I will make suggestions for readings related to the internship area when appropriate.
• I will encourage the student to be ethical and confidential at all times.

With the student intern, I will create:

• A statement of the student’s learning goals and objectives/outcomes to be accomplished through the internship experience.
• A list of activities to be engaged in to meet the goals and objectives.
• A work schedule including days, times, and special dates/events.

Signature:
Mentor Signature: ____________________________________________ Date: __________

Mentor Name: _______________________________________________________

Student Name: _______________________________________________________

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Internship Learning Plan Agreement
EDL 780 District Leadership Internship

Student Intern Name: ______________________________________________________________

Internship Site: ________________________________________________________________

The internship plan should provide a roadmap of the activities you intend to participate in to demonstrate what you know and can do as an aspiring school leader. The plan should consider the full range of leadership proficiencies embedded in the ELCC Standards, and build on your understanding of the specific proficiencies you most need to develop as a school leader (based on your past leadership experiences and already-demonstrated abilities). For each one, include an outcome measure and a list of action-steps or objectives for completion. Use additional pages as necessary.

**Standard 1: Planning and Assessment to Facilitate a Vision of Learning**

   **Goal:**

   Action Steps:

**Standard 2: School Culture and Instructional Leadership**

   **Goal:**

   Action Steps:

**Standard 3: Organizational Management and Safety**

   **Goal:**

   Action Steps:

**Standard 4: Collaboration with Families and Communities**

   **Goal:**

   Action Steps:

**Standard 5: Professional Standards and Ethics**

   **Goal:**

   Action Steps:

**Standard 6: The Larger Political, Social, Economic, Legal, and Cultural Context**

   **Goal:**

   Action Steps:

Student Intern Signature: __________________________________ Date: ____________
Mentor Signature: ___________________________________________ Date: ____________
Sample Internship Plan Activities

The following table provides a sample of possible internship activities organized by standard, including the skill and experience areas aligned to administrative standards. These examples are NOT meant to be a laundry list of required activities; they are provided only as illustrations. The internship plan should be individualized to the greatest extent possible based on a range of factors, including the intern’s leadership development needs; timing; opportunities available; and the needs of the school and school district.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Skill and experience areas</th>
<th>Sample activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1.0: Candidates who complete the</td>
<td>• Vision/mission</td>
<td>• Participate on a task force that examines and revises the school system vision or mission statement</td>
</tr>
<tr>
<td>program are educational leaders who have the</td>
<td>• Strategic planning</td>
<td>• Serve on a school improvement or strategic planning team</td>
</tr>
<tr>
<td>knowledge and ability to promote the success</td>
<td>• Data collection and analysis</td>
<td>• Develop and implement a strategic planning project based on analysis of current school district needs</td>
</tr>
<tr>
<td>of all students by facilitating the</td>
<td>• Effective communication</td>
<td>• Develop a vision of effective leadership, teaching and learning with district and analyze the ways this vision fits with the district vision and mission</td>
</tr>
<tr>
<td>development, articulation, implementation,</td>
<td>• Negotiation/consensus building</td>
<td></td>
</tr>
<tr>
<td>and stewardship of a school or district</td>
<td>• Collaborative decision making</td>
<td></td>
</tr>
<tr>
<td>vision of learning supported by the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2.0: Candidates who complete the</td>
<td>• Analyzing the curriculum</td>
<td>• Participate in or lead a team in analyzing and revising course or subject curriculum</td>
</tr>
<tr>
<td>program are educational leaders who have the</td>
<td>• Supervision of instruction</td>
<td>• Participate in or lead a team involved in selection and adoption of new texts, technology, or materials to support instructional programs</td>
</tr>
<tr>
<td>knowledge and ability to promote the success</td>
<td>• Learning/motivation theory</td>
<td>• Conduct one or more classroom observations using the clinical supervision model</td>
</tr>
<tr>
<td>of all students by promoting a positive school</td>
<td>• Learning technology</td>
<td>• Participate in or lead an in-service program on the implementation of instructional technology</td>
</tr>
<tr>
<td>culture, providing an effective instructional</td>
<td>• Evaluation of student achievement/testing</td>
<td>• Participate in or lead the examination of testing policy and procedures</td>
</tr>
<tr>
<td>program, applying best practice to student</td>
<td>• Supervision of extracurricular activities</td>
<td>• Participate in or lead a team that analyzes and develops a plan for improving student performance on standardized tests</td>
</tr>
<tr>
<td>learning, and designing comprehensive</td>
<td>• Staff development/adult learning</td>
<td>• Develop and implement a school improvement project based on analysis of current school district needs</td>
</tr>
<tr>
<td>professional growth plans for staff.</td>
<td>• Change processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• District wide Student services</td>
<td></td>
</tr>
</tbody>
</table>
| Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. | • General office administration  
• School operations/policies  
• Facility maintenance / administration / safety and security  
• Student transportation  
• Food services  
• Personnel procedures  
• Supervision of the budget  
• School / program scheduling  
• Collaborative decision making | • Participate in or lead some aspect of the development of the annual district budget proposal  
• Participate in or lead some aspect of the development of the district staffing proposal  
• Participate in or lead some aspect of the process for hiring instructional staff  
• Conduct an inventory of current school instructional technology  
• Participate in or lead some aspect of development of the school census or attendance report  
• Review and participate in the process of supporting principals in opening or closing the school for the year  
• Participate or lead some aspect of communicating school health requirements to parents and students  
• Participate in the review and revision of school transportation policies  
• Participate in or lead some aspect of the establishment of a professional position or revision of job description(s) |
|---|---|---|
| Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. | • Community / public relations  
• Parent involvement  
• Climate for cultural diversity  
• Community / business involvement and partnerships | • Participate in or lead a district outreach program  
• Assist in the development of written communications to be sent out to parents or the public  
• Participate in or lead the development of some aspect of a school media relations plan  
• Participate in or lead a program to enhance parent participation in some aspect of their child’s education  
• Participate in or lead some aspect of a program to promote cultural diversity in the school district  
• Meet with one or more focus groups of stakeholders to discuss their concerns about cultural diversity or the establishment of a more tolerant school climate  
• Participate in or lead the establishment of a school/community partnership |
| Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. | • Position goals and requirements  
• Philosophy / history of education  
• Ethics  
• Interpersonal relations | • Meet with one or more focus groups of stakeholders to discuss their concerns about academic integrity, fairness  
• Participate in or lead the examination or establishment of a school honor code  
• Participate in or lead the creation of a code of ethical practice |
| --- | --- | --- |
| Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | • School board policy and procedures, state and federal law  
• Federal programs administration  
• Issues and conflict resolution  
• Current issues affecting teaching and learning  
• Professional affiliations and resources  
• Professional library | • Attend one or more school board meetings (collecting agendas and keeping a record of decisions made that affect your school district)  
• Attend one or more sessions in juvenile court  
• Attend one or more special education placement or annual review meetings  
• Participate in or lead the process of writing a grant application |
APPENDIX D – Internship Profile Guidelines

Internship Profile Guidelines
EDL 780-District Leadership Internship

Use this guide to develop a profile of your internship site. The objective is to get to know the site and surrounding area quickly and well. You do not have to respond to all the items. Use the items as prompts only. Add to this guide as needed. Your profile should be no more than three single-spaced pages. This means that you will interpret and make meaning of data in few sentences. Write a summary paragraph for each of the components within sections. For example, write a paragraph that describes the community under Section I.

Section I: Characteristics of the Site

Community
1. Describe the diversity of the community, including social, economic, and political diversity.
2. Describe any partnerships that have been established. Have they been effective?
3. Is there an active volunteer program? If so, describe how it operates and provide any indicators of success that you may be able to identify.
4. Do parents have specific opportunities for participation? Do other community groups have specific opportunities for participation? In what areas? Has the participation been successful? How (What is the evidence of success?)?
5. Is there a community service learning program for students? If so, describe how the program operates, and provide any indicators of success that you might be able to identify.
6. List the community agencies that work cooperatively with the school(s). Describe the nature of each of these relationships.

Students and Families
1. How large is the student population? Provide specific data in tabular form on ethnic and gender composition, socio-economic mix (free or reduced-price lunches), Title I enrollment, special education enrollments by category, gifted enrollment, and so on. How have these numbers changed over the past three years?
2. Provide class size data in tabular form by grade and subject as appropriate. Describe any trends in the past three years.
3. On average, what percentage of the students attends school each day? Have these rates changed significantly during the last three years? If so, indicate how they have changed and explain why.
4. What has been the graduation rate for the past five years? At other levels, what has been the failure rate by grade?
5. What has been the percentage of graduates going on to higher education and technical training for the past three years?
6. Provide dropout data, and describe any programs designed to decrease the number of dropouts.
7. What is the student transience rate? Has this number significantly increased or decreased over the past three years? What are the reasons cited for the transfer?

8. How are students grouped? What is the process for determining groups? How often are placements reviewed?

**Faculty and Staff**

1. Indicate the number of staff in each of the following positions:

<table>
<thead>
<tr>
<th>Position</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers/Academic Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher aides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library or media professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food service personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial and maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Describe the ethnic and gender composition of the professional staff in tabular form. Describe the credentials of the professional staff (number of professionals with bachelor's, master's, post-master's degrees; number teaching outside their certification areas; number without certificates; years of experience; and tenure status).

3. What development activities are available for professional staff? Describe them and discuss how they are planned.

4. On average, what percentage of the teachers attends school each day?

**Outcomes: Indicators of the Quality of the School**

1. Aside from regular assessments of student performance in classes, are there formal procedures for measuring student achievement? If so, describe those (standardized testing, portfolios, etc.) and specify results from the last three assessment periods.

2. List any awards or honors students have received that you consider particularly noteworthy.

3. List any awards or honors the school, staff, or any of its programs have received in the last three years.

4. How well did the site perform on the criteria on the school report card?
Physical Plant
1. What are the age and condition of the building(s)?
2. What renovations have been made to the school plant(s) in recent years? Are further renovations planned for the coming years?
3. How well does the building accommodate the size of the student body?
4. Describe accessibility to the building(s) by persons with disabilities.
5. Describe the area(s) surrounding the school(s) and how the conditions in the area(s) affect the school(s).
6. Describe and evaluate the school grounds. This should include, but not be limited to, safety and security concerns.
7. Describe special problems related to the school plant(s) (water supply, sewage problems, parking, traffic, etc.).
8. Describe the availability of technology in the building(s) (computers, Internet access, phone lines to rooms, etc.).
9. Describe and evaluate the physical education facilities and equipment (indoor and outdoor).
10. Describe and evaluate kitchen and cafeteria facilities and equipment.
11. Describe and evaluate such special instructional areas as science labs, band facilities, art rooms, library, etc.
12. Describe and evaluate the overall cleanliness of the building(s) and grounds.

Section II: Culture, Leadership, Organization, Operations

Culture
1. Describe the values that underlie operations.
2. What are the important symbols and rituals?
3. What are the artifacts that are evidence of the culture?
4. What are your feelings and impressions about the site? What are your perceptions of the qualities and characteristics of the site?

Leadership
1. Describe the leadership style of your mentor and how it affects the operation of the site.
2. Describe the leadership of the superintendent and how it affects the operation of the site.
3. Describe the leadership of teachers and how it affects the operation of the site.
4. What is your mentor’s highest degree? How many years of experience (classroom and administrative) does he/she have?
5. What is your mentor’s vision? How is it communicated to stakeholders? How close, in your mentor’s assessment, is the site to realizing that vision?
6. Describe the relationships between the site and other parts of the system. What formal connections are in place? Informal connections?
7. Does the site have a formal mechanism in place to foster improvement and ensure accreditation? What is it?
8. What are the mission and philosophy of the site? How were these established? How often are they revised? How are they related to the curriculum?
9. How are the mission and philosophy communicated to stakeholders?
10. How are decisions made about site issues? How are all staff members involved in decision making?
Organization
1. How long is the school day? How much of it is used for lunches, recess, and other non-instructional activities? How much is devoted to the basic skills? Length of academic periods? How many periods per day?
2. How are teachers organized for planning and instruction; e.g., by grade levels, subject matter, inter-disciplinary teams, etc.? Is there cross-grade teaming? How much time is allotted for planning? Is there a duty-free lunch period?
3. Describe the governance structure at the site. How are stakeholders (students, professional staff, classified staff, others) involved in the governance of the school? How are the administrative duties distributed among the administrators at the site?

Discipline
1. Does the site have a formal discipline policy or any special procedures or programs to maintain discipline? If so, describe them and indicate the number of students served by any programs.
2. During the last school year for which data are available, how many of each of the following occurred at the site?
   Student suspensions, Assaults on students, Assaults on teachers, incidents of vandalism, Firearms violations, Substance abuse violations, Discipline referrals (formal), other.
3. Have these numbers been consistent over the past three years? If not, what changes have occurred?
4. What procedures are in place to ensure safety of children and adults at the site?

Finance and Budgeting
1. Describe the development of the budget. What are the sources of revenue? For what are the funds expended? What is the procedure for spending funds? What are the accounting procedures? How are accounts audited?
2. Describe the sources of funding and the level of fiscal support provided by the community in the past five years. Have there been any special initiatives (bond issues, non-profit foundation development, etc.) that would indicate support? What are the per-pupil costs? Does the site have sources of discretionary funds? If so, where do the funds come from, and who decides how they are to be spent?
3. Get a copy of the budget. Conduct an analysis of how funds are expended.

Curriculum and Instruction
1. For each of the program categories listed below, indicate whether the site has a program in existence and discuss its strengths and weaknesses. Comment on the use of technology in each of the areas.
   Science program, Social studies program, Foreign language program, Math program, Technology (computers) program, Bilingual program, Multicultural education program, Special education program, Gifted and talented program, Basic skills program—math, Basic skills program—reading, Basic skills program—writing, Physical education program, Fine arts program, Career and technical programs, Student government, Tutorial programs, Extra-curricular or co-curricular programs
2. Does the site have regular procedures for internal review of the curriculum, textbooks, and instruction? If so, describe them, indicate when the most recent reviews were completed, and summarize the findings. What actions would you take as principal?

3. How has the assessment of teachers changed in the last three years?

4. How is the curriculum articulated between elementary, middle, and secondary schools? What programs or activities exist to prepare students for making the transitions between levels?

5. Describe the books, journals, newspapers, and other resources in the library(ies), and what is the breadth of offerings? Describe access to on-line data sources, including the filters used to block access to selected sites. Who decided on the filters? How did they decide?

6. Describe the school’s special education and Section 504 programs. Consider inclusion, evaluation, special services, and resources.

7. What are the primary instructional methods used by teachers? How is technology used in instruction?

8. Is there a formal student promotion policy? What are the criteria used? How are classroom standards set? What are the grading policies?

9. Is there a formal policy on homework? If so, summarize it. Is it enforced? How?
Mentor Observation Form
EDL 780-District Leadership Internship

Student Intern Name: ________________________________________________________

Internship Site: ___________________________________________________________

Prior to beginning your Leadership Internship, you must complete TWENTY (20) HOURS of structured observation of a certificated administrator in categories related to the ISLLC/ELCC Standards and report those observations on this form. This form is to be uploaded to Blackboard prior to the start of your on-site internship experience. Record these hours to the Internship Log Form with more specific details, including name of administrator observed.

Standard I: **Steward of Vision**

Hours Observed [ ]

Strategic Planning, Data Collection and Analysis, Effective Communication, Negotiations, Consensus Building.

Standard II: **Instructional Leader**

Hours Observed [ ]


Standard III: **Organizational Manager**

Hours Observed [ ]

General office administration, School operations and policies, Facility and Maintenance Administration, Safety and Security, Student Transportation, Food Services, Personnel Procedures, Budget Supervision, School and Program Scheduling, Collaborative Decision Making

Standard IV: **Community Leader**

Hours Observed [ ]

Community/Public Relations, Parent Involvement, Climate for Cultural Diversity, Community/Business Involvement and Partnerships

Standard V: **Ethical Leader**

Hours Observed [ ]


Standard VI: **Advocate for Public Policy**

Hours Observed [ ]

School Board Policy and Procedures, State and Federal Law, Federal Programs Administration, Current Issues Affecting teaching and learning, Professional Affiliations and Resources, Professional Library

**TOTAL HOURS FOR ALL SIX STANDARDS**

Intern Signature ___________________________ Date ____________

Mentor Signature ___________________________ Date ____________

EDL 780-DISTRICT LEADERSHIP INTERNSHIP HANDBOOK (Rev. 3/2017)
**Sample Internship Log**
EDL 780-District Leadership Internship

Student Intern Name: _______________________________________________________

Internship Site: ___________________________________________________________

<table>
<thead>
<tr>
<th>Date and Contact</th>
<th>Time (hours)</th>
<th>Activity (Brief)</th>
<th>Relevant ELCC Standards Met (use #’s)</th>
<th>Role (L, A, P, O*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/12</td>
<td>1.5</td>
<td>Meeting on school vision with principals and SIP</td>
<td>1.1, 7.1</td>
<td>P, O</td>
</tr>
<tr>
<td>9/17/12</td>
<td>1</td>
<td>Attend school board meeting</td>
<td>1.1, 4.1, 6.2</td>
<td>O</td>
</tr>
<tr>
<td>9/19/12</td>
<td>2.0</td>
<td>Analyze school enrollment data and draft a 2-year staffing plan</td>
<td>3.8</td>
<td>L</td>
</tr>
<tr>
<td>9/22/12</td>
<td>.5</td>
<td>Share and discuss staffing plan with principals</td>
<td>3.8, 7.2</td>
<td>L, P</td>
</tr>
</tbody>
</table>

Running Total

*Leader, Assistant, Participant, Observer*
**Mentor Assessment**
EDL 780-District Leadership Internship

Student Intern Name: ____________________________________________________________

Internship Site: ________________________________________________________________

Please use this evaluation instrument to indicate the performance of the EDL candidate who interned in your school. This instrument is based on the Michigan Standards for School Administrators and the descriptors reflect stages in the intern’s growth. Interns may be at various stages based upon the time and opportunities they have had to practice these skills and are not expected to rate exemplary for all standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Exemplary</th>
<th>Above</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Steward of Vision</td>
<td>The intern contributed to developing and implementing a school improvement plan that results in increased student learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>The intern effectively used various methods of gathering, analyzing, and using data for decision-making.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>II: Instructional Leader</td>
<td>The intern supervised the alignment, coordination, and delivery of programs and curriculum.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>The intern contributed to development of professional development consistent with the school instructional improvement programs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>III: Organizational Manager</td>
<td>The intern effectively coordinated the activities assigned.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>The intern demonstrated effective organizational skills to help achieve school, community, and district goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>IV: Community Leader</td>
<td>The intern worked collaboratively with staff, families, and community members to support the success of a diverse student population.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>
The intern promoted effective communication and interpersonal relations with parents and community members.

<table>
<thead>
<tr>
<th>Standard V: Ethical Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern modeled professional, moral, and ethical standards in interactions with students, staff, parents and community members.</td>
</tr>
<tr>
<td>The intern displayed personal integrity in interactions with students, staff, parents, and community members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard VI: Advocate for Public Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern engaged in activities designed to provide a quality education for all students.</td>
</tr>
<tr>
<td>The intern worked within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.</td>
</tr>
</tbody>
</table>

Comments:

______________________________
Mentor

______________________________
Date