Leadership Internship Handbook

EDL 699 Leadership Internship

Master of Arts - School Principalship (M.A.)

College of Education and Human Services
Department of Educational Leadership
334 Education and Human Services Building
989-774-3204
edlead@cmich.edu
**Student Communication for 1 – 2 Credit Option**

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.

The Three (3) credit Leadership Internship will be divided into three phases over a period of three semesters:

- Phase I (Pre-Course Activities)
- Phase II (EDL 699 – 1 Credit)
- Phase III (EDL 699 – 2 Credits)

Each phase corresponds to a semester in which the activity or assignments must be completed.

Applications should be submitted directly to **Jason Ricketts** with the Department of Educational Leadership by way of e-mail at ricke1jm@cmich.edu prior to the dates listed below.

**For students wishing to begin Phase II of the internship in:**

- **Fall 2014:** Applications must be submitted by August 1, 2014
- **Spring 2015:** Applications must be submitted by October 15, 2014
- **Summer 2015:** Applications must be submitted by March 15, 2015
# Student Communication for 1-2 Credit Option

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<thead>
<tr>
<th>Pre-Course Activities</th>
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<tr>
<td><strong>Phase I</strong></td>
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<td><strong>Phase III</strong></td>
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<td>Requirements:</td>
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<td>1. Internship Application</td>
<td>1. Mentor Agreement</td>
<td>6. Field Work <em>(180 hours)</em></td>
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<td>The application begins the</td>
<td>2. School Profile <em>(40 hours)</em></td>
<td>7. Internship Log</td>
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<td>internship process and is</td>
<td>3. Academic Learning Plan (Draft)</td>
<td>8. Mentor Assessment</td>
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<td>required for registration.</td>
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<td>9. Activity Analyses (6)</td>
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<td>4. Mentor Observation (20 hours)</td>
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<td>learning plan and internship expectations (REQUIRED).</td>
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<td>are fulfilled. A grade of “Z” (or deferred grade) will be provided if</td>
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*Your CMU Instructor will notify you when your Affiliation Agreement is Complete*
CMU’s Educational Leadership Department

Welcome!

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

The Department of Educational Leadership (EDL) mission is:

To develop the capacity of diverse learners to lead with competence, creativity, and care through inquiry, service, and experiential delivery.

The faculty and staff of the Educational Leadership Department support this mission by:

1. Providing a forum for students where learning, educational discussions and development can occur.
2. Promoting leadership opportunities and experiences for students through assistantships, volunteer work, internships, and interactions with professionals throughout the educational community.
3. Promoting an environment where students have the opportunity to explore individual interests, self-analyze, and develop personal strategies to manage one’s own strengths.
4. Aligning instruction with the Michigan Standards for School Leaders, along with the ISLLC and ELCC Standards. The curriculum is rigorous and promotes experiential delivery through performance-based assessments.

Definitions and Purposes of an Internship

The EDL 699 Leadership Internship is defined as 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. 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.

The internship concept is a collaborative practical learning partnership between an EDL graduate student, who is designated an Intern, earning a M.A. degree, and an on- or off-campus setting and the internship mentor. The program’s philosophy is to help students enhance their professional skills through an internship that provides realistic situations in which to apply and synthesize theory and practice. The internship utilizes the services of an internship mentor, who guides, evaluates, and provides feedback to the intern on a regular basis, and collaborates with CMU faculty.

Each internship is designed to include a minimum of 240 clock hours of experiences and be conducted over a period of time agreed upon by the faculty instructor and the internship mentor. Internships extend across a minimum of two semesters. 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 CMU faculty supervisor in consultation with the internship mentor.
EDL 699 Leadership Internship

Course Description

The EDL 699 Leadership Internship course is designed to integrate professional practice, theory, and ethical standards within a supervised leadership setting. Students earning an M.A. 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. Concurrently, practical experience of reasonable depth and length enhances the potential for superior qualification and a wider range of career and employment alternatives once professional placement is sought.

EDL 699 is required for students earning an M.A. in School Principalship requires scheduled meetings with the CMU faculty instructor and the internship mentor.

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

Student Learning Outcomes

During an internship placement, training activities should be aimed at providing the following generalized outcomes for the student entering the field of educational leadership. At the completion of the internship, the intern will be able to:

1. Apply the knowledge and skills acquired through coursework and previous experience to actual problems, challenges, and day-to-day administrative duties. (Standards 1, 2, 3, 4)
2. Integrate the concepts and skills from various prior learning experiences and focus them in appropriate situations. (Standards 1, 2, 3, 4, 5, 6)
3. Plan, organize, coordinate, direct, and evaluate educational programs. (Standards 1, 2)
4. Facilitate educational change with a focus on school improvement and student achievement. (Standards 1, 2, 3)
5. Plan and implement effective solutions to educational problems. (Standards 1, 2, 3, 4, 5, 6)
6. Effectively communicate and work with all education stakeholders, respecting the diverse nature and needs of all children, their families, and communities. (Standards 2, 4, 5, 6)
7. Promote the success of every student by acting with integrity, fairness, and in an ethical manner. (Standards 5, 6)
8. Assess and effectively use the tools of technology, research and data, and community resources to create effective and safe schools. (Standards 3, 4)

Course Learning Objectives

The Program Standards for Preparation of School Principals


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.

**Responsibilities of the EDL Student in a Professional Internship**

1. The internship expects responsibility and commitment. Become very familiar with the academic and working calendar of the assigned internship site. Missing an appointment is unprofessional, so structuring and disciplining time is a learned behavior. Interns are expected to abide by all rules, regulations and confidentiality and FERPA requirements of the internship site. The internship mentor is the intern’s immediate supervisor.

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 site 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 leaving the internship site during required work hours, for any reason, be sure that the on-site supervisor and the daily assigned project or work administrator 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 at the internship site. 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 mentors(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 Educational Leadership department's philosophy, policies and procedures pertaining to an internship placement.

2. Approving, in cooperation with the EDL 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 site.
   E. Communicating work-site 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.
Professional Internship Assignments

Documentation

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.

The following are the appendices for the course:

1. Leadership Internship Application (Appendix A)
2. Internship Mentor Agreement (Appendix B)
3. Internship Log (Appendix C)
4. School Profile (Appendix D)
5. Student Observation of Mentor Form (Appendix E)
7. Mentor Assessment (Appendix G)
8. Internship Performance Assessment (Appendix H)

1. Internship Proposal

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

2. Class Meetings

   a. At the beginning of the semester, an orientation session will be held for all students. Attendance is mandatory and this session may be held at a campus classroom site, or in the online environment. Blackboard training, expectations, the leadership observation, affiliation agreements, and timelines will be discussed.
   b. Additional seminars will be held (approximately 6 and 12 weeks later) throughout the experience.
   c. At the beginning of the Leadership Internship assignment, the faculty instructor will confer with the intern and the on-site supervisor to discuss expectations, refine the student’s internship plan, and establish positive relationships.
   d. At the conclusion of the internship assignment, the internship mentor will confer with the intern and the faculty instructor, regarding the level and quality of the intern’s performance and the extent of achieving the objectives/outcomes. The internship mentor will also certify the completion of at least 180 hours of supervised internship. This meeting may be held face-to-face or electronically.
   e. In addition to the orientation, seminars, and visitations, other face-to-face or electronic conferences may be scheduled on an as-needed basis per discretion of the instructor.
3. **School 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, or other educational organization. Students are expected to complete a minimum of forty (40) hours in the development of the school profile (See Appendix D). The profile hours may be logged on the Internship Log Form (See Appendix E).

4. **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 Internship Observation Form (see Appendix E) and logged on the Internship Log Form.

5. **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 C).

6. **Activity Analysis**

Students in the Principalship program in educational leadership will concentrate on capturing evidence of their competence in the standards of the Educational Leadership Constituents Council (ELCC). Students will submit six (6) activity analyses aligned with each of the standards (see below). Each analysis will consist of a page and a half to two page synopsis of a significant activity for each standard (aligned with the learning plan). Supporting artifacts to the activity analyses should be included.

These activity analyses will be the foundation for the Professional Portfolio required for completion of the Master of Arts in School Principalship degree and state certification (see Professional Portfolio Guidelines).

**ELCC Standards:**

**Standard 1.0**

A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

**Standard 1.0 Elements:**

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.
1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

**Standard 2.0:**

A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**Standard 2.0 Elements:**

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**Standard 3.0:**

A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Standard 3.0 Elements**

3.1: Candidates understand and can monitor and evaluate teacher instruction, school management
and operational systems.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4: Candidates understand and can develop school capacity for distributed leadership.

3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0:

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4.0 Elements

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0:

A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice,
transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 5.0 Elements:

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0:

A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 6.0 Elements

6.1: Candidates understand and can advocate for school students, families, and caregivers.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0:

A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Standard 7.0 Elements
7.1: Substantial Field and Clinical Internship Experience: The program provides significant and documented performance based field experiences for candidates within a school environment to synthesize and perform the content knowledge of Standards 1 – 6. Significant refers to the demonstration of Standards 1-6 through authentic, school-based leadership experiences that can be documented or measured.

7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.
Suggested Reading


Leadership Internship Application

STUDENT INFORMATION

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☐ I have read the Internship Manual and understand the expectations of the Professional Internship.

Intern Signature:__________________________ Date:____________________

ON-SITE MENTOR INFORMATION

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DISTRICT / ORGANIZATION ADMINISTRATOR (SUPERINTENDENT / CEO / ETC)

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Internship Mentor Agreement
EDL 699 Leadership Internship

Each internship mentor is responsible for providing site orientation, direction and supervision, making sure that hours are completed according to the 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 project(s). It is a good practice to work out specifically the student's learning goals and objectives, the supervision goals and objectives, the internship rotational activity schedule within the organization, what work performance (specific or overall) will be reviewed on what schedule.

I agree to provide the following as an Internship Mentor:

- I will provide supervision meetings with the internship student in order 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.

Internship Mentor: ____________________________ Date: __________
Mentor’s Printed Name: ____________________________

Student Intern: ____________________________ Date: __________
Faculty Instructor: ____________________________ Date: __________
### Sample Internship Log

**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 principal and SIP</td>
<td>1.1, 7.1</td>
<td>P, O</td>
</tr>
<tr>
<td>9/17/12</td>
<td>1</td>
<td>Student Council Meeting—Drafted plans for homecoming activities and events</td>
<td>2.5, 3.6, 3.7</td>
<td>A, P</td>
</tr>
<tr>
<td>9/19/12</td>
<td>2.0</td>
<td>Analyze school enrollment data and draft a 2-year staffing plan for school</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 principal</td>
<td>3.8, 7.2</td>
<td>L, P</td>
</tr>
</tbody>
</table>

**Running Total**

*Leader, Assistant, Participant, Observer*
APPENDIX D – Program Profile

Program Profile

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 of 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>
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<tr>
<td>Classroom Teachers/Academic Subject Teachers</td>
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<td>Special Education Teachers</td>
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<tr>
<td>Teacher aides</td>
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<td>Library or media professionals</td>
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<tr>
<td>Counselors</td>
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<td>Social Workers</td>
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<td>Security officers</td>
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<td>Food service personnel</td>
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<td>Clerical</td>
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<tr>
<td>Custodial and maintenance</td>
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<tr>
<td>Nurses</td>
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<td></td>
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<tr>
<td>Volunteers</td>
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<tr>
<td>Other (Specify)</td>
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</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, interdisciplinary 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?
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 (athletics, band, clubs, etc.), Extended-day programs (latchkey, enrichment, day care, etc.), Other
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

**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**

<table>
<thead>
<tr>
<th>Intern Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mentor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Faculty Instructor Signature</td>
<td>Date</td>
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23
The internship plan should provide a roadmap of the activities you intend to participate in to demonstrate what you know and are able to 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.

<table>
<thead>
<tr>
<th>Example Activity 1: School Curriculum</th>
<th>Action Step 1:</th>
<th>Action Step 2:</th>
<th>Action Step 3:</th>
<th>Standards Met:</th>
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</thead>
<tbody>
<tr>
<td>Analyze Current Curriculum</td>
<td>Participate on a task force that examines and revises the school curriculum.</td>
<td>Participate in or lead a team in analyzing and revising course or subject curriculum.</td>
<td>Participate in or lead some aspect of the development of the annual school budget proposal.</td>
<td>1.1, 1.2, 1.5 2.1, 2.2, 2.3, 2.4 3.2</td>
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<td>Example Goal 2:</td>
<td>Action Step 1:</td>
<td>Action Step 2:</td>
<td>Action Step 3:</td>
<td>Standards Met:</td>
</tr>
<tr>
<td>Revise Current Curriculum</td>
<td>Conduct an inventory of current school instructional technology</td>
<td>Participate in or lead the establishment of a school partnership</td>
<td>Attend one or more school board meetings (collecting agendas and keeping a record of decisions made that affect your school).</td>
<td>3.5, 4.3, 4.5, 6.2</td>
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<td>Activity 1:</td>
<td>Goal 1:</td>
<td>Action Step 1:</td>
<td>Action Step 2:</td>
<td>Action Step 3:</td>
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<td>Goal 2:</td>
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<tr>
<th>Activity 5:</th>
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<th>Action Step 2:</th>
<th>Action Step 3:</th>
<th>Standards Met:</th>
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<td>Goal 2:</td>
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<tr>
<th>Activity 6:</th>
<th>Goal 1:</th>
<th>Action Step 1:</th>
<th>Action Step 2:</th>
<th>Action Step 3:</th>
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</table>
Discuss these with your faculty supervisor and your on-site supervisor. Then sign below to indicate agreement with the goals.

Student Intern Signature: ____________________________ Date: ____________
Internship Mentor: ________________________________ Date: ____________
Mentor’s Printed Name: _____________________________ Date: ____________
Faculty Supervisor: ________________________________ 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>
</table>
| **Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. | • Vision/mission  
• Strategic planning  
• Data collection and analysis  
• Effective communication  
• Negotiation/consensus building  
• Collaborative decision making | • Participate on a task force that examines and revises the school or school system vision or mission statement  
• Serve on a school improvement or strategic planning team  
• Develop and implement a school improvement project based on analysis of current school needs  
• Develop a vision of effective leadership, teaching and learning with your department / grade level team, and analyze the ways this vision fits with the school vision and mission |
| **Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. | • Analyzing the curriculum  
• School/program scheduling  
• Supervision of instruction  
• Learning/motivation theory  
• Learning technology  
• Evaluation of student achievement/testing  
• Supervision of extra-curricular activities  
• Staff development/adult learning  
• Change processes  
• Student discipline  
• Student services | • Participate in or lead a team in analyzing and revising course or subject curriculum  
• Participate in or lead a team involved in selection and adoption of new texts, technology, or materials to support instructional programs  
• Conduct one or more classroom observations using the clinical supervision model  
• Participate in or lead an in-service program on the implementation of instructional technology  
• Participate in or lead the examination of testing policy and procedures in your school  
• Participate in or lead a team in your school that analyzes and develops a plan for improving student performance on standardized tests  
• Participate in or lead the establishment of a extra-curricular activity  
• Develop and implement a school improvement project based on analysis of current school needs  
• Participate in a conference dealing with student discipline |
| 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 the development of the school schedule  
• Participate in or lead some aspect of the development of the annual school budget proposal  
• Participate in or lead some aspect of the development of the school’s 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 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 school 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 or school division  
• Meet confidentially with one or more groups of students 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 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 confidentially with one or more groups of students to discuss their concerns about academic integrity
- Meet confidentially with one or more groups of students to discuss their concerns about 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)
- 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
Candidates demonstrate skills required to design and support a collaborative process for developing and implementing a school vision; articulate a school vision of learning characterized by a respect for students and their families and community; and formulate plans to steward school vision statements. (ELCC 1.1)

Candidates demonstrate skills required to develop and use evidence-centered research strategies and strategic planning processes; create school-based strategic and tactical goals; collaboratively develop implementation plans to achieve those goals; and develop a school improvement plan that aligns to district improvement plans. (ELCC 1.2)

Candidates demonstrate skills required to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; design a transformational change plan at the school-building-level; and design a comprehensive, building-level professional development program. (ELCC 1.3)

Candidates demonstrate skills required to develop a school plan to monitor program development and implementation of school goals; construct an evaluation process to assess the effectiveness of school plans and programs; and interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders. (ELCC 1.4)

Candidates demonstrate skills required to lead others in developing an understanding of technology in learning, teaching, and school improvement. (MI 1.5)
<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Met</th>
<th>Met W/ Conditions</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2:</strong> A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidates demonstrate skills required to collaborate with others to accomplish school improvement goals; incorporate cultural competence in development of programs, curriculum, and instructional practices; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; facilitate the use of appropriate content-based learning materials and learning strategies; and promote trust, equity, fairness, and respect among students, parents, and school staff. (ELCC 2.1)</td>
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<tr>
<td>Candidates demonstrate skills required to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence-centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; and design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence. (ELCC 2.2)</td>
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<tr>
<td>Candidates demonstrate skills required to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; and design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. (ELCC 2.3)</td>
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<tr>
<td>Candidates demonstrate skills required to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers; and use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. (ELCC 2.4)</td>
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<tr>
<td>Managing Organizational Systems</td>
<td>Met</td>
<td>Met W/ Conditions</td>
<td>Not Met</td>
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<tr>
<td><strong>Standard 3:</strong> A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidates demonstrate skills required to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; and develop plans to implement and manage long-range plans for the school. (ELCC 3.1)</td>
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<tr>
<td>Candidates demonstrate skills required to develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals; analyze a school’s budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; and use technology to manage school operational systems. (ELCC 3.2)</td>
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<tr>
<td>Candidates demonstrate skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; and evaluate and implement discipline management plans. (ELCC 3.3)</td>
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<tr>
<td>Candidates demonstrate skills required to identify leadership capabilities of staff; model distributed leadership skills; and involve school staff in decision making processes. (ELCC 3.4)</td>
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<tr>
<td>Candidates demonstrate skills required to develop school policies that protect time and schedules to maximize teacher instructional time and student learning; and develop a school master schedule. (ELCC 3.5)</td>
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<tr>
<td>Collaborating with Key Stakeholders</td>
<td>Met</td>
<td>Met W/ Conditions</td>
<td>Not Met</td>
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<tr>
<td><strong>Standard 4:</strong> A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidates demonstrate skills required to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; and communicate information about the school within the community. (ELCC 4.1)</td>
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<tr>
<td>Candidates demonstrate skills required to identify and use diverse community resources to improve school programs. (ELCC 4.2)</td>
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<tr>
<td>Candidates demonstrate skills required to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers; involve families and caregivers in the decision-making processes at the school. (ELCC 4.3)</td>
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<tr>
<td>Candidates demonstrate skills required to conduct needs assessment of community partners; develop effective relationships with a variety of community partners; and involve community partners in the decision-making processes at the school. (ELCC 4.4)</td>
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<tr>
<td>Candidates demonstrate skills required to communicate or diffuse information by making appropriate uses of available technology; and facilitate or broker social relationships by making appropriate uses of available technology. (MI 4.5)</td>
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</tbody>
</table>
**Standard 5**: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

<table>
<thead>
<tr>
<th>Ethics and Integrity</th>
<th>Met</th>
<th>Met W/ Conditions</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate skills required to act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success; and create an infrastructure that helps to monitor and ensure equitable practices. (ELCC 5.1)</td>
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<tr>
<td>Candidates demonstrate skills required to formulate a school-level leadership platform grounded in ethical standards and practices; and analyze leadership decisions in terms of established ethical practices. (ELCC 5.2)</td>
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</tr>
<tr>
<td>Candidates demonstrate skills required to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; and develop appropriate communication skills to advocate for democracy, equity, and diversity. (ELCC 5.3)</td>
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<tr>
<td>Candidates demonstrate skills required to formulate sound school strategies to educational dilemmas; and evaluate school strategies to prevent difficulties related to moral and legal issues. (ELCC 5.4)</td>
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</tr>
<tr>
<td>Candidates demonstrate skills required to review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school; and develop the resiliency to uphold core values and persist in the face of adversity. (ELCC 5.5)</td>
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<tr>
<td>The Educational System</td>
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<td>------------------------</td>
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<tr>
<td><strong>Standard 6:</strong> A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>Met</td>
<td>Met W/ Conditions</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Score</td>
</tr>
</tbody>
</table>

Candidates demonstrate skills required to analyze how law and policy is applied consistently, fairly and ethically within the school; advocate based on an analysis of the complex causes of poverty and other disadvantages; and serve as a respectful spokesperson for students and families within the school. (ELCC 6.1)

Candidates demonstrate skills required to advocate for school policies and programs that promote equitable learning opportunities and student success; and communicate policies, laws, regulations, and procedures to appropriate school stakeholders. (ELCC 6.2)

Candidates demonstrate skills required to identify and anticipate emerging trends and issues likely to affect the school; and adapt leadership strategies and practice to address emerging school issues. (ELCC 6.3)

19-27 = Meets the Standards
10-18 = Meets the Standards with Conditions
0-9 = Does not Meet the Standards

TOTAL
In large part, the success of each leadership internship experience is directly related to the student’s full commitment and participation. The primary basis for participation should be a combination of behaviors, insight and questions gained from certain experiences that provide a new awareness of the student’s leadership skills. A determination of credit for the internship performance will be awarded based upon the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (5-4)</th>
<th>Meets Expectations (3-2)</th>
<th>Does not Meet Expectations (1-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation and Contributions</strong></td>
<td>Exhibited outstanding and unusually significant contributions and preparations</td>
<td>Exhibited good overall contributions and preparations; May possess a few minor weaknesses in specified areas, however, no indication of inadequate performance or lack of effort</td>
<td>Work, preparation, engagement and contributions are unsatisfactory; May be in need of considerable professional growth</td>
</tr>
<tr>
<td><strong>Leadership Potential</strong></td>
<td>Strong, engaged leadership potential with very little supervision required</td>
<td>Possess the ability to be fully responsible for leadership with minimal supervision</td>
<td>Leadership potential requiring significant supervision from a mentor;</td>
</tr>
<tr>
<td><strong>Personal Traits</strong></td>
<td>Rates very high in initiative, self-direction, reliability; Excels in characteristics of creativity, ability to motivate, and enthusiasm;</td>
<td>May need improvement in the characteristics of creativity, ability to motivate, and enthusiasm</td>
<td>At times, may demonstrate a lack of effort, poor judgment and/or subject knowledge; May lack traits of leadership, initiative, creativity, or weak in common sense;</td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>Would be an exceptional candidate for future recommendation</td>
<td>Good candidate for future recommendation</td>
<td>Cannot recommend candidate for future employment</td>
</tr>
</tbody>
</table>

**Score**

- **14-20 = Superior/Exceptional Performance**
- **7-13 = Adequate to Above Average Performance**
- **0-6 = Unacceptable Performance (No Credit Awarded)**

The expectation is that all four scores will be in the Superior/Exceptional or Adequate/Above Average performance ranges in order to receive credit for the internship.