

Leadership through Action!



*Department of
Educational Leadership*

EHS 334

EDL 699
Leadership Internship

EDL 880
Doctoral Internship

Guidelines for the Internships
in Educational Leadership

*Phone (989) 774-3204
www.eds.cmich.edu/edl*



INTRODUCTION

The College of Education and Human Services of Central Michigan University recognizes the importance of acquiring practical experience in Educational Administration. For this reason, EDL 699 and EDL 880 are offered to provide students with practical experiences in the field of Educational Administration.

RATIONALE FOR THE PROGRAM

The Department of Educational Leadership at Central Michigan University is pleased to be able to offer its students a well-balanced preparation program. Administrative theory and philosophy are necessary ingredients in a preparation program designed for leaders in schools and universities. Practical experience is also an important aspect of a well-balanced program. Through the administrative internship program, the prospective administrator learns how to: (1) put theory into practice, (2) combine and extend his or her past experience, (3) profit from direct, immediate, on-the-job supervision by experienced administrators, and (4) participate directly in the administrative portion of the educational process.

SCOPE OF THE PROGRAM

The internship experience is the result of cooperation and planning involving the school district, university, or other human service agency, CMU, and the student. The school district/local human service agency/higher education unit authorizes, provides and gives supervision to the intern. The university assists in planning and supervising the internship experience. The student has the responsibility for devising and carrying through those particular activities that are most essential for his/her own professional growth based on a suggested format provided by the university. Therefore, all arrangements for the internship are made on an individual basis and are approved by the On-Site Supervisor and the academic internship administrator.

Several types of experiences are involved in the administrative internship including: observation, reflection, *and* participation in administrative duties, and research activities. Continual advisement is available from the Department of Educational Leadership at Central Michigan University through the assignment of a university Faculty Internship Advisor.

DURATION OF ACTIVITIES

The internship is designed to be an intensive on-the-job experience. Students are expected to spend an equivalent number of hours as they would for a traditionally offered class. Therefore, it is expected that students will be involved in a **minimum** of 45 hours for each registered credit hour of internship.

Work hours are determined by the intern, On-Site Supervisor and the Educational Leadership Faculty Internship Advisor. Some organizations may expect a greater time commitment. In such cases, the intern is obligated to accept these requirements.

The student must notify the Internship Coordinator if for any reason a change in the internship site is necessary once the Affiliation Agreement has been forwarded to the primary internship site.

A student may receive 3-6 credit hours under the internship but only 3 are required as part of the program. The number of hours of credit given will be determined by the Faculty Internship Advisor, the student's advisor, and the student. 45 hours of internship are required for every one credit hour. A three credit internship is 135 hours.

SUPERVISION

The organization will designate an individual to serve as the intern's "On-Site Supervisor". This individual must have an educational administration/education-related degree or extensive experience in educational administration to serve as the On-Site Supervisor. Additional supervision will be provided by a university Faculty Internship Advisor who will visit with the intern periodically, depending on the individual program and needs of the intern. The internship advisor may also assign a textbook.

PROFESSIONAL EXPERIENCE

Interns are expected to abide by the rules, regulations, and policies established for the employees of the organization. It is expected that the intern behave as an integral member of the host organization for the duration of the internship.

STUDENT PREPARATION FOR INTERNSHIP

It is the responsibility of the prospective intern to identify and contact an appropriate educational organization, based on individual needs, interests, and geographic preference. The Educational Leadership Faculty Internship Advisor can assist the student with selecting appropriate organizations to contact, suggest ways to communicate with prospective agency personnel, and discuss how to prepare for the site interview.

The host organization may require student interns to provide proof of health insurance within the limits deemed satisfactory by the organization prior to placement in the internship. The organization may also require the student to supply documentation, including, but not limited to:

- Immunizations
- Drug testing
- Criminal background check

Interns may be required to participate in an official orientation session prior to commencing the internship. The organization may also provide the intern with an official name badge, computer password, and/or other facility clearance, as appropriate. Additional requirements specific to the organization may be specified, as appropriate to the organization.

APPLYING FOR THE INTERNSHIP

1. Once a student has identified and accepted an offer to complete an internship with an educational organization, the **Educational Leadership Internship Application** (Page 11) is to be completed and submitted to the Internship Coordinator at least one semester prior to the internship experience. The student should draft the internship application and review it with the On-Site Supervisor before submitting for approval.

For internships in:

- Fall
- Spring
- Summer

Application must be submitted by:

- June 1st
- October 1st
- March 1st

Applications will be submitted to:

Jason Ricketts
Department of Educational Leadership
EHS 334
Mount Pleasant, MI 48859

The application should include student identification and contact information as well as information specific to the internship site and On-Site Supervisor contact information. Failure to include complete and accurate information for the organization or On-Site Supervisor on the Internship Application could delay site placement.

NOTE: It is the student's responsibility to communicate any changes in student or On-Site Supervisor contact information, including address, phone number or e-mail address, to the Educational Leadership Internship Coordinator. Failure to do so could result in delay of site placement. **Students are expected to use their cmich e-mail address for all official internship communication** prior to and throughout the internship experience.

AFFILIATION AGREEMENTS

An affiliation agreement between the internship site and CMU must be signed by the educational organization's representative and returned to CMU **before** the student can register for the course or begin the internship. Once the application and learning plan have been approved, *and* a signed affiliation agreement is on file with Central Michigan University, the departmental office will register the student for EDL 699 / EDL 880. There are **NO EXCEPTIONS** to this policy.

CHANGE IN INTERNSHIP SITE

Once a student has secured an internship site and affiliation agreement has been processed, the student may NOT negotiate or accept another internship opportunity without **FIRST** discussing this with the Internship Faculty Advisor.

RESPONSIBILITIES DURING THE INTERNSHIP

Intern Responsibilities

The Intern shall:

1. Carefully read all guidelines for the internships in Educational Leadership.
2. Maintain a log documenting internship related dates, times, and projects. The administrative log should be kept up-to-date and delivered to the academic internship coordinator before the end of the internship.
3. Consider him/herself a staff member of the host organization, and therefore, is subject to all rules and regulations governing other employees.
4. Adhere to the policies and procedures of the host organization and be responsible for tasks assigned by the On-Site Supervisor.
5. Attempt to give more of her/his time and energy than what the organization and On-Site Supervisor might expect (exceed expectations).

6. Be professional in all behavior, including written and verbal communication. Be conscientious, prompt, and dependable while following all lines of protocol.
7. Be aware that interns are generally accepted as a member of the “team”. Information heard at meetings should be kept **strictly confidential**. The intern shall remember to respect the privacy and rights of the individuals the organization serves. Financial information, student records, personnel information are just a few of the areas in which confidentiality is required.
8. Treat the On-Site Supervisor with the utmost respect and professionalism. The intern shall attempt to establish and maintain open and effective communication. If an issue does arise, the intern shall thoroughly discuss the issue with the On-Site Supervisor. If conflict is still present, the intern shall immediately contact the CMU Educational Leadership Faculty Internship Advisor. Every attempt shall be made to work within the policies, procedures, and protocols of the organization.
9. Develop positive interpersonal relationships with other staff and/or interns.
10. Follow through with commitments.
11. Be an active listener and willing to accept constructive criticism.

Additional requirements for Doctoral Internships (EDL 880)

1. Student must write six reflective pieces throughout the internship experience. These reflections are “journal-like” entries that allow the student to reflect on his/her experiences, learning, and/or observations. Reflections do not restate what is in the log, rather they allow the student to reflect on the experience and what he/she has learned from it. These can be submitted at the end of the internship or throughout the experience.
2. Group meetings may be held periodically for internship students.

On-Site Supervisor Responsibilities

The On-Site Supervisor will:

1. Serve as a professional mentor to the intern.
2. Meet with the intern at the beginning of the internship to establish open communication and a comfortable rapport, which should be maintained throughout the internship. The On-Site Supervisor will likewise encourage interns to gradually become involved in all aspects of the organization that pertain to the goals and objectives agreed upon for the internship experience.
3. Prepare the staff for the arrival of the intern, and present the intern to the organization staff as a colleague, in a manner that ensures his/her professional status.
4. Review the intern’s Goals and Objectives and/or duties/projects with the intern. The Goals and Objectives and activities should be reviewed with the intern and adjusted as necessary at the beginning of the internship experience.
5. Assure that the intern participates in the organization’s new employee orientation process just as if the intern were a regular employee of the organization. Within the orientation program, the intern should learn about the organization’s mission, organizational structure, and objectives. The intern should also learn policy and procedures on attendance, work and fire safety, work rule violations, disaster preparedness, and confidentiality.

6. Facilitate opportunities for the intern to meet with key leaders and administrators in the organization as well as opportunities to attend administrative, management and/or board meetings as appropriate during the internship experience.
7. Be mindful that feedback is important to the intern. Discussions with the intern and On-Site Supervisor on the progress and issues of the internship experience should be conducted at least weekly.
8. The On-Site Supervisor will complete and submit the student evaluation promptly at the end of the internship. This evaluation will include, but should not be limited to, a rating of the intern's overall performance as well as specific ratings on how the intern did in achieving specific goals.

REPORTING

All interns are required to report their activities: (1) by keeping a log of his or her administrative internship activities, (2) by providing at least six reflection papers (1-2 pages) on the experience, (3) by obtaining a written evaluation from the On-Site Supervisor, and (4) by meeting with the On-Site Supervisor and Faculty Internship Advisor at the conclusion of the internship. The intern should check the timeline of requirements included within these guidelines.

UNIVERSITY POLICY ON SEXUAL HARASSMENT

Central Michigan University is committed to maintaining an educational and working environment free of conduct, which degrades or oppresses individuals, including conduct, which sexually humiliates individuals. Students who have questions or concerns about sexual harassment on the campus should contact the Affirmative Action Office, Powers 104.

Definition and Statutory Reference – Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000e and Title IX of the Educational Amendments of 1972, 20 U.S.C. Sec. 1681. In addition, sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure under state law.

AFFIRMATIVE ACTION STATEMENT

CMU, an AA/EO institution, strongly and actively strives to increase diversity within its community. CMU does not discriminate in employment against persons based on age, color, disability, gender, familial status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight (see <http://www.cmich.edu/aaeo/>).

For additional information and application forms, the prospective intern should contact:

Jason Ricketts
Department of Educational Leadership
EHS 334
Mount Pleasant, MI 48859
ricke1jm@cmich.edu

EXAMPLES OF POSSIBLE ADMINISTRATIVE INTERNSHIP EXPERIENCES

Curriculum evaluation
Activity program evaluation
Scheduling (pupils, classes, staff)
Development of pupil handbooks
Development of a teacher's handbook
Development of a discipline code
Working on specific attendance or discipline problems
Selection of paraprofessionals
Development of job descriptions
Planning meetings
Development of an activity schedule
Development of an in-service training project
Specific research needed by the school or local human service agency (turnover, client retention, etc.)
Development of educational specifications for new buildings
Development of requests for federal and/or state programs and monies
Transportation schedules
Development of millage campaign information
Food service programs
Computer applications for administration
Land use studies
Parent-teacher conference schedules
Development of behavioral objectives or performance objectives
Budgeting
Strategic Planning
Accreditation
Professional Development
Professional Involvement

INTERN LOG

The log is used to record internship activities and to reflect on what was learned. It is to be submitted to the university Faculty Internship Advisor at the end of the internship (15th week) and should be available during conferences with the Faculty Internship Advisor. The log is a personal communication vehicle between you and your advisor. Your advisor will treat it as a confidential document and will return it to you after evaluation. It must be printed in a standard size type on regular white paper.

Logs can take a variety of forms. The two most common forms are "Anecdotal" and "Summary." The Anecdotal Form is a narrative account of each event or day's activities. The Summary Form uses the format displayed below. Regardless of the form agreed upon by the intern and his or her advisor, the purpose of the log remains to be an effective means for the intern to communicate with the advisor.

SUMMARY FORMAT

Record the date of the activity, briefly and concisely state what the activity was, indicate how much time was spent on the activity on that date, indicate whether you were a participant (P) or an observer (O) of the activity and designate to what extent the activity was of value to you (High – H, Medium – M, and Low – L). It is highly recommended that the activity be recorded each day. *It is also important that you reflect on what you have learned. These periodic reflections will help when it comes times to write the activities summaries.* In addition, two "Selected Activity Analyses" must be prepared for each hour of internship credit for which you are enrolled.

<u>DATE</u>	<u>ACTIVITY</u>	<u>TIME SPENT</u>	<u>ROLE (O or P)</u>	<u>VALUE (H, M, or L)</u>
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Example:

2/15/99	Met with guidance counselor to discuss class loads	40 min	P	M
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Reflection: Learned the complexities of the scheduling process and a consideration of factors related to teachers and the curriculum. The counselor was most helpful because of her 15 years of experience in this area.

SELECTED ACTIVITIES ANALYSIS

This analysis deals with certain chosen highlights of your experiences singled out by you because the event or activity had special significance for you. It can be one in which you have played an active role, or one which you only observed. Its significance may be positive or negative. Head the report with the date. Then describe what took place and make an objective evaluation of the activity explaining why the event/activity had significance. (Note: Your analysis must include a reflection of what you have learned from the activity.

DATE: _____

ACTIVITY ANALYSIS:

[This form will be given to the On-Site Supervisor as a means of providing feedback to the intern. Copies will be distributed as indicated on the next page. The information should be discussed as part of a culminating interview.]

CENTRAL MICHIGAN UNIVERSITY
College of Education and Human Services
Department of Educational Leadership

Internship Feedback

Intern: _____

Host Organization (Site): _____

Semester: _____

Please complete the form, adding any comments you think to be appropriate. Please also share your comments with the CMU intern you have supervised.

The CMU intern accomplished the objectives s/he set...

- Excellent Adequately Marginally Inadequately

Comments:

The CMU intern engaged in internship activities...

- Enthusiastically Appropriately Reluctantly Apathetically

Comments:

The leadership potential of the CMU intern is...

- Exceptional Above Average Average Limited

Comments:

Areas in which the CMU intern demonstrated strong ability are:

Primary areas that the CMU intern might develop most immediately:

On-Site Supervisor Signature: _____

Intern Signature: _____

Date: _____

Distribution: On-Site Supervisor, Intern, Internship Coordinator



Department of Educational Leadership
 EHS 334
 Mount Pleasant, MI 48859
 Phone: (989) 774-3204
 Fax: (989) 774-4374

INTERNSHIP APPLICATION

EDL 699 – Leadership Internship
 EDL 880 – Doctoral Internship

STUDENT INFORMATION

NAME:		CMU STUDENT ID NUMBER	
STREET ADDRESS:			
CITY:		STATE:	ZIP:
PHONE:		CMU E-MAIL ADDRESS:	
PRESENT POSITION:		SCHOOL:	
COHORT (if applicable):		INTERNSHIP SECTION: <input type="checkbox"/> EDL 699 <input type="checkbox"/> EDL 880	
INTERNSHIP SEMESTER: <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER		YEAR:	ADMISSION STATUS: <input type="checkbox"/> CONDITIONAL <input type="checkbox"/> REGULAR

ON-SITE SUPERVISOR INFORMATION

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:
SCHOOL / ORGANIZATION:		PHONE:
ADDRESS:		
CITY:	STATE:	ZIP:

DISTRICT / ORGANIZATION ADMINISTRATOR (SUPERINTENDENT / PRESIDENT / ETC)

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:
DISTRICT / ORGANIZATION:		PHONE:
ADDRESS:		
CITY:	STATE:	ZIP:

Please provide a **Learning Plan** (on the next page) describing the objectives, methods, and plan for evaluation, providing as much detail as possible. Prospective interns with a teaching background might find it useful to think of the Learning Plan as a lesson plan for the internship.

Once the Learning Plan is approved, it constitutes the expectations and direction of your internship. Should you experience suggest a change, you must contact your Faculty Internship Advisor to discuss a revision of objectives and activities.

Learning Plan

OBJECTIVES: *(What do you want to receive specifically from the experience?)*

- 1.
 - 2.
 -
 -
 -
- N

METHODS: *(How will you complete your objectives?)*

- 1.
 - 2.
 -
 -
 -
- N

EVALUATION: *(How are you going to know the extent to which you were successful at meeting your objectives?)*

1. Log **(required)**
 2. Activity Reports
 - 3.
 -
 -
 -
- N

Number of **credit** hours desired: _____

I have reviewed the Department of Educational Leadership Internship Manual and I understand the procedures and policies governing my internship.

Student Signature: _____

Date: _____

For department use only

Approved / Disapproved (circle one)

Faculty Internship Advisor Signature: _____

Date: _____