Leadership Internship Handbook

EDL 699

CMU
CENTRAL MICHIGAN UNIVERSITY

Department of
Educational Leadership

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EDL 699 - Leadership Internship

The purpose of the Leadership Internship is to provide the intern with an opportunity for an in-depth, varied and continuous administrative experience in an educational setting. Additionally, the internship will provide 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 department faculty and staff in their respective responsibilities.

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 a Master of Arts degree or seeking Michigan School Administrator Certification only 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.

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

Suggested Textbook

> Martin, G. E. (2017). School leader internship: Developing, monitoring, and evaluating your
> leadership experience. New York, NY: Routledge.

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. (MI Standards 1, 2, 3, 4)
2. Integrate the concepts and skills from various prior learning experiences and focus them in appropriate situations. (MI Standards 1, 2, 3, 4, 5, 6)
3. Plan, organize, coordinate, direct, and evaluate educational programs. (MI Standards 1, 2)
4. Facilitate educational change with a focus on school improvement and student achievement. (MI Standards 1, 2, 6)
5. Plan and implement effective solutions to educational problems. (MI 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. (MI Standards 2, 4, 5, 6)
7. Promote the success of every student by acting with integrity, fairness, and in an ethical manner. (MI Standards 5, 6)
8. Assess and effectively use the tools of technology, research and data, and community resources to create effective and safe schools. (MI Standards 3, 4)

Course Learning Objectives

The Program Standards for Preparation of School Principals

The learning objectives of the Leadership Internship are based upon each of the Michigan Standards for Preparation of School Principals (2013) and the Educational Leadership Constituent Council (ELCC) Standards for Administrators (2011).

Summary of Standards:

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.

Additional information on the ELCC Building Level Standards can be found at the following link: http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676

Internship Requirements

The internship is a planned and supervised learning experience gained through first-hand observations and operational responsibilities. Placements are primarily made at schools, intermediate school districts or other educational organizations. Students are responsible for designing their internship and specific activities during the internship may vary greatly from one field placement to another, in that different students may have different learning needs and desires, and different settings will offer different learning opportunities.

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

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Selecting an Institution and Mentor

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

Internship Institution Requirements:

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

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

Internship Mentor Requirements:

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

Internship Schedule

Pre-Course Activities	EDL 699 1 CR	EDL 699 2 CR
	Phase I	**Phase II**
Requirements: 1. Internship Application The application begins the internship process and is required for registration. 2. Mentor Agreement 3. Affiliation Agreement Once the application is submitted the EDL office initiates the affiliation agreement process (4-8 weeks)	**Requirements:** 1. School Profile **(40 hours)** 2. Mentor Observation **(20 hours minimum)** 3. Learning Plan (Draft) **STOP** Once the Affiliation Agreement is complete, students may move forward with the next steps of the internship process* 4. Revised Learning Plan	**Requirements:** 1. Field Work **(180 hours minimum)** 2. Internship Log 3. Mentor Assessment 4. Final Learning Plan 5. Activity Analyses (6) with supporting artifacts
	Session: Mentor Meeting CMU Instructor meets with students and mentor to discuss the learning plan and internship expectations (REQUIRED).	**Session: Mentor Meeting** CMU Instructor meets with students and mentor to discuss the internship and wrap up any final matters (REQUIRED).
	STOP **Student may not move forward until all requirements of Phase I are fulfilled.** A grade of "Z" (or deferred grade) will be provided if there are any outstanding requirements. **Outcome:** Credit/No Credit	**STOP** **Student may not move forward until all requirements of Phase II are fulfilled.** A grade of "Z" (or deferred grade) will be provided if there are any outstanding requirements. Student continues with course until all requirements have been satisfied. A final grade will then be provided. **Outcome:** Credit/No Credit

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

Applying to the Internship

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

The Three (3) credit Leadership Internship will be divided into three stages over a period of three semesters and corresponds to a semester in which the activity or assignments must be completed.

- Pre-Course Activities
- Phase I: EDL 699 – 1 Credit (16 weeks)
- Phase II: EDL 699 – 2 Credits (16 weeks)

Applications should be submitted to the Department of Educational Leadership electronically to the following individual:

edlead@cmich.edu
(989) 774-2489

Applications must be submitted by the following deadlines to begin the internship:

Application Due Date	Phase I (Documentation/Observation)	Phase II (Leadership Activities)
August 1st	Fall	Spring
November 15th	Spring	Summer
April 1th	Summer	Fall

NOTE: Most internships extend across two semesters, but can be longer if necessary. This ensures the broadest possible opportunity for experiences in order to attain the objectives of the internship program. Any exceptions will be determined by the CMU Internship Coordinator in consultation with the mentor.

Students not completing each phase will receive a deferred grade ("Z") until the time in which they complete the activities for each phase.

Class Meetings

Throughout the internship experience students will be required to attend scheduled and impromptu meetings with their internship instructor and mentor. Outside of the orientation and mentor meetings, students will participate in regular communications with their internship instructor and notify them if there are any circumstances that need attention.

a. At the beginning of the first semester, an **orientation** session will be held for all students. Attendance is mandatory and this session will be held online through Blackboard. Training, expectations, the leadership observation, affiliation agreements, and timelines will be discussed.

b. Additional **seminars** may be held (as necessary) throughout the experience.

c. **Mentor Meeting 1**: When all Phase I assignments have been completed, the internship coordinator will confer with the intern and the mentor to discuss expectations, refine the student's internship plan, and establish positive relationships.

d. **Mentor Meeting 2:** At the conclusion of Phase II, the internship mentor will confer with the intern and the internship coordinator, 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 mentor meetings, other conferences may be scheduled on an as-needed basis per discretion of the instructor.

Documentation & Activities

The following is a list of the documents and activities that are required to be submitted by the intern throughout the internship. All documents and associated templates can be accessed in the Blackboard course. All documents will be submitted in the Blackboard course under the Document Submissions tab.

The following documents are required to be submitted by the student:

1. Leadership Internship Application (Appendix A)
2. Internship Mentor Agreement (Appendix B)
3. Organizational Profile (Appendix C)
4. Student Observation of Mentor Form (Appendix D)
5. Internship Learning Plan Agreement (Draft and Final) (Appendix E)
6. Internship Log (Appendix F)
7. Mentor Assessment (Appendix G)

3. Organizational Profile (Appendix C)

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 institution. Students are expected to complete **a minimum of forty (40) hours** in the development of the school profile (See Appendix C). The profile hours may be logged on the Internship Log Form (See Appendix F).

4. **Student Observation of Mentor (Appendix D)**

    The leadership internship also requires that students complete **a minimum of twenty (20) hours** of structured observation of their mentor in categories related to the internship standards (see Appendix E). Observations should be documented using the Student Observation of Mentor Form (see Appendix D) and logged on the Internship Log Form (See Appendix F).

5. **Internship Learning Plan Agreement (Appendix E)**

    The Learning Plan Agreement is the foundational documents that drives the internship activities (see Appendix E). Students will prepare a 3-5 page internship learning plan collaboratively and mutually agreed upon with the intern and the internship mentor. The objectives will align with each of the ELCC Standards. A draft of the Internship Learning Plan will be submitted to the instructor prior to the first Mentor Meeting.

    Changes to the Learning Plan may be made throughout the internship with prior approval of the mentor and faculty supervisor. A final Learning Plan will be submitted at the conclusion of the internship.

6. **Internship Log (Appendix F)**

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

7. **Mentor Assessment (Appendix G)**

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

Activity Analyses

Students are required to demonstrate their competence in the ELCC standards by writing reflections of key learning experiences in the internship. Students will submit six (6) activity analyses aligned with the learning plan and internship standards. Each analysis will consist of a page and a half to two page synopsis of a significant activity, along with supporting documentation and artifacts.

These activity analyses will be the foundation for the Professional Portfolio required for completion of the Master of Arts in Educational Leadership and Michigan administrator certification (see Professional Portfolio Guidelines).

Roles and Responsibilities

Responsibilities of the Student Intern

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

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

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

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

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

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

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

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

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

10. Letters of recommendation from professors and a student's advisor in the EDL department are important, but if they have not actually supervised the student in practice, then they are not really equipped to speak directly about an intern's skills. Letters of recommendation from internship 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 Department of Educational Leadership's philosophy, policies and procedures pertaining to an internship placement.

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

3. Taking a proactive posture in all matters pertaining to internship training and experiences, including:

    A. Identifying problems early on, and if they occur, communicating them quickly to the intern, and if necessary, the faculty supervisor.

    B. Identifying and employing a variety of rotational, comprehensive and complementary learning opportunities and projects for the intern.

    C. Making the intern feel welcome; facilitating student's orientation, assigning appropriate tasks, and providing suitable and regular time for supervisory and formative evaluation discussions with the intern.

    D. Introducing the intern to the administrative leadership team, and other faculty and stakeholders at the internship institution.

    E. Communicating work policy on such matters as:

        - Daily working hours
        - Weekends in the community, as appropriate
        - Responsibilities
        - Professional dress recommendations
        - Personal conduct
        - Absences

4. Certifying completion and evaluation of the intern's performance.

5. Participating in internship conferences with the intern and internship coordinator.

Suggested Readings

Baird, B. N. (2016). The internship, practicum, and field placement handbook: A guide for the helping professions. London: Routledge, Taylor & Francis Group.

Bold, M. (2008). *Reflections: Preparing for your practicum and internship.* Clifton Park, NY: Delmar Learning.

Cunningham, W. G. (2007). *A handbook for educational leadership interns: A rite of passage.* Boston, MA: Allyn & Bacon.

Capasso, R. L., & Daresh, J. C. (2001). *The school administrator internship handbook: Leading, mentoring, and participating in the internship program.* Thousand Oaks, CA: Corwin Press.

Green, R. L. (2017). Practicing the art of leadership: A problem-based approach to implementing the professional standards for educational leaders. NY, NY: Pearson.

Martin, G. E. (2017). School leader internship: Developing, monitoring, and evaluating your leadership experience. New York, NY: Routledge.

Shipman, N. J., Queen, J. A., & Peel, H. A. (2007). *Transforming school leadership with ISLLC and ELCC*. Larchmont, NY: Eye on Education.

Leadership Internship Application

STUDENT INTERN INFORMATION

NAME:	CMU STUDENT ID NUMBER:

STREET ADDRESS:

CITY:	STATE:	ZIP:

PHONE:	COUNTRY:

CURRENT JOB TITLE:	CMU E-MAIL ADDRESS:

CURRENT EMPLOYER:	CURRENT SCHOOL OR LOCATION:	TEACHER OR ADMIN:

COHORT OR ONLINE:	WHEN DO YOU ANTICIPATE CONDUCTING FIELDWORK? ☐FALL ☐SPRING ☐SUMMER	YEAR:

PLACEMENT INFORMATION

ORGANIZATION NAME:		
ADDRESS:		

CITY:	STATE:	ZIP:

PHONE:	COUNTRY:	PUBLIC ORGANIZATION: ☐Yes ☐No

SUPERINTENDENT/CEO/EXECUTIVE OFFICER NAME:	JOB TITLE:

EMAIL ADDRESS:	PHONE:

MENTOR NAME:	JOB TITLE:

MENTOR EMAIL ADDRESS:	MENTOR PHONE:

MENTOR PLACE OF WORK:		2+ YEARS IN POSITION: ☐Yes ☐No	ADMIN CERTIFICATION: ☐Yes ☐No
MENTOR'S CURRENT POSITON:	GRADE RANGE SERVED:	5+ YEARS OF EXPERIENCE: ☐Yes ☐No	RESUME ATTACHED (REQUIRED): ☐Yes ☐No

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

Intern Signature: _____   Date: _____

Internship Mentor Agreement

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

I agree to provide the following as an Internship Mentor:
- I will provide supervision meetings with the internship student 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 that align with all six ELCC standards.
- A work schedule including days, times, and special dates/events.

Signature:

Mentor Signature:_____ Date:_____

Mentor Name: _____

Student Name:_____

Organizational Profile

Use this guide to develop a profile of your internship institution. The objective is to get to know the organization 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 Organization

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:

	Full Time	Part Time
Administrators		
Classroom Teachers/Academic Subject Teachers		
Special Education Teachers		
Teacher aides		
Library or media professionals		
Counselors		
Social Workers		
Security officers		
Food service personnel		
Clerical		
Custodial and maintenance		
Nurses		
Volunteers		
Other (Specify)		

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 institution 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 institution? What are your perceptions of the qualities and characteristics of the institution?

Leadership
1. Describe the leadership style of your mentor and how it affects the operation of the institution.
2. Describe the leadership of the superintendent and how it affects the operation of the institution.
3. Describe the leadership of teachers and how it affects the operation of the institution.
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 institution to realizing that vision?
6. Describe the relationships between the institution and other parts of the system. What formal connections are in place? Informal connections?
7. Does the institution have a formal mechanism in place to foster improvement and ensure accreditation? What is it?
8. What are the mission and philosophy of the institution? 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 institutional issues? How are all staff members involved in decision making?

Organization
1. How long is the school day? How much of it is used for lunches, recess, and other non-instructional activities? How much is devoted to the basic skills? Length of academic periods? How many periods per day?
2. How are teachers organized for planning and instruction; e.g., by grade levels, subject matter, inter-disciplinary teams, etc.? Is there cross-grade teaming? How much time is allotted for planning? Is there a duty-free lunch period?
3. Describe the governance structure at the institution. 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 institution?

Discipline

1. Does the institution 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 institution?
    Student suspensions, Assaults on students, Assaults on teachers, Incidents of vandalism, Firearms violations, Substance abuse violations, Discipline referrals (formal), other.
3. Have these numbers been consistent over the past three years? If not, what changes have occurred?
4. What procedures are in place to ensure safety of children and adults at the institution?

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 institution 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 institution 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 institution 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 institutions. 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?

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Mentor Observation Form

Student Intern Name:_____

Internship Institution: _____

Students must complete a minimum of TWENTY (20) HOURS of structured observation of a certificated administrator in categories related to the ELCC Standards and report those observations on this form. Not all standards need to be observed for the same number of hours; some may have more than others. Record these hours to the Internship Log Form with more specific details, including name of administrator observed. These hours must also be listed individually on the internship log.

Standard I: Steward of Vision   Hours Observed [   ]
Strategic Planning, Data Collection and Analysis, Effective Communication, Negotiations, Consensus Building.

Standard II: Instructional Leader   Hours Observed [   ]
Analyzing the Curriculum, Supervision of Instruction, Instructional Strategies, Learning Theory, Motivation Theory, Learning Technology, Student Achievement Evaluation, Testing and Measurement, Supervision of Extra Curricular Education, Staff Development, Adult Learning, Change Process, Student Discipline, Student Services

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 [   ]
Position Goals and Requirements, Philosophy of Education, History of Education, Ethics, Interpersonal Relationships, Issues and Conflict Resolution

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   Hours Observed [   ]

Signature:
        Mentor Signature:_____   Date:_____

        Mentor Name: _____

Internship Learning Plan Agreement
EDL 699 Leadership Internship

Student Intern Name: _____

Internship Organization: _____

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.

Example Activity 1: School Curriculum DO NOT INCLUDE THESE EXAMPLES ON YOUR DRAFT AND FINAL COPIES				
Example Goal 1:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**
Analyze Current Curriculum	Participate on a task force that examines and revises the school curriculum.	Participate in and lead a team in analyzing and revising course or subject curriculum.	Participate in and lead some aspect of the development of the annual school budget proposal.	1.1, 1.2, 1.5 2.1, 2.2, 2.3, 2.4 3.2
Example Goal 2:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**
Revise Current Curriculum	Conduct an inventory of current school instructional technology	Participate in and lead the establishment of a school partnership	Participate in one or more school board meetings (make presentation, participate and decision making).	3.5, 4.3, 4.5, 6.2

Activity 1: (STANDARD 1 FOCUS)

Goal 1:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:
Goal 2:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:

Activity 2: (STANDARD 2 FOCUS)

Goal 1:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:
Goal 2:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:

Activity 3: (STANDARD 3 FOCUS)

Goal 1:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:
Goal 2:	Action Step 1:	Action Step 2:	Action Step 3:	Standards Met:

Activity 4: (STANDARD 4 FOCUS)				
Goal 1:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**
Goal 2:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**

Activity 5: (STANDARD 5 FOCUS)				
Goal 1:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**
Goal 2:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**

Activity 6: (STANDARD 6 FOCUS)				
Goal 1:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**
Goal 2:	**Action Step 1:**	**Action Step 2:**	**Action Step 3:**	**Standards Met:**

Discuss these with your faculty supervisor and your mentor then sign below to indicate agreement with the goals before starting activities.

Student Signature:_____   Date:_____

Mentor Signature:_____   Date:_____

Mentor Printed Name:_____

Internship Coordinator Signature:_____   Date:_____

Sample Internship 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.

Standard	Skill and experience areas	Sample activities
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

APPENDIX F – Internship Log

Internship Log

Student Intern Name:_____

Internship Organization:_____

Date and Contact	Time (hours)	Activity (Brief)	Relevant ELCC Standards Met (use #'s)	Role (L, A, P, O*)
9/10/12	1.5	Meeting on school vision with principal and SIP	1.1, 7.1	P, O
9/17/12	1	Student Council Meeting— Drafted plans for homecoming activities and events	2.5, 3.6, 3.7	A, P
9/19/12	2.0	Analyze school enrollment data and draft a 2-year staffing plan for school	3.8	L
9/22/12	.5	Share and discuss staffing plan with principal	3.8, 7.2	L, P
	Running Total			***Leader, Assistant, Participant, Observer**

Student Signature:_____ Date:_____

Mentor Signature:_____ Date:_____
Mentor Printed Name:_____
Internship Coordinator Signature:_____ Date:_____

Assessment Rubric: EDL 699.2 - Mentor Assessment

Administrator Certification - K-12 Building Level

Updated 3-28-2015

Student Name

	Exemplary	Above Average	Proficient	Marginal	Unacceptable	Not applicable	Score
	5	4	3	2	1	0	
Standard 1: 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.							
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 partnerships; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and formulate plans to steward school vision statements. (ELCC 1.1)							0
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)							0
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)							0
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)							0
Candidates demonstrate skills required to lead others in developing an understanding of technology in learning, teaching, and school improvement. (MI 1.5)							0

Vision and Goals

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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.

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)		0
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)		0
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)		0
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)		0

Teaching and Learning

3 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.						
Managing Organizational Systems	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)					0
	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)					0
	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)					0
	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)					0
	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)					0

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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.

Collaborating with Key Stakeholders		0
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)		0
Candidates demonstrate skills required to identify and use diverse community resources to improve school programs. (ELCC 4.2)		0
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)		0
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)		0
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)		0

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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.

Ethics and Integrity		5
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)		0
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)		0
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)		0
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)		0
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)		0

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The Educational System	6					0
	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.					
	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)					0
	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)					0
	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)					0

TOTAL   0

108-135 = Highly Exceeds the Standards

81-107 = Exceeds the Standards

54-80 = Meets the Standards

27-23 = Meets the Standards with Conditions

0-26 = Does not Meet the Standards

_____ MENTOR NAME

_____ MENTOR SIGNATURE

_____ DATE