Department of Teacher Education

Graduate Programs

Educational Leadership Internship Guidelines
Initial Principal License

Masters Degree: Education

Revised Fall 2012
The *Educational Leadership Internship Guidelines* is designed as a resource to guide the internship experience. Outlined in this handbook are activities and assignments focused on developing reflective professional practices and decision-making skills in the K-12 school setting.

The Educational Leadership Internship Guidelines is designed to provide information for all members of the Internship team; the intern, the mentors, and the university supervisor. The internship team cooperates to offer opportunities to use the skills and knowledge included in the course of the Leadership program. It is designed to foster professional growth, enrichment, and fulfillment. Specific assignments are outlined so that the internship experience proceeds in a systematic fashion. It is our hope that this handbook will increase the quality and accuracy of shared information for everyone on the team and will lead to a meaningful and relevant internship experience.
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Overview of the Internship

The goal of this internship experience is to provide the principal candidate with a detailed school experience. Working with practicing K-12 administrators and experienced university level supervisors, interns will gain insight into the issues and elements involved in school leadership.

COURSE PREREQUISITES:

The candidate must be concurrently enrolled in the appropriate cognate courses prior to enrolling in the internship for those courses. The candidate must have approval from the Graduate Program Coordinator for the Department of Teacher Education at the Alamosa Campus prior to enrolling in the associated internship. You can reach this office by calling 1-800-662-3382 or 719-587-7936 or email gradted@adams.edu.

What is involved?

Two full school years and a 300-hour field experience under the mentorship of two educational administrators (one of which should not be in the building where the intern candidate is currently working or has worked). A supervisor is assigned by the university. This is a four semester (two full academic years) internship in order to experience a full school year of administrative responsibility, including the opening and closing of a school.

The candidate will demonstrate competencies in four areas of leadership:
- Instructional leadership,
- Organizational leadership,
- Strategic leadership,
- School-community leadership.

Knowledge Base

Colorado Standards for the Approved Program of Professional Educator and Requirements for an Initial Principal will form the knowledge base for this course. This course is required by Adams State University for the Colorado Initial Principal License.

Requirements and Responsibilities of the Department of Teacher Education, Adams State University

- Provide the internship guidelines
- Provide a supervisor to visit and evaluate the Intern
- Coordinate the experience with the school district and on-site mentor
- Provide needed forms and timelines
- Provide the final assessment of the internship
- Provide guidance on the research activities of the intern
Requirements and Responsibilities of the Mentor

- Hold a principal license or an administrative license (or certificate) from the state licensing/certification office
- Have a minimum of three years administrative experience in education
- Be willing to mentor and complete the appropriate evaluation forms for the internship
- Actively support the intern to a successful completion of the internship

Responsibilities of the Intern

- Be a positive and educationally significant force in all pertinent areas of the school community
- Be punctual and organized; professional behavior is required at all times
- Communicate appropriately with the mentor and the supervisor throughout the internship
- Fulfill all the requirements of the internship as enumerated in the Internship Guidelines
- Keep a reflective journal with weekly entries regarding all aspects of the internship experience
- Keep a written log of all hours worked on internship activities
- Complete all activities under the objectives of the specific internship
- Complete all forms, assignments and paperwork on time
- Follow the recommendations of the university supervisor for how to submit verification of experiences
The Developmental Field Experience

The following topics are listed with a series of activities (suggested and required) under each. You are required to:

At the beginning of each semester, submit to your university supervisor, a listing of the activities you plan to perform in agreement with your mentor. Your university supervisor will give you the due date for this listing.

Read and understand the activities that you are asked to do. They are listed beneath the topic. If there are questions, contact your university supervisor for clarification.

Complete all required activities. Make sure that you have completely addressed the activity in a way that shows your level of understanding of the activity and shows the level of purposeful work in completing the activity.

Submit all required forms to your supervisor and follow up on their submission to the university.

ED 515 Principal Internship I  Must be concurrently enrolled in ED505 and ED508.

Required Activities:

ED505:

- Attend most school board meetings
- Attend and take notes for at least two district administrator meetings. (highly recommended to the extent possible)
- Prepare and deliver to community groups one or more programs about new items in the school, district or state or education in general.
- Thoroughly understand and comment upon school safety plans and policies. Make recommendations.
- Become familiar with communication issues related to school newspapers, newsletters, parental notices, student and teacher handbooks, news releases etc. Make recommendations for improvement.
- Prepare articles or issues for the school newspaper, newsletter or other parent communication items such as news releases.
- Review the existing community relations plan for the building or district and make recommendations.
- Directly supervise a series of athletic events or other activities.
- Directly supervise bus loading/unloading, especially at the beginning of the year.
- Become familiar with existing periodic reviews policies for district technology needs in software, hardware and training.
- Interview district personnel on technology integration in the classroom.

ED508:

- Examine school policies on equity issues and make recommendations as needed
- Review with Administration ethical and equity issues
- Become familiar with affirmative action and equity policies in the district
- Interview the district fiscal officer to understand the school year budget
- Review the district free and reduced lunch program
- Review districts personnel policies

**Choice Activities:**

**ED505:**
- Prepare and present a motivational, general in-service for building or district faculty
- Prepare and present a series of special segments at building staff meetings on a series of educational or cultural topics
- Prepare a school web site and maintain it during the intern period
- Study the feasibility of an e-mail/Internet system between teachers, parents and administrators if one is not in place
- Coordinate with building or district director or principal in the scheduling of staff for extracurricular and events
- Establish a proposed district or building technology training schedule based on needs of staff
- Prepare and conduct an in-service for district personnel on diversity issues in education.
- Examine the possibility of the establishment of a student/teacher exchange program with an American Indian reservation school, an inner city school or an overseas school

**ED508:**
- Aggregate and coordinate the production of a building project
- Lead a group or committee working on a school project, activity, or study

**ED 525 Principal Internship II** Must be concurrently enrolled in ED509 and ED510.

**Required Activities:**

**ED509:**
- Analyze either the budget or the previous year’s expenditures to determine costs for a particular program (which is not a cost center in itself)
- Discuss support staff functions and budget with the district support staff supervisor or appropriate person in order to understand the issues

**ED510:**
- Prepare a line-and-staff chart showing how each employee fits into the school structure
- Participate in contract negotiations with the district. (It is a requirement that you familiarize yourself with the local issues in contract negotiations with the local teachers’ association)

**Choice Activities:**

**ED509:**
- Review a complete grant program for the building or district (such as Title II Math/Science, Drug Free Schools) or write and implement a new grant program

**ED510:**
- Produce and prepare for signature all memos and other internal correspondence for superintendent to principals
**ED 535 Principal Internship III**  Must be concurrently enrolled in ED528 and ED529.

*Required Activities:*

**ED528:**

- Take leadership role within building or district in curriculum development and planning
- Analyze building curriculum for standards-based components
- Analyze a selected grade level, department, or course to identify areas of strength and possible ideas of change
- Be assigned as a direct supervisor for at least one (no more than five) teachers, to include a pre-conference, observation, post-conference, and summative conference utilizing regular district procedures and documents
- If (a) is not possible, conduct observations along with the assigned supervisor and discuss them with the supervisor
- Draw up the personnel/class schedule for the entire building at the start of the school year or assist in developing the personnel/class schedule for the next year. At the elementary level, this would include all special education teachers and special events.
- Become familiar with building and district attendance policies and serve with school attendance personnel in attendance follow-up; recommend improvements
- Serve on all possible Student Study teams for other planning teams for children on IEPs or ILPs
- Review alternative assessment methods for mainstreamed special education students

**ED529:**

- Review staff selection procedures and interview questions
- Conduct a comprehensive review of an instructional program within the school
- Discuss with district support services manager or principal scheduling issues of personnel and facilities
- Assist athletic director in scheduling of practices and competitions. (Required for secondary)
- Become familiar with the issues of supervision in maintenance, janitorial, custodial, and facilities. Supervise a building, wing, or special area such as a library to include all maintenance and cleaning if possible.
- Review student services programs for the school and make recommendations for additions, deletions, or changes
- Serve as “apprentice” with school counselor, especially in the areas of testing and classroom presentations. (Required: Shadowing of counselor during part of intern period.)
- Do an in-depth analysis of achievement test scores for one or more grade levels or subjects
- Work with district testing coordinator or building testing coordinator in administering of state tests
- Analyze the school administrative management systems and records and recommend improvements
- Study district or building report cards and recommend improvements
- Analyze school policies and procedures in this area and recommend changes
- Conduct a review of the building to identify facility problems and propose solutions
Choice Activities:
ED528:
- Coordinate preparation or update of the district special education plan
- Serve as a direct supervisor for a special education teacher of aide
- Review textbooks and other instructional materials issues of equity
ED529:
- Direct a special project needed locally for the Principal or Superintendent
- Schedule use of gym or other public-share areas for the semester or year
- Assist students as they establish and change their secondary course schedules
- Supervise a special function such as hot lunch for the internship period
- Serve as “assistant principal for facilities” in a small school building
- Design and implement a program to orient transfer students to the building
- Check maintenance needs, plan actions and draft a schedule of summer maintenance (highly encouraged)

ED 545 Principal Internship IV
Required and Optional activities for the final internship semester will include all of the above assignments for each of the 3 previous internships. This internship will be conducted at the alternative site, meaning it cannot be in the building where the candidate just completed the previous 3 internships. If the candidate has been working in an elementary school setting, this alternative internship must be in a secondary school setting. The same is true for those working in the secondary setting for the first 3 internships; they must then work in an elementary setting.
Reflection Papers

Each principal intern must submit three (3) reflection papers each semester of no more than ten (10) pages and no less than four (4) pages. This will make a total of twelve (12) reflection papers for the two year internship. The papers should be typed double-spaced and each page numbered. The following information should be contained on each submitted reflection paper:

Name of intern
School where intern is completing internship
Time period the reflection paper is covering
Address and phone number of intern submitting the paper
Number of reflection papers being submitted

Reflection papers are due on the following dates:

Paper 1  September 30
Paper 2  October 30
Paper 3  November 30
Paper 4  February 28
Paper 5  March 30
Paper 6  April 30
Paper 7  September 30
Paper 8  October 30
Paper 9  November 30
Paper 10  February 28
Paper 11  March 30
Paper 12  April 30
**INTERNSHIP LOG SHEET**

Please duplicate as needed or create your own using an approved format.

Candidates must keep a time and activity log during the course of each internship. You must document all 300 hours of activity.

Internship Log for:  

<table>
<thead>
<tr>
<th>Internship Number</th>
<th>Hours</th>
<th>Topic</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED515</td>
<td></td>
<td></td>
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<tr>
<td>ED525</td>
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<td>ED535</td>
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<tr>
<td>ED545</td>
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</tr>
</tbody>
</table>

Please circle appropriate internship number. Each internship is worth 50 hours, except ED545 which is worth 150 hours.
CONFIDENTIALITY STATEMENT

Date:________________________

Candidate name:____________________________________________________________

Please take a moment to read this letter, as I am seeking your collaboration regarding the individual named above.

This person is a educational leadership candidate in our graduate program and is enrolled this semester in the course titled, “Principal Internship.” In an attempt to make the course relevant, to connect theory to practice and to provide graduate candidates with experiences similar to those they will actually face on the job, the course includes 300 hours of developmental field experiences. The menu of suggested experiences is included in the candidate’s internship handbook.

I ask for your assistance in this endeavor. Leadership candidates have been told they must have clearance from the principal prior to undertaking any specific developmental experience. If it creates significant inconvenience, or is unreasonable for you to do, simply ask him/her to choose another activity.

It is most important that you understand that any tasks completed will be handled with complete confidentiality; leadership candidates have been instructed that the names of people or the school must be removed from any document submitted. The statement in the course syllabus reads as follows:

Confidentiality Statement

The requirements of this course include the discussion of many situations from various schools.

The candidate is to remove all names from any documents submitted, including the name of the school. If the document could still be used to identify the specific school or individual(s) involved, the candidate should alter any part of the fact pattern to ensure that identification cannot occur. The professor recognizes that such documents are sensitive and may be politically sensitive, and therefore requires the following additional precautionary actions:

✓ Candidates must give the letter to the school principal(s).
✓ Candidates must refrain from using any names, including the names of a school, in class discussions.
✓ Candidates must respect the confidentiality of other schools discussed in class and refrain from discussing documents or specifics of any other schools outside of class.

Failure to perform according to the standards listed above will be considered a violation of the candidate honor code and will be reported to the Department of Teacher Education Chair. Disciplinary consequences will be imposed including dismissal from the program.

It is ASU’s hope that these precautions promote sufficient confidence for you to be able to collaborate with ASU, and that you agree that these experiences will be valuable for an aspiring administrator.

Thank you in advance for your anticipated cooperation. Please do not hesitate to contact the Graduate Office at 800-662-3382, if you have questions or need any other assistance in this endeavor.
PERCEPTIONS OF THE INTERNSHIP EXPERIENCE

INTERN: __________________________________________________________

DISTRICT/SCHOOL (S): ____________________________________________

GRADE LEVEL: ____________________________________________________

Indicate your level of agreement with the following statements based on your internship experience. Use the following key to complete this form. Write your answer to the final three items in the space provided or on the reverse side.

SA–Strongly Agree  A–Agree  N–Neutral/Unknown  D–Disagree  SD–Strongly Disagree

My internship experience….

_____1. Was a positive learning experience.

_____2. Measured up to my expectations.

_____3. Was a sufficient length

_____4. Was a collaborative effort between my mentors, my supervisor and myself.

_____5. Allowed me to feel that I was an accepted member of the administration team.

_____6. Was a beneficial experience in my educational leadership program.

_____7. Has sufficiently prepared me for a position in educational leadership.

_____8. Allowed me to develop my individual management style.

_____9. Gave me new ideas about leadership and managing a school.

What I liked best about my internship was…

What I liked least about my internship was…

My suggestions for improving the internship experience are….
Adams State University
Department of Teacher Education
Graduate Programs

CERTIFICATION OF DEMONSTRATING COMPETENCY REQUIRED FOR
ADDED ENDORSEMENT and INITIAL PRINCIPAL LICENSE

________________________________________ has/has not (circle one) completed the internship as defined
for an added endorsement or initial principal license at Adams State University.

Please mark appropriate program for this candidate.

Initial Principal License_____ Special Education Generalist Endorsement _____
Culturally & Linguistically Diverse Endorsement _____ Reading Teacher Endorsement ___

INTERNSHIP INFORMATION

SITE OF INTERNSHIP ________________________________
ELEMENTARY/SECONDARY ________________________________
SCHOOL ADDRESS ________________________________

________________________________________

DATES OF INTERNSHIP __________ TO ___________ (Example: Fall 2012 – Spring 2014)

Candidate Signature ________________________________ Date__________
Mentor Signature ________________________________ Date__________
Supervisor Signature ________________________________ Date__________

This form must be submitted by the candidate at the end of the internship experience to:
TED Grad Program Coordinator 208 Edgemont Blvd. Suite 3050 Alamosa, CO 81101