

***READ THIS HANDBOOK CAREFULLY***

# **Educational Leadership Intern and Mentor Handbook**

## **K-12 Building-Level Administration Effective Winter Semester 2022**

A student and mentor guide for the  
**Master's and Basic School Administrator**  
Internship process.

**Eastern Michigan University  
Department of Leadership and Counseling  
Ypsilanti, MI**

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## Introduction

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The Educational Leadership faculty at Eastern Michigan University advocate the "tri-dimensional model" of leadership development articulated by John Daresh. The three dimensions included are academic preparation, field-based learning/internship and the professional formation. Daresh (1988) states:

People must be prepared for leadership roles through equal attention to strong academic programs, realistic guided practice, and perhaps most importantly, through the formation of individual candidates as aspiring administrators who need to be able to cope personally and professionally with the ambiguities associated with school leadership. (p. 184)

As students approach the final stage of their academic preparation, attention is placed on their field-based learning/internship experience.

Interns are placed in local or intermediate school districts, public charter schools, and private secular or religious schools, under the direct supervision of an experienced and certified educational administrator. Student is asked to dedicate a minimum of 12 hours per week for a minimum of 16 weeks for the two-credit graduate credit experience. However, in consultation with a student's academic advisor, the internship may be elected for additional credits: Three-credits would require an internship of 360 hours; a four-credit internship would require 480 hours. Internships of three- or four-credits must be approved by your faculty advisor and recorded on the student's program of study.

Internship experiences will vary in degree of responsibility, focus on a variety of leadership styles and allow the intern to explore different levels of administration in a myriad of diverse settings. The intern must also complete various reflective activities throughout the semester and submit an internship notebook at the culmination of the experience. **The goal of the internship is to ensure the candidate meets requirements set forth by the Michigan Department of Education.**

This packet of materials has been prepared to guide the prospective intern in planning and completing the internship experience. It is imperative that these materials be reviewed prior to the start of the internship experience. Each stage is carefully explained and all interns are expected to follow the identified steps.

## **Purpose of the Internship Experience**

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The overall purpose of the educational leadership internship at Eastern Michigan University is to provide candidates with significant opportunities in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills

More specifically, the goals of the educational leadership internship are:

### **1. Substantial:**

- a) Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders (ELCC 7.1).
- b) Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience (ELCC 7.2).

### **2. Sustained:**

- a) Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis (ELCC 7.2).

### **3. Standards Based:**

- a) Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders (ELCC 7.1).
- b) Experiences are designed to accommodate candidates' individual needs (ELCC 7.1).

### **4. Real Settings:**

- a) Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills (ELCC 7.2).

## **5. Planned and Guided Cooperatively:**

- a) Candidates will be mentored by an on-site building level administrator with at least a Master's degree in educational leadership, holds a building level administrative certification, and has a minimum of three years of building level administrative experience (ELCC 7.3).
- b) Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs (ELCC 7.3).

## **6. Credit**

- a) Candidates earn graduate credit for their intern experience.

**Note: Length Equivalency:** A full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (9 hours per week).

## Procedures for Internship Enrollment

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1. Prospective interns need to contact and/or meet with the university internship director **the semester prior to anticipated** enrollment. The purpose of this meeting is to obtain the necessary internship materials (application, checklist & handbook) and discuss potential internship placement.

**The internship is designed as a capstone activity and should be completed near, or at, the end of the student's academic program.**

**There is one enforced prerequisite for enrolling in the internship course. Students must have completed or be concurrently enrolled *at the beginning of the internship*, in EDLD 620 (The Principalship).**

2. **Placement for the internship will be arranged by the intern.** Specific placement may be designated inside or outside the intern's place of employment. The intern can expect to have varied experiences at different levels in the organization depending upon the individual career goals of the intern. Final placement is dependent upon a favorable interview of the prospective intern and site mentor, and official confirmation by the university internship director.

A candidate's **mentor should have a Master's degree, current building-level administrator certification, a minimum of three years of experience as a building level administrator, as well as approval from the district.** You will need to provide a copy of the mentor's current resume as part of your internship application.

3. Prospective interns must complete and return, via email, the application form (along with a copy of his/her unofficial transcript), resume, mentor's resume, self-assessment (see Appendix A), and internship plan (see p. 8 and Appendix B) to the university internship director.
4. Following receipt of all internship application materials, the university internship director will work with the student to schedule and complete a three-way conversation with the intern's mentor, preferably via a video-conferencing platform. After this conversation, the internship director will submit permission for the prospective intern to register for the internship.
5. Please note that, only after the permission to register has been submitted by the internship director, may an intern begin logging internship hours.

Students are required to do their own registration once permission is obtained from the department. **If the intern does not register for the internship course prior to the first day of classes for the term, the university will assess a significant late registration fee if the student is not already registered for other courses.**

## Roles and Responsibilities

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### **The Intern will:**

1. Download the Internship Handbook, Application, and Check List found in the “Forms, Manuals, and Notebooks” section of the university’s College of Education website. These are .pdf files and require Adobe Reader.
2. Engage in all self-assessment activities described in this handbook (See “Preparing for the Internship” p. 7).
3. Initiate a meeting with the site mentor to discuss the development of the internship plan (See “Internship Plan p. 8 and Appendix B).
4. Complete and submit the internship application form, unofficial transcript, intern’s current resume, mentor’s current resume, self-assessment, and internship plan via email to the university director of internships.
5. Discuss potential placement options with the university internship director. Email is the preferred method of communication to start this process.
6. Schedule a meeting or a conference call at the internship site with the site mentor and the university internship director to review the internship plan.
7. Engage in all tasks that are written in the internship plan.
8. Prepare all materials described in the “Written Requirements” (p. 14) section of this handbook.
9. Schedule an “email-conference” each 50-60 hours of the internship with the university internship director to discuss the progress of the internship. The reflective journal and progression toward the student’s goals will be discussed with the university internship director at this meeting.
10. Submit materials described in the “Evaluation” (p. 18) section of this handbook to the university internship director at the culmination of the internship either electronically or in paper format.

**The Site Mentor will:**

1. Agree verbally and in writing to accept the intern for the designated semester and time.
2. Meet with the intern to develop the goals that make up the internship plan.
3. Participate in the initial three-way conversation with the intern and university internship director to fully understand the mentoring role and have questions answered
4. Provide needed guidance and assistance in the accomplishment of the goals cited in the student's internship plan.
5. Meet with the intern and university internship director at mutually arranged times to discuss the progress of the intern.
6. Complete the mentor feedback form at the culmination of the internship and use it as the basis for a conversation with the intern about his/her strengths and to support him/her in identifying additional opportunities/experiences in which he/she may wish to engage to prepare for a building-level administrator role.

**The University Internship Director will:**

1. Communicate with the on-site mentor regarding placement of the intern and provide an orientation about the university's expectations regarding mentoring a building-level administrator intern.
2. Meet at the internship site or participate in a conference call(s) with the site mentor and the intern to review the internship plan.
3. Provide assistance to the intern and site mentor as needed.
4. Hold regular conferences (e-mail conferences) during the internship experience and ascertain the intern's progress toward the accomplishment of his/her internship goals.
5. Consult with the site mentor and intern if necessary at the culmination of the internship to determine the quality of the internship experience and the intern's accomplishment of the goals set forth in the internship plan.
6. Read and assess the written materials prepared by the intern in the Internship Notebook.



## Preparing For Your Internship

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Students begin the internship process with a self-assessment comprised of three components. The first component consists of preparation of the student's resume. The resume will be used to familiarize the site mentor with the intern's background and experience, and be included in the internship notebook.

The second component of the self-assessment process is a careful review of one's professional portfolio. The professional portfolio has evolved throughout one's career and academic training process and may be reflected upon as the intern engages in this stage of their current professional development. Potential strengths and weaknesses may be identified.

Lastly, the student completes the self-assessment instrument in Appendix A. This instrument has been developed from the knowledge, skills and dispositions reflected in the standards-based curriculum of the Educational Leadership Program at Eastern Michigan University.

Careful reflection upon these three pieces of information shall serve as a foundation for the development of the internship plan. The internship plan is constructed around the identified needs of the student, potential needs at the internship site, and incorporates experiences related to all ELCC standards.

## Internship Plan

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After the intern has completed the self-assessment, the intern should schedule a meeting with the site mentor. The purpose of this meeting is to establish the internship plan. The intern should discuss his/her background reflecting on both his/her personal strengths and identified needs. The site mentor and the intern need to brainstorm potential activities and experiences that will enhance and support the interns continued growth and development as an educational leader. The plan should be developed collaboratively by the student and site mentor.

The internship plan is made up of two parts. The first part of the internship plan are activities that are required of all interns. The second part of the internship plan are activities developed by the intern and site mentor within the standard areas.

## Internship Plan

### Part I

All interns are required to engage in the following activities. Documentation for these activities should be included in the internship notebook to be presented at the end of the internship experience.

#### **Diversity Activity**

Throughout your program of study in the Educational Leadership program the intern been engaged in experiences that have required them to work with diverse student populations. The intern is expected to develop an activity for their internship that will focus on both a sub-population of the school and the use of data. This activity should focus on students from one of the following school sub-populations: *race, ethnicity, gender, SES, ESL, or Special Education*.

This data-driven diversity activity should be explicitly and intentionally developed in consultation with one's mentor and should focus on a population with which the intern has not previously worked. It should target a specific sub-population(s) based upon what you learn from your data dive. The identification of the population you will be working with must be made explicit in your description of this activity. This activity **can also** be used as one of the internship activities in Part II of the internship plan.

#### **School Management (ELCC Standard 3.0)**

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

**Activity:** The use of technology is an ubiquitous, and increasingly important, part of a school's instructional delivery model. Technology, however, should not be an end in itself, but rather it should exist to support high-quality instruction that results in increased student learning and achievement.

In explicit and intentional conversation and planning with an intern's mentor, the intern should develop an activity that supports the intern's deeper understanding of the role technology can or does play in ensuring all students have access to high-quality instruction. This activity may focus on an existing program or practice, the investigation of a new technology-based instructional tool, the piloting of a new program or practice, etc. It may focus on either/both teachers' use or students' use of technology in service of teaching and learning.

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

**Activity:** Conduct a comprehensive review of policies related to providing school staff, students, and visitors with a physically safe and secure building environment and/or a school space that is a social-emotional/mental healthy environment of each and every student. You may also focus on investigating or piloting a program that focuses on physical, SEL, and/or mental health.

To support your work, consider using the following resources provided by the Michigan Department of Education:

- 1) [The Expanded School Safety Summary List](#)
- 2) [Michigan State Police Office of School Safety](#)
- 3) [Final Recommendations of the School Safety Task Force](#)
- 4) [Michigan Department of Education: Social-Emotional Learning \(SEL\)](#)
- 5) [Michigan Department of Education: Mental Health Resources](#)

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

**Activity:** Assist with the **development of a school master schedule** or review the process used to develop the school's master schedule. This schedule should reflect how instructional time and student learning is maximized. This can be for the regular school year or for a summer school program. (Report describing the process used to develop the schedule and how this reflects how instructional time and student learning is maximized, copy of the schedule developed)

## **Part II**

Part II of the internship plan should be structured to meet the specific professional development needs of the intern. There are two components of Part II; the **Reactive**, which is shadowing and observational activities and the **Interactive** and **Active** experiences, which provide the intern with leadership opportunities. An example Internship Plan and suggested activities can be found in the Appendix of the handbook.

### **Reactive:** Shadowing and Observations

This part of the internship consists of observations and shadowing experiences. The intern should have the opportunity to observe a variety of leaders in multiple situations working with diverse populations and reflecting the varied components of the leadership role. Interns are expected to question, analyze, and integrate the observed leadership behavior in their reflective journal.

### **Interactive and Active:** Leadership Activities

Using the Educational Leadership Constituent Council (ELCC) standards developed by the National Policy Board for Educational Administration (NPBEA) and approved for the state of Michigan by the Michigan Department of Education (MDE) as a guide, the intern and mentor should collaboratively develop an internship activity for each standard. These activities should be designed to include coordinated interaction between leadership coursework and the internship experience. Interns are expected to develop linkages between theory and practice, and to actively discuss and analyze the leadership strategies utilized in each experience. These observations should be recorded in the intern's reflective journal. **The intern may use the activity developed for the diversity experience in Part II of the internship plan.**

**Interactive:** These activities should have the intern engaged in a specific project/activity or series of projects/activities related to the specific standard. The intern does not need to necessarily be in a leadership role, but should be a significant participant in the development, implementation, and assessment of the activity. **EACH OF THE ACTIVITIES FOR THE STANDARDS SHOULD BE INTERACTIVE**

**Active:** **For at least one of the standards the intern should assume full or nearly full responsibility for the activity.** The activity developed should be an intensive, comprehensive, and long-term experience.

**For each standard, provide a summary of your learning for the activity chosen to demonstrate your understanding and application of the standards.**

**ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement

school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

**ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment

**ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse

**ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**IMPORTANT:**

**THE INTERN WILL SUBMIT THIS INTERNSHIP PLAN TO THE UNIVERSITY INTERNSHIP DIRECTOR AND SCHEDULE A MEETING WITH ALL THREE PARTIES (INTERN, INTERN'S MENTOR, AND INTERNSHIP DIRECTOR), PRIOR TO BEGINNING THE INTERNSHIP. HOURS MAY NOT BE ACCUMULATED UNTIL AFTER THE MEETING TAKES PLACE.**

## Initial Internship Meeting

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The following items will be covered in the initial conference between the intern, site mentor, and university supervisor:

- ✓ Mentor Confirmation/Review of Internship
- ✓ Review of Requirements for the Internship
- ✓ Internship Timeline
- ✓ Subsequent E-mail conferences
- ✓ Internship Log – Journal – Documentation
- ✓ Mentor Feedback Form/Meeting & submission of Internship Notebook

## Written Requirements/Timelines

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The following are the written requirements to be incorporated in the internship notebook. Begin with logging all hours in the **internship log** (See Appendix C).

### Reactive Goals

- a) **Provide 1- 2 paragraph summary for each area of your Part 1 activities (Diversity, Technology, Safety and Master Schedule).** These summary should describe the impact of this activity on the school culture and / or student achievement. How does this activity align to the school's mission/vision/ goals? There should also be discussion on what impact this activity has had on your development as an future administrator. What skills and/or lessons learned was gained from this activity?
- b) Maintain a **reflective journal (Appendix E)** in which the intern recounts the significant experiences of the internship and reflects on those experiences. This would incorporate the deliberate, analytical analysis of the actions of school leaders. It would compare actions to intentions and offer thoughts regarding strategies for strengthening or refining actions in the future. A suggested format to be used for the reflective journal is included as Appendix E. The intern is encouraged to make a minimum of two journal entries per week throughout the internship.
- c) Prepare **one critical moment report (Appendix D) for every 110 hours of internship service.** The student should reflect on the action of another school leader and analyze and provide a critical assessment of the professional action. A suggested format to be used for the critical incident report is included in Appendix D. There will be a total of TWO critical moment reports.

### Interactive

- a) Engage in interactive experiences with other educational stakeholders in the internship setting. Observe the behaviors, attitudes and styles of leadership utilized by these individuals as well as yourself. Reflect on these observations in your **journal** and submit any **supporting documentation** that represents the efforts of those engaged in these processes.

### Active

- b) In conjunction with the site mentor select a long-term project for which the intern has full or nearly full responsibility. At the conclusion of the project submit **relevant documents** developed during the project and make necessary **journal** entries which describe the leadership theory, research and practice utilized during the project. Prepare your **professional formation paper** (see page p. 16).

### Summary of Written Requirements

These following items should be organized into a professional “notebook” (Google Drive folder, Microsoft Teams folder, or other electronic means such as a PDF document, PPT, website, etc.) that reflects the totality of the internship experience. These should be organized in this order:

- a. Student’s Resume
- b. Completed Self-Assessment Instrument (Appendix A)
- c. Internship Plan (p. 10 and Appendix B)
- d. Internship Log (Appendix C)
- e. Reflective Journal (Appendix E)
- f. Supporting Documentation and Artifacts
  - Diversity Activity
  - School Management Activities
  - ELCC Standard 1
  - ELCC Standard 2
  - ELCC Standard 4
  - ELCC Standard 5
  - ELCC Standard 6
- g. Critical Moment Report(s) (Appendix D)
- h. Professional Formation (p. 17)
- i. Mentor Feedback Form (Appendix F)

**ALL DOCUMENTS WILL BE UPLOADED IN CANVAS FOR FINAL  
NOTEBOOK SUBMISSION FOR GRADING IN COURSE**

### Timelines

In order to facilitate a meaningful internship experience, the university internship director will work collaboratively with the intern and site mentor to create timelines that will benefit all parties. It is recommended that the intern dedicate 8-10 hours a week to the internship process. This allows the student to have realistic, sustained access to the real work of school administration. Because the internship experience(s) normally spans across more than one semester, the intern will receive a transcript notation of "IP" (In Progress) for the internship. The "IP" notation will be removed following completion of all internship requirements and replaced with “CR” or “NC” (Credit or No Credit).

It is the responsibility of the intern to contact the internship director, **every 50-60 hours of the internship** to provide progress on internship via an email.

**PLEASE NOTE: Unless prior permission is received from the internship director, all students are expected to complete the internship within one calendar year.**



## Professional Formation and Exit Interview

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**This document will be placed in the intern's internship notebook**

**If the intern is completing the master's degree program (not the post-BA program), this paper should be sent to the intern's degree program adviser for use during the intern's exit from the program interview.**

After the internship, you are expected to review your initial self-assessment, reflective journal, critical incident report(s), interview notes, any supporting material, and course work you have completed in the program to synthesize your learning. Because of this reflection, the intern is to develop a personalized understanding of "what it means to be an administrator."

Interns are to prepare a 4-5 page paper that contains the elements of their reflection and details the current state of their professional thinking. It should deal with the following questions:

- During the program students read a lot and participate in many assignments and activities. Of all these things, what two or three are most memorable and how have they shaped who you are as a leader?
- As you reflect on your internship and the experiences you have had in your coursework, what are the skills, attitudes and feelings you would want to promote as an educational leader? Why are they important?
- What experiences in the internship shaped your beliefs? What experiences in your coursework have shaped your beliefs? How have they changed because of the internship and/or coursework? How have you changed as a leader? What stands out as areas of significant growth for you as an education leader?
- As you reflect on your internship and the experiences you have had in your coursework, what other experiences do you need to engage in as you continue your professional development?

**NOTE: The intern's Professional Formation paper should focus on the totality of their experience in the administrator certificate program, not just the internship.**

## Evaluation

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1. A total of 220-440 hours of contact time related to the internship and its activities are required for completion of the experience. The time requirement is determined by the number of credit hours elected by the student, i.e., 2 credits = 220 hours, 3 credits = 330 hours, and 4 credits = 440 hours.
2. Students are required to submit their Internship Notebook to the university internship director typically via Google Drive folder, Microsoft Teams folder, or other electronic means such as a PDF document, PPT, website, etc. The notebook will include the following:
  - a. Intern's Resume
  - b. Completed Initial Self-Assessment (Appendix A)
  - c. Completed Final Self-Assessment (Appendix A)
  - d. Internship Plan (p. 8 and Appendix B)
  - e. Internship Log (Appendix C)
  - f. Reflective Journal (Appendix E)
  - g. Supporting Documentation and Artifacts
    - i. Diversity Activity
    - ii. School Management Activities
      - i. Technology Activity
      - ii. School Safety Activity
      - iii. Master Schedule Planning Narrative
    - iii. ELCC Standard 1
    - iv. ELCC Standard 2
    - v. ELCC Standard 4
    - vi. ELCC Standard 5
    - vii. ELCC Standard 6
  - a. Critical Moment Reports (Appendix D)
  - b. Professional Formation (p. 16)
  - c. Mentor Feedback Form(Appendix F)
3. Evaluation of the internship will be the responsibility of the university internship director. Such evaluation will be based upon: (A complete rubric for the evaluation of your internship notebook can be found in the course syllabus on page 36.)
  - a. degree of completion of the goals outlined at the beginning of the internship;
  - b. degree of leadership skill, insight and development, as shown in the reflective journal, critical incident reports and professional formation;
  - c. degree of leadership skill exhibited, as noted in observations of site mentor and university internship director. The mentor feedback form will be used by the site mentor (See Appendix F). Additionally, the site mentor will be encouraged to prepare a narrative recommendation on behalf of the intern.
4. Following the submission of your internship notebook, the intern will receive a credit or no-credit grade for the internship experience.

## APPENDIX A

### ELCC Standards Self-Assessment

Name \_\_\_\_\_ Present Position \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

#### Directions

On the right side of the standard skill statement indicate your present skill level in effectively performing tasks related to this statement.

Use the following scale:

5 = Highly skilled

4 = Skilled

3 = Somewhat skilled

2 = Marginal skills

1 = No skills

**Use the results of this survey to help shape your internship plan.**

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**Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

<b>1.0: School Vision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.1: You understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.					
1.2: You understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.					
1.3: You understand and can promote continual and sustainable school improvement.					
1.4: You understand and can evaluate school progress and revise school plans supported by school stakeholders.					
1.5: You understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning					

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

<b>2.0: School Culture</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1: You understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.					
2.2: You understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.					
2.3: You understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.					
2.4: You understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.					

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

<b>3.0: School Management of Organization, Operation, and Resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1: You understand and can monitor and evaluate teacher instruction, school management and operational systems.					
3.2: You understand and can efficiently use human, fiscal, and technological resources to manage school operations.					
3.3: You understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.					
3.4: You understand and can develop school capacity for distributed leadership.					
3.5: You understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.					

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

<b>4.0: School Collaboration with Faculty, Community Members, Family</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.1: You understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.					
4.2: You understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.					
4.3: You understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.					
4.4: You understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.					
4.5: You understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

<b>5.0: School Ethics, Integrity, Fairness, Practice</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1: You understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.					
5.2: You understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.					
5.3: You understand and can safeguard the values of democracy, equity, and diversity within the school.					
5.4: You understand and can evaluate the potential moral and legal consequences of decision-making in the school.					
5.5: You understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.					

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

<b>6.0: School Success of Every Student by Understanding, Responding to, Advocating for Student Learning</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1: You understand and can advocate for school students, families, and caregivers.					
6.2: You understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.					
6.3: You understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.					

## APPENDIX B

Eastern Michigan University  
Department of Leadership & Counseling

*This is a **Sample** plan, you will need to develop your own plan*

### **Internship Plan Part I**

Intern's Name:

Student Number: E

Site Mentor:

Location:

#### **Diversity Activity** (required)

The intern is expected to develop an activity for their internship that will focus on both a sub-population of the school and the use of data. This activity should focus on students from one or more of the following school sub-populations: *race, ethnicity, gender, SES, ESL, or Special Education*.

This data-driven diversity activity should be explicitly and intentionally developed in consultation with one's mentor and should focus on a population with which the intern has not previously worked. It should target a specific sub-population(s) based upon what you learn from your data dive. The identification of the population you will be working with must be made explicit in your description of this activity. This activity **can also** be used as one of the internship activities in Part II of the internship plan.

#### **School Management** (required)

As a result of explicit and intentional conversation and planning with an intern's mentor, the intern should develop an activity that supports the intern's deeper understanding of the role technology can or does play in ensuring all students have access to high-quality instruction. This activity may focus on an existing program or practice, the investigation of a new technology-based instructional tool, the piloting of a new program or practice, etc. It may focus on either/both teachers' use or students' use of technology in service of teaching and learning.

As a result of explicit and intentional conversation and planning with an intern's mentor, the intern should conduct a comprehensive review of policies related to providing school staff, students, and visitors with a physically safe and secure building environment and/or a school space that is a social-emotional/mental healthy environment for each and every student and staff member. The intern may also focus on investigating, piloting, or evaluating a program that focuses on physical safety, social-emotional learning (SEL), and/or mental health. To support your work, consider using the following resources provided by the Michigan Department of Education:

- 1) [The Expanded School Safety Summary List](#)
- 2) [Michigan State Police Office of School Safety](#)
- 3) [Final Recommendations of the School Safety Task Force](#)
- 4) [Michigan Department of Education: Social-Emotional Learning \(SEL\)](#)
- 5) [Michigan Department of Education: Mental Health Resources](#)

Assist with the development of a school master schedule or review the process used to

develop the school's master schedule. This can be for the regular school year or for a summer school program. (Report describing the process used to develop the schedule, copy of the schedule developed)

## **Internship Plan Part II**

### **Reactive:** Shadowing and Observations

*I will shadow three school leaders at a variety of levels of leadership in the school for at least three hours each. I will document the range of activities dealt with by the leaders and will reflect on my observed behaviors and my theoretical understanding of the role of the leader in my reflective journal.*

*I will observe 3 different kinds of meetings chaired by school leaders in diverse settings. I will reflect on my observations of these meetings in my reflective journal noting the various leadership strategies used by the leader.*

*I will observe the district-wide administrator meeting. . I will reflect on my observations of these meetings in my reflective journal noting the various leadership strategies used by the leader.*

*I will shadow my mentor for an entire day. I will document the range of activities dealt with by my mentor and will reflect on my observed behaviors and my theoretical understanding of the role of the leader in my reflective journal.*

### **ELCC Standards 1.0 Vision**

Interactive: *I will address this standard by participating on the school improvement team. I will assist in vision writing and implementation to drive instruction. I will help develop goals for reading, writing, and mathematics and implement school wide strategies to meet these goals. I will lead a committee with the directive to collect data for our ED YES! evaluation.*

Interactive: *I will serve on the school improvement team and specifically analyze and present how the actions and decisions of this committee over time have impacted student learning and are aligned with the school's vision.*

Active: *I will provide leadership for the preparation of materials to be used in the orientation for eighth grade students to the high school program.*

### **ELCC Standard 2.0: Instructional Climate**

Active: *I will conduct a comprehensive observation process with a teacher. I will follow "best practice" technique for teacher evaluation focusing upon the teacher's impact on student learning.*

Active: *I will address this standard by using the database system Zangle to organize data, which will help my school improvement team assess our current learning outcomes.*

Interactive: *I will address this standard by participating in the school mentorship program. I will work with select diverse populations mentoring and providing instructional and personal goals for student achievement. I will help initiate professional development activities for future mentors focusing on providing quality mentors for at-risk students.*

Active: *I will provide administrative supervision at school activities including*



*athletic events and musical and theatre productions.*

#### **ELCC Standard 4.0: School and Community Collaboration**

Active: *I will organize and implement a family curriculum night where parents are invited to gain a better understanding of the teaching strategies utilized in classrooms and how they may further support their child's learning at home.*

Interactive: *I will attend Parent Advisory Board meetings to gain a better understanding of community needs and interest. I will use this information to assist teachers in recognizing the diverse needs of our community members as a result of their group membership.*

#### **ELCC Standard 5.0: Ethical Leadership**

Active: *I will create a record keeping system for our building to track discipline with the PBS (Tier I, Tier II, Tier III). I will also serve on the PBS committee that will create the Functional Behavior Analysis and Behavioral Intervention Plans. The discipline data will be disaggregated to look at various sub-populations such as students with disabilities and by gender, race, ethnicity, and socio-economic status. The PBS committee will then examine specific intervention plans that may be more appropriate for specific sub-populations. I will evaluate the ethical and moral implications of various intervention plans.*

Interactive: *I will participate in student discipline hearings and reflect on the ethical implications of the hearing process and the decisions rendered in my reflective journal.*

#### **ELCC Standard 6.0: Broader political, social, economic, legal, and cultural context**

Interactive: *I will attend school board meetings to gain a better understanding of the political climate of the district as a whole.*

Interactive: *I will attend and participate in school PTS meetings, reporting back ideas, concerns, and problems to the staff. I will also work with various parent groups while working on the school improvement team*

**Remember, these are just examples of the types of activities you can develop for Part II of your internship plan. In at least one of the ELCC activities, you must be in a leadership role (Active). Typically, students will have 2-3 activities for each standard. It is OK to have some overlap between activities for each standard. Also, you may use your diversity activity as an activity for any of the ELCC Standards.**

**When you organize your internship handbook you should have a divider for each of the parts of your internship plan.**

## APPENDIX C

Eastern Michigan University Department of Leadership & Counseling

### INTERNSHIP LOG

Date	Time	Brief Description of Activity	Most relevant ELCC Standard	Supporting Documentation	Activity Hours

## APPENDIX D

### CRITICAL MOMENT REPORT

Often in our lives some event occurs that makes a significant difference in the way we function: our perception of individuals, our sense of purpose, our view of a job responsibility.

Please think about such a critical event (a transaction, a turning point, a life altering event) that you experienced during your internship and which altered the way in you see the leadership role.

Describe the critical moment in some detail providing information about what happened, the issues with which you struggled, and the resolution of the moment.

You may wish to consider the following questions:

- How did you feel about the issue at the time? What were the issues with which you struggled? What did you do as a result of the incident?
- How did the issue impact the formation and development of your personal view of what "it means to be a school leader"?
- What issues did this incident raise about the role of the educational leader?
- As you look back upon the incident how do you assess its significance as it relates to you as an educational leader? How will it shape your work as a school leader?

**\*You should have 1 critical incident report for each 110 hours of field work\***

## APPENDIX E

### FORMAT FOR REFLECTIVE JOURNAL

Date:

Most Relevant ELCC Standard:

Brief Description of Activity:

Reflection on the Leadership Behaviors Observed During the Activity:

Suggestions for Refining or Strengthening Leadership Actions:

## APPENDIX F

### MENTOR FEEDBACK FORM

Student Name:

School/District

Mentor Name:

Date:

**Directions:** Please take a few minutes to provide feedback regarding the experiences of your administrative intern. Rate their experiences in each area and then provide some specific comments that illustrate the types of experiences and success they have had in this setting. Please review the intern's internship artifacts in the internship portfolio and performance in the supervised internship and field experience. Note the intern's current competency in each of the areas by circling the appropriate descriptor.

<b>Exceeds Standard:</b> Intern demonstrates administrative skills beyond what an administrative intern would be expected to exhibit. Intern has leadership skills beyond what is expected of a candidate at the Master's level.
<b>Meets Standard:</b> Intern demonstrates administrative skills expected of a beginning administrator. Intern has the leadership skills expected of a candidate at the Master's level.
<b>Does Not Meet Standard:</b> Intern lacks the basic skills of school leadership. Intern has difficulty in the role of a school leader.
<b>DO:</b> Did not observe or unable to evaluate

1. How reliable and efficient was the intern in meeting her/his responsibilities for the field experience?

Exceeds Standard	Meets Standard	Does Not Meet
Comments:		

2. How effective was the intern in fulfilling the goals identified in their internship plan?

Exceeds Standard	Meets Standard	Does Not Meet
Comments:		

Listed below are the ELCC/MDE standards on which the intern must demonstrate his/her competency in preparation for school leadership. Please note the intern's current competence in each of the areas. Please **circle** your evaluation.

<b>1.0: School Vision</b>				
<b>ELCC 1.1</b>	<b>Exceeds Standard (ES)</b>	<b>Meets Standard (MS)</b>	<b>Does Not Meet Standard (DNMS)</b>	<b>Did Not Observe</b>
	Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning beyond what an administrative intern would be expected to exhibit.	Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning.	Does not understand and cannot collaboratively develop, articulate, implement, and steward a shared vision of learning.	
<b>ELCC 1.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals beyond what an administrative intern would be expected to exhibit.	Understands and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.	Does not understand and cannot collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.	
<b>ELCC 1.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can promote continual and sustainable school improvement beyond what an administrative intern would be expected to exhibit.	Understands and can promote continual and sustainable school improvement.	Does not understand and cannot promote continual and sustainable school improvement.	
<b>ELCC 1.4</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can evaluate school progress and revise school plans supported by school stakeholders beyond what an administrative intern would be expected to exhibit.	Understands and can evaluate school progress and revise school plans supported by school stakeholders.	Does not understand and cannot evaluate school progress and revise school plans supported by school stakeholders.	

<b>ELCC 1.5</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning beyond what an administrative intern would be expected to exhibit.	Understands and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.	Does not understand and cannot promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.	
<b>2.0: School Culture</b>				
<b>ELCC 2.1</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students beyond what an administrative intern would be expected to exhibit.	Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	Does not understand and cannot sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	
<b>ELCC 2.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program beyond what an administrative intern would be expected to exhibit.	Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Does not understand and cannot create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	
<b>ELCC 2.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff beyond what an administrative intern would be	Understands hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.	Does not understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.	

	expected to exhibit.			
<b>ELCC 2.4</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment beyond what an administrative intern would be expected to exhibit.	Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	Does not understand and cannot promote the most effective and appropriate technologies to support teaching and learning in a school environment.	
<b>3.0: School Management of Organization, Operation, and Resources</b>				
<b>ELCC 3.1</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can monitor and evaluate teacher instruction, school management and operational systems beyond what an administrative intern would be expected to exhibit.	Understands and can monitor and evaluate teacher instruction, school management and operational systems.	Does not understand and cannot monitor and evaluate teacher instruction, school management and operational systems.	
<b>ELCC 3.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can efficiently use human, fiscal, and technological resources to manage school operations beyond what an administrative intern would be expected to exhibit.	Understands and can efficiently use human, fiscal, and technological resources to manage school operations.	Does not understand and cannot efficiently use human, fiscal, and technological resources to manage school operations.	



<b>ELCC 3.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school beyond what an administrative intern would be expected to exhibit.	Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	Does not understand and cannot promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	
<b>ELCC 3.4</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can develop school capacity for distributed leadership beyond what an administrative intern would be expected to exhibit.	Understands and can develop school capacity for distributed leadership.	Does not understand and cannot develop school capacity for distributed leadership.	
<b>ELCC 3.5</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning beyond what an administrative intern would be expected to exhibit.	Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	Does not understand and cannot ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	
<b>4.0: School Collaboration with Faculty, Community Members, Family</b>				
<b>ELCC 4.1</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment beyond what an administrative intern would be expected to exhibit.	Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Does not understand and cannot collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	
<b>ELCC 4.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>

	Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community beyond what an administrative intern would be expected to exhibit.	Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	Does not understand and cannot mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	
<b>ELCC 4.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers beyond what an administrative intern would be expected to exhibit.	Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	Does not understand and cannot respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	
<b>ELCC 4.4</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners beyond what an administrative intern would be expected to exhibit.	Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	Does not understand and cannot respond to community interests and needs by building and sustaining productive school relationships with community partners.	
<b>ELCC 4.5</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources beyond what an administrative intern would be expected to exhibit.	Understands and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	Does not understand and cannot promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	
<b>5.0: School Ethics, Integrity, Fairness, Practice</b>				
<b>ELCC</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>

<b>5.1</b>	Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success beyond what an administrative intern would be expected to exhibit.	Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	Does not understand and cannot act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.	
<b>ELCC 5.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school beyond what an administrative intern would be expected to exhibit.	Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	Does not understand and cannot model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	
<b>ELCC 5.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can safeguard the values of democracy, equity, and diversity within the school beyond what an administrative intern would be expected to exhibit.	Understands and can safeguard the values of democracy, equity, and diversity within the school.	Does not understand and cannot safeguard the values of democracy, equity, and diversity within the school.	
<b>ELCC 5.4</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can evaluate the potential moral and legal consequences of decision-making in the school beyond what an administrative intern would be expected to exhibit.	Understands and can evaluate the potential moral and legal consequences of decision-making in the school.	Does not understand and cannot evaluate the potential moral and legal consequences of decision-making in the school.	
<b>ELCC 5.5</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>

	Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling beyond what an administrative intern would be expected to exhibit.	Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	Does not understand and cannot promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	
<b>6.0: School Success of Every Student by Understanding, Responding to, Advocating for Student Learning</b>				
<b>ELCC 6.1</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can advocate for school students, families, and caregivers beyond what an administrative intern would be expected to exhibit.	Understands and can advocate for school students, families, and caregivers.	Does not understand and cannot advocate for school students, families, and caregivers.	
<b>ELCC 6.2</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment beyond what an administrative intern would be expected to exhibit.	Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	Does not understand and cannot act to influence local, district, state, and national decisions affecting student learning in a school environment.	
<b>ELCC 6.3</b>	<b>ES</b>	<b>MS</b>	<b>DNMS</b>	<b>DO</b>
	Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies beyond what an administrative intern would be expected to exhibit.	Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	Does not understand and cannot anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	

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Date:

## APPENDIX G

### Master Syllabus

The Mission of the Educational Leadership Program is as follows:

*The development of leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.*

EDLD 686, 687, 688, and 689 –

1, 2, 3 and 4  
Semester  
Hours

### Master's Internship/Educational Leadership

**CATALOG DESCRIPTION:** Training in administration through actual supervised experience. Arrangements must be approved by advisor and Director of the Intern Program prior to registration. Enrollment limited. Credit/No Credit

**PURPOSE OF THE COURSE:** The overall purpose of the educational leadership internship at Eastern Michigan University is to provide an opportunity for the advanced graduate student to engage in sustained real work-life experiences that allow the student to progressively develop and apply their knowledge and skills in school administration. The experience is planned and guided cooperatively between the student, supervising mentor and university internship director and focuses on the application of standards-based experiences.

### COURSE OUTCOMES:

1. To allow the intern the opportunity to observe, over time, a variety of leadership styles practiced by experienced administrators in various situations at multiple levels in the organization.
2. To help the intern gain self-confidence in administrative decision making through progressive opportunities to test knowledge and skills in diverse clinical settings.
3. To provide the intern with the opportunity to interface with diverse publics in carrying out the day-to-day responsibilities inherent in school administration.
4. To help the sponsoring educational agency maintain a dynamic, viable administrative staff who are stimulated to continue their own professional growth through their association with the internship process and the standards-based clinical preparation program at EMU
5. To provide cooperative training experiences that utilize the strengths of both the university and the specific leadership setting in the development of educational leaders.
6. To provide students the opportunity to explore and receive authentic work experience to position them for the next stage of their professional development.

## **COURSE STANDARDS:**

1. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.
2. Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
3. Candidates understand and can promote continual and sustainable district improvement.
4. Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.
1. Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3. Candidates understand and can develop and supervise the instructional and leadership capacity across the district.
4. Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.
1. Candidates understand and can monitor and evaluate district management and operational systems.
2. Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
3. Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
4. Candidates understand and can develop district capacity for distributed leadership.
5. Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.
1. Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.
2. Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.
3. Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
4. Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
1. Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.
2. Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
3. Candidates understand and can safeguard the values of democracy, equity, and diversity.
4. Candidates understand and can evaluate the potential moral and legal consequences of decision making in a district.

5. Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling.
1. Candidates understand and can advocate for district students, families, and caregivers.
2. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
3. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

## **COURSE MATERIALS:**

Textbook:

There is no specific textbook required for this course. This is a supervised, clinical experience, conducted on-site in a variety of educational settings. The University Internship Director and the field supervisor may recommend particular readings, depending on the intern's skill level and needs. Interns are required to read and follow the administrative internship handbook.

See the bibliography for readings specifically focused on the administrative internship experience.

**ACADEMIC INTEGRITY:** Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with your instructor.

**INTERNSHIP CALENDAR:** The intern is expected to adhere to the calendar of the district in which they are completing their internship.

**PROFESSIONAL STANDARDS:** The internship is part of a professional preparation program for school administrators. Therefore, students are expected to adhere to the highest standards of ethical and professional behavior. It is also essential that during any school observations or visits that the intern conduct themselves in a manner which reflects positively on the student and Eastern Michigan University. If you have any questions about the propriety of an action, please do not hesitate to discuss it with me.

**ACCOMMODATION:** I will make all reasonable efforts to accommodate any handicap or disability in teaching and evaluating students. Please talk with me at the beginning of your internship regarding any specific needs and what I may do to accommodate them.



**STUDENTS WITH DISABILITIES:** If you wish to be accommodated for your disability EMU Board of Regents Policy #8.3 requires that you first register with the Access Services Office (ASO) in 203 King Hall. You may contact ASO at 734.487.2470. Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register. No retroactive accommodations are possible.

**F AND J VISA STUDENTS:** The Student Exchange Visitor System (SEVIS) requires F and J students to report the following to the Office of International Students, 229 King Hall within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another university.

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 734.487.3116, not your instructor.

## **COURSE REQUIREMENTS:**

The internship handbook fully describes how the administrative internship plan is collaboratively developed, the range of developmental experiences required and the processes recommended for students to synthesize and apply their knowledge and skills throughout the clinical experience. Students are required to complete the administrative notebook. The notebook must contain a variety of artifacts/supportive documentation representing the student's administrative experiences. The internship notebook must include the following:

The completed self-assessment instrument derived from the program standards described in the internship handbook.)

An internship plan reflective of standards-based goals and objectives agreed upon by the intern, site supervisor, and internship director.

A reflective journal and critical incident report(s) prepared by the student describing the internship experience.

A professional formation paper reflecting upon significant internship activities that have shaped the intern's beliefs, the personal development experienced, and identification of the intern's continuing need for professional growth. See the internship handbook for more explicit directions.

An updated resume reflecting significant leadership experiences that have prepared the student for the next stage in their career.

Completed mentor feedback form.

**WRITING STYLE:** All writing assignments are to be submitted in typing/word processing format. As aspiring school leaders I expect that you will write clearly, minimize the use of educational jargon, use appropriate references and citations and developed in conformity with the *Style Manual of the American Psychological Association* (5<sup>th</sup> Ed.). Electronic references are acceptable and must be cited using appropriate APA style ([www.apa.org/journals/webref.html](http://www.apa.org/journals/webref.html))

## Appendix H

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