READ THIS HANDBOOK CAREFULLY

A student and mentor guide for the **K-12 Specialist** Internship.

Educational Leadership

Intern and Mentor Handbook

EDLD
K-12 Administration
Effective Fall Semester 2017

Eastern Michigan University
Department of Leadership and Counseling
Ypsilanti, MI

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Introduction

The Educational Leadership Department 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. The internship experience provides an opportunity to synthesize and apply acquired knowledge in the workplace, and to develop and refine skills included in the program's standards-based curriculum of the program (ELCC 7.1).

Interns are placed with cooperating school systems, other educational institutions, or related agencies, under the direct supervision of an educational leader. Ideally the internship experience would require the intern to leave their full-time job and immerse themselves in the internship role for one year. Because this option is not available for everyone the student is asked to dedicate a minimum of 12 hours per week for a minimum of 16 weeks for the 2 graduate credit hour experience. This time commitment is equivalent to full-time graduate student status (9 credit hours). The number of credit hours required for the internship will be determined by your academic advisor and is determined by your previous administrative experience. This will be recorded on the student's program of study. The typical internship is a 2 credit experience. If you are currently a district level administrator the minimum 2 credit internship may be, at the discretion of your <u>adviser</u> (not the Internship Director) reduced or waived (as per MDE policy statement 1/6/2015). Each credit hour requires 110 hours of immersion in the internship experiences. (1 credit = 110 hours, 2 credits = 220 hours, 3 credits = 330 hours, and 4 credits = 440 hours) (ELCC 7.1).

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. Two, three, or four semester

hours of credit may be earned for the internship experience. (One hour options are available to augment the 2-4 hour requirement if needed).

Administrative internships are available in a variety of settings, including K-12 schools, institutions of higher education, community education agencies, and other institutions offering educational programs. Selection and placement for the internship is determined by the intern and the university internship program director will focus on the intern's career goals. Students seeking the district level administrative endorsement on their administrative license must complete the internship at the **district** level.

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.

IMPORTANT

Students are required to have a subscription to **LiveText**.

The overall purpose of the educational leadership internship at Eastern Michigan University is to provide significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (ELCC 7.1)

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 district-level 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).

b) Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses (ELCC 7.2).

5. Planned and Guided Cooperatively:

a) Candidates will be mentored by an on-site district level administrator with at least a Master's degree in educational leadership, holds a district level administrative certification, and has a minimum of three years of district 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

1. Prospective interns need to contact and/or meet with the university internship director the semester prior to the 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 toward the end of the student's academic program. The prerequisites for an internship are: completion of EDLD 740, 725, 726, and 727.

2. Tentative placement for the internship will be arranged by the intern with assistance from the university internship director. Specific placement may be designated inside or outside the intern's place of employment. The intern may select placement in dual sites, in any case however, 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. In selecting your site mentor, **all mentors should have a minimum of three years of experience as a district-level administrator, at least a Master's Degree, a district level certification, and approval from the district.** You will need to provide information on your site mentor on your internship application for approval as well as a copy of the mentor's resume.

3. Prospective interns must complete and return the application form (along with program of study), resume, mentor's resume, self-assessment (see Appendix A), and internship plan (see p. 10) to the university internship director. These MUST be submitted and approved BEFORE you begin logging hours for your internship AND before you can receive permission to register for the internship. Materials are to be scanned to the university internship director of record.

4. Following receipt of the internship application, resume, mentor's resume, self-assessment, and internship plan the university internship director will submit permission for the prospective intern to register for the internship. Students are required to do their own registration and utilize the university registration process. If this is not completed in a timely manner university late fees may be assessed.

5. At the end of the internship experience you are required to post your internship plan on LiveText and complete a brief survey.

LiveText Subscription

LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum."

You should have obtained a LiveText subscription for other classes you have taken in your Educational Leadership Program yif not, you will need to purchase a subscription.

To purchase a LiveText subscription go to the following website:

http://www.emich.edu/coe/livetext/students/how/obtain_keycode.html

Select the: "For **EMU Student** LiveText information, click here."

When you select "Click here" you will be taken to a help page. This page contains information on how to use LiveText. To obtain information on how to purchase a subscription select "Getting you LiveText keycode and account." This page will provide you instructions on how to set up your LiveText account.

If you have questions about acquiring your LiveText account you can email:

coe.livetext@emich.edu

Using LiveText for your Internship

The College of Education has created an easy to use LiveText Users Guide, which can be found at

http://www.emich.edu/coe/livetext/students/docs/livetext_c1_for_students_guide.pdf

The only thing you need to post on LiveText is your internship plan and complete the demographic survey.

Roles and Responsibilities

The Intern will:

1. Download the Internship Handbook, Application, and Check List. View *Internship Orientation.* (These can be found at the internship website: http://www.emich.edu/coe/lc/internships/k12_higher.html) These are .pdf files and require Adobe Reader.

2. Complete and submit the internship application form, resume, mentor's resume, self-assessment, and internship plan electronically to the university Director of Internships.

3. Discuss potential placement options with the university internship director. Email is the preferred method of communication to start this process.

4. Engage in all self-assessment activities described in this handbook (See "Preparing for the Internship" p. 9).

5. Initiate a meeting with the site mentor to discuss the development of the internship plan (See "Internship Plan" p. 10).

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. 15) section of this handbook.

9. Schedule an "e-mail conference" after 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 one type-written copy of the written materials described in the "Evaluation" (p. 18) section of this handbook to the university Internship Director either electronically or in paper format. In addition, the intern will submit designated elements of the Internship Notebook using their LiveText account.

The Site Mentor will:

1. Agree verbally and in writing (See internship plan, p. 10) 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 an initial conference or meeting in which the process of mentoring will be discussed and guideline for mentoring will be provided.

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.

The University Internship Director will:

1. Communicate with the on-site mentor regarding placement of the 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 and those portions of the notebook also submitted using LiveText.

Preparing For Your Internship

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 presented 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 must incorporate experiences in all ELCC standard areas.

Internship Plan

This needs be posted on LiveText at the **END** of your internship.

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 is activities that are required of all interns. The second part of the internship plan is activities developed by the intern and site mentor.

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 you have been engaged in experiences that have required you to work with diverse student populations. In order to fulfill your degree requirements you need to develop an activity for your internship that will focus on a diverse population. This activity should focus on students from one of the following categories: *race, ethnicity, gender, SES, ESL, or Special needs.* **This activity should have a district wide focus.**

In developing this activity, you should select a population with which you have not previously worked and develop an activity which targets a specific diverse population(s). The identification of the population you will be working with must be made explicit in your description of this activity. This activity **can** be used as one of the internship activities for Part II of the internship plan.

Ethical Dilemma (ELCC Standard 5.0)

During the course of your internship experience, you must identify an ethical or legal issue that may or may not affect you or your mentor directly, but which must be resolved or handled by skillful district level leadership and which has implications for community relations, especially if it is not handled ethically. The dilemma must be specific, must be authentic (something that really happened during their internship) and must have the potential to impact district and community relations. To complete this assessment successfully, you must:

- Draw on and use legal and ethical principles you have studied in previous course work including issues of confidentiality;
- Conduct research related to the issue where such research will inform decision-making;
- Consult with your mentors, district leaders charged with handling the issue, and community stakeholders (where considerations of confidentiality allow) to gain legal and ethical perspectives on the issue and its resolution;
- Write a critical analysis of the district level leadership used to handle the issue and/or resolve it in a manner that is simultaneously ethical and effective in terms of preserving or improving district and community relations. The analysis should include:

    ✓ Evaluates how district-level leadership acted with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success in this case;
    ✓ Outline the infrastructure that would be necessary to monitor and ensure equitable district practices;
    ✓ Formulate a district-level leadership platform grounded in ethical standards and practices;
    ✓ Analyze district-level leadership in terms of established ethical practices;
    ✓ Make recommendations for the development, implementation, and evaluation of district policies and procedures that support democratic values, equity, and diversity issues;
    ✓ Describe how district leadership can advocate for democracy, equity, and diversity;
    ✓ Formulate district strategies to educational dilemmas; and
    ✓ Evaluate district strategies to prevent difficulties related to moral and legal issues.
    ✓ Review and critique district policies, programs, and practices related to this issue to ensure that students needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect.
    ✓ Address the resiliency necessary to uphold school community values and persist in the face of adversity as it relates to this dilemma.

As part of this analysis, required components include:

- Doing some independent reading of articles and/or books, court cases or web pages related to the topic you have selected. These readings can and should be drawn from other courses you have taken in the program.
- Downloading and read the Michigan Educator's Code of Ethics (http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf).
- Interviewing your mentor (or if the mentor is involved in the issue and you would feel more comfortable, interviewing another school leader who can discuss the ethics of leadership that is permitted.)

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.

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.

> > **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.

An example Internship Plan and suggested activities can be found in the Appendix of the handbook.

Standard 1.0: A district-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 district stakeholders. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district 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 across the district; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluation of district management and operational systems; efficiently using human, fiscal, and technological within the district; promoting district level policies that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that teacher and organizational time is focused on high-quality instruction and student learning.

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

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

IMPORTANT:

THE INTERN WILL THEN <u>CONTACT</u> THE UNIVERSITY INTERNSHIP DIRECTOR AND SCHEDULE A MEETING OR CONFERENCE CALL WITH ALL THREE PARTIES (INTERN, SITE SUPERVISOR, AND INTERNSHIP DIRECTOR), <u>*PRIOR*</u> <u>TO BEGINNING THE INTERNSHIP</u>, TO CONFIRM SUPPORT FOR THE AFOREMENTIONED GOALS. HOURS <u>MAY</u> <u>NOT</u> BE ACCUMULATED TOWARD THE INTERNSHIP UNTIL THIS MEETING/CONFERENCE CALL TAKES PLACE.

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Initial Internship Conference Call or Meeting

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

☐ Mentor Confirmation/ Review of Internship Plan

☐ Review of Requirements for the Internship

☐ Discussion of Mentoring Process

☐ Subsequent E-mail conferences

☐ Internship Time-line

☐ Internship Log – Journal – Documentation

☐ LiveText

☐ Mentor Feedback From/Submission of Internship Notebook

Written Requirements/Timelines

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

Reactive Goals

a) Maintain a **reflective journal** (Appendix D) 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 D. The intern is encouraged to make a minimum of one journal entry per week throughout the internship.

b) Prepare one **critical incident report** (Appendix C) for every 100 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 C.

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 **ethical/legal analysis and professional formation paper**. (See pages 10 and 17.)

<u>Summary of Written Requirements</u>

a) These following items should be organized into a professional Notebook that reflects the totality of the internship experience:

1. Student's Resume
2. Completed Self-Assessment Instrument (Appendix A)
3. Internship Plan (p. 10) [Post on LiveText]
4. Internship Log (Appendix B)
5. Reflective Journal (Appendix D)
6. Supporting Documentation and Artifacts
   a. Diversity Activity
   b. Ethical Dilemma
   c. ELCC Standard 1
   d. ELCC Standard 2
   e. ELCC Standard 3
   f. ELCC Standard 4
   g. ELCC Standard 6
7. Critical Incident Report(s) (Appendix C)
8. Professional Formation (p. 17)
9. Mentor Feedback Form (Appendix E)

b) These items should be organized in such a way that I can follow and evaluate the quality of your internship experience. I should be able to easily connect your internship plan to the reflective journal and documentation.

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 an incomplete "IP" grade for the internship. The "IP" grade will be removed following completion of all internship requirements.

After every **50-60 hours** of field work it is the responsibility of the intern to contact the internship director and conduct a conference via email.

Unless prior permission is received from the internship director, all students are expected to complete the internship within **<u>one</u>** calendar year.

Professional Formation and Exit Interview

This document will be placed in your internship notebook <u>AND</u> should be sent to your adviser (with your resume) when you complete your exit interview.

After the internship, the intern is to review his/her self-assessment 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."

Students are to prepare a 4-5-page paper, to be incorporated into the student's Internship Notebook <u>and</u> presented during their exit interview 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 activies. 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?

Evaluation

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., 1 credit = 110 hours, 2 credits = 220 hours, 3 credits = 330 hours, and 4 credits = 44 0 hours.

2. Students are required to submit to the university internship director one typewritten copy of the **internship notebook** which includes the following:

   1. Student's Resume
   2. Completed Self-Assessment Instrument (Appendix A)
   3. Internship Plan (p. 10) [Post on LiveText]
   4. Internship Log (Appendix B)
   5. Reflective Journal (Appendix D)
   6. Supporting Documentation and Artifacts
      a. Diversity Activity
      b. Ethical Dilemma
      c. ELCC Standard 1
      d. ELCC Standard 2
      e. ELCC Standard 3
      f. ELCC Standard 4
      g. ELCC Standard 6
   7. Critical Incident Report(s) (Appendix C)
   8. Professional Formation (p. 17)
   9. Mentor Feedback Form (Appendix E)

3. Your internship plan is the only document that you must post to LiveText. It is recommended that this document be created for your Notebook using a word processing program and then, using the cut and paste function, be placed in LiveText. This is not posted on LiveText until the end of your internship

4. Evaluation of the internship will be the responsibility of the university internship director. Such evaluation will be based upon: (See rubrics, Appendix G)

   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 G). In addition the site mentor will be encouraged to prepare a narrative recommendation on behalf of the intern.

5. Following the submission of your internship notebook, **the posting of your internship plan and the completion of the demographic survey on LiveText**, the intern will receive a credit or no-credit grade for the internship experience. Notebooks that are submitted in paper format may be picked up in the Department of Leadership & Counseling during business hour following the completion of the semester when it was submitted.

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.

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.

1.0: School Vision	5	4	3	2	1
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.

2.0: School Culture	5	4	3	2	1
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.					

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	5	4	3	2	1
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.

3.0: School Management of Organization, Operation, and Resources	5	4	3	2	1
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.

4.0: School Collaboration with Faculty, Community Members, Family	5	4	3	2	1
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.

5.0: School Ethics, Integrity, Fairness, Practice	5	4	3	2	1
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.

6.0: School Success of Every Student by Understanding, Responding to, Advocating for Student Learning	5	4	3	2	1
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.					

Eastern Michigan University
Department of Leadership & Counseling

*This is an **Example**, you will need to develop your own plan*

Internship Plan Part I

Intern's Name: Student Number: E
Site Mentor:
Location:

Diversity Activity *(while you can develop your own activity this is required)*

> *I will observe and assist the Math, Science, Assessment, and Data Coordinator in developing a program to coordinate services and professional development between her department and the Special Education Resource Teachers.*

> *I will observe and assist the English as a Second Language Coordinator in planning and coordinating services for the district's English Language Learners and their parents.*

> *I will track School of Choice students who exit the district for their sixth and/or ninth grades. The research will include which specific program they exited from, where they transferred to, and reasons for their exiting. The purpose is to attempt to ascertain why the district is losing so many School of Choice students at those points, and if there are any courses of action that could be taken to reverse the trend.*

Ethical Dilemma *(required)*

> *I will conduct an audit of all long term suspension and expulsion recommendations from September, 2012 to June, 2015 to determine if there has been any profiling based on socio-economic status, race, etc. I will conduct a comprehensive review of administrative guidelines for policies related to discipline. In addition, I will review the relevant literature and school law literature to evaluate ethical issues related to discipline.*

Part II ELCC Activities

Reactive: Shadowing and Observations

> I will shadow the Assistant Superintendent for Human Resources, the Chief Financial Officer, and the Director for Public and Community Relations for at least three hours each. I will document the range of activities dealt with by them and will reflect on my observed behaviors and my theoretical understanding of the role of the leader in my reflective journal.

> I will observe four different kinds of meetings chaired by district level 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. 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

Active: I will address this standard by participating in the strategic planning process. I will assist in maintaining and when appropriate, revising the goals of the district. Measures of success have been developed for the goals of the district. I will aide in implementing strategies to meet these goals.

Active: I will lead a committee to review the progress of the goals and recommend future work of the district in the goal areas of Curriculum and Student Experience based on the strategic plan.

ELCC Standard 2.0: Instructional Climate

Active: I will conduct a comprehensive review of the hybrid classes that are offered at the high school level throughout the district. Where possible, I will gather and analyze comparative data. I will survey students, teachers, parents, and administrators to determine their perception of the impact of hybrid courses on student learning.

Active: I will participate in the science curriculum alignment and material adoption as when the new state science standards are released.

ELCC Standard 3.0: School Management of Organization, Operation, and Resources

Active: I will participate on the negotiations team for teachers and administrators.

Active: I will participate in the redesigning of the high school scheduling process in order to improve efficiency and resource allocation.

Active: I will lead and participate in the implementation of the recommendations of the building utilization process.

ELCC Standard 4.0: School and Community Collaboration

Active: Through the Student Advisory group, I will organize and implement a Student Swap activity this spring between our four high schools where students will visit other high schools in the district. The day will include a tour of the building, classroom visits, an interview with the principal, and interaction with students at lunch. Students will report their finding back to the Student Advisory Committee. I will share the findings with the high school principals, district level administrators, and the Board of Education.

Interactive: I will attend Parent Advisory, Teacher Advisory, and Support Staff Advisory 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.

Interactive: I will participate in the building utilization process.

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

Active: I will attend and participate in school board meetings and committee meetings to gain a better understanding of the political climate of the district as a whole.

Active: I will regularly meet with XXXXXX County Intermediate School level leadership to stay apprised of state and national political, social, economic, and legal issues that will directly affect the XXXXXX Public Schools.

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

Revised May 2017

Eastern Michigan University
Department of Leadership & Counseling

INTERNSHIP LOG

Date	Time	Location	Activity	Goal	Support Documents	Total Hours
					Total	

CRITICAL INCIDENT 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 incident in some detail providing information about what happened, the issues with which you struggled, and the resolution of the incident.

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 100 hours of field work

FORMAT FOR REFLECTIVE JOURNAL

Date: Goal:

Brief Description of Activity:

Reflection on the Leadership Behaviors Observed During the Activity:

Suggestions for Refining or Strengthening Leadership Actions:

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.

Exceeds Standards: 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.
Meets Standards: Intern demonstrates administrative skills expected of a beginning administrator. Intern has the leadership skills expected of a candidate at the Master's level.
Does Not Meet Standards: Intern lacks the basic skills of school leadership. Intern has difficulty in the role of a school leader.
DO: 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 MDE and ELCC 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.

Mentor Evaluation			
1.0: School Vision			
ELCC 1.1	**Exceeds Standard (ES)**	**Meets Standard (MS)**	**Does Not Meet Standard (DNMS)**	**Did Not Observe**
	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.	
ELCC 1.2	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 1.3	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 1.4	**ES**	**MS**	**DNMS**	**DO**
	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.	

ELCC 1.5	ES	MS	DNMS	DO
	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.	

2.0: School Culture

ELCC 2.1	ES	MS	DNMS	DO
	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.	

ELCC 2.2	ES	MS	DNMS	**DO**
	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.	

ELCC 2.3	ES	MS	DNMS	**DO**
	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 expected to exhibit.	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.	

ELCC 2.4	ES	MS	DNMS	DO
	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.	

3.0: School Management of Organization, Operation, and Resources

ELCC 3.1	ES	MS	DNMS	DO
	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.	

ELCC 3.2	ES	MS	DNMS	DO
	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.	

ELCC 3.3	ES	MS	DNMS	DO
	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.	

ELCC 3.4	ES	MS	DNMS	DO
	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.	

ELCC 3.5	ES	MS	DNMS	DO
	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.	

4.0: School Collaboration with Faculty, Community Members, Family				
ELCC 4.1	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 4.2	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 4.3	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 4.4	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 4.5	**ES**	**MS**	**DNMS**	**DO**
	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.	

5.0: School Ethics, Integrity, Fairness, Practice				
ELCC 5.1	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 5.2	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 5.3	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 5.4	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 5.5	**ES**	**MS**	**DNMS**	**DO**
	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.	

Revised May 2017

6.0: School Success of Every Student by Understanding, Responding to, Advocating for Student Learning				
ELCC 6.1	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 6.2	**ES**	**MS**	**DNMS**	**DO**
	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.	
ELCC 6.3	**ES**	**MS**	**DNMS**	**DO**
	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.	

Comments -

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Mentor Signature: Date:

Specialists 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 786, 787, 788, and 789 –   **1, 2, 3 and 4 Semester Hours**

Specialist 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 utilizes 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:
ELCC 1.0, 2.0, 3.0, 4.0, 5.0, 6.0

A detailed break out of each of these standards is provided throughout the internship handbook.

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**. All activities you are to participate in during your internship are described in the 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* (6th Ed.). Electronic references are acceptable and must be cited using appropriate APA style ([www.apa.org/journals/webreef.html)](www.apa.org/journals/webreef.html).

Appendix H

	Overall Internship Rubric		
Standards	**Exceeds Standards**	**Meets Standards**	**Does Not Meet Standards**
ELCC 7.1	Exceeds the goals outlined for each of the six ELCC standards.	Completes all of the goals outlined for each of the six ELCC standards.	Completes some of the goals outlined for each of the six ELCC standards.
ELCC 7.1	Demonstrates a significant degree of district-level leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders), insight and development, as documented in the reflective journal, critical incident reports and professional formation.	Demonstrates district-level leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders), insight and development, as documented in the reflective journal, critical incident reports and professional formation	Demonstrates little district-level leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders), insight or development, as documented in the reflective journal, critical incident reports and professional formation
ELCC 7.1	Significant leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor for each of the six ELCC standards.	Some leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor for each of the six ELCC standards	Little leadership skill (leading, facilitating, and making decisions typical of those made by educational leaders) exhibited, as noted in observations of site mentor for each of the ELCC standards.
ELCC 7.1, 7.2	The experience provided the intern with substantial responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.	The experience provided the intern with responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.	The experience provided the intern with few responsibilities that increased over time in amount and complexity and involved direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.
ELCC 7.2	Intern exceeded the required hours for the internship.	Intern completed the required hours for the internship.	Intern did not complete the required hours for the internship
ELCC 7.2	Intern participated in planned intern activities at the district-level that allowed for the application of knowledge and skills on a full-time basis.	Intern participated in planned intern activities at the district-level that allowed for the application of knowledge and skills on nearly a full-time basis.	Intern participated in planned intern activities at the district-level that allowed for the application of knowledge and skills on less than a full-time basis.
ELCC 7.2	Intern made significant application of the skills and knowledge articulated in the ELCC standards 1-6 as well as state and local standards for a district-level educational leaders as demonstrated in the documentation provided in the internship notebook.	Intern applied skills and knowledge articulated in the ELCC 1-6 standards as well as state and local standards for a district-level educational leaders as demonstrated in the documentation provided in the internship notebook.	Intern did not apply skills and knowledge articulated in the ELCC standards as well as state and local standards for a district-level educational leaders as demonstrated in the documentation provided in the internship notebook.

Ethical Dilemma Rubric			
	Exceeds Standards	**Meets Standards**	**Does Not Meet Standards**
ELCC 5.1 Written Analysis Act with integrity and fairness.	Evaluates how district-level leadership acted with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success in this case. Describes the principles and practices that demonstrated integrity and fairness.	Evaluates how district-level leadership acted with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success in this case.	Does not describes how district-level leadership acted with integrity and fairness in supporting school policies and staff practices that ensure every student's academic and social success.
ELCC 5.1 Written Analysis Ethical standards and practices infrastructure.	Outlines and describes the process for implementing the infrastructure that would be necessary to monitor and ensure equitable district practices.	Outlines the infrastructure that would be necessary to monitor and ensure equitable district practices.	Does not outline the infrastructure that would be necessary to monitor and ensure equitable district practices.
ELCC 5.2 Written Analysis District-level ethical standards and practices.	Formulates a district-level leadership platform grounded in ethical standards and practices and describes its implementation.	Formulates a district-level leadership platform grounded in ethical standards and practices.	Does not formulate a district-level leadership platform grounded in ethical standards and practices.
ELCC 5.2 Written Analysis Ethical leadership decisions.	Analyzes district-level leadership in terms of established ethical practices and describes how these practices can be improved.	Analyzes district-level leadership in terms of established ethical practices.	Does not analyze district-level leadership in terms of established ethical practices.
ELCC 5.3 Written Analysis Support democratic values, equity, and diversity.	Makes recommendations for the development, implementation, and evaluation of district policies and procedures that support democratic	Makes recommendations for the development of district policies and procedures that support democratic values, equity, and	Does not make recommendations for the development, implementation, and evaluation of district policies and procedures that

	values, equity, and diversity issues.	diversity issues.	support democratic values, equity, and diversity issues.
ELCC 5.3 Written Analysis Advocate for democracy, equity, and diversity.	Describes how district leadership can advocate for democracy, equity, and diversity and the leadership skills necessary for this advocacy.	Describes how district leadership can advocate for democracy, equity, and diversity.	Does not describe how district leadership can advocate for democracy, equity, and diversity.
ELCC 5.4 Written Analysis Strategies to educational dilemmas	Formulates sound district strategies to educational dilemmas and the process for implementing and evaluating these strategies.	Formulates sound district strategies to educational dilemmas.	Does not formulate district strategies to educational dilemmas.
ELCC 5.4 Written Analysis Strategies related to moral and legal issues.	Evaluates district strategies to prevent difficulties related to moral and legal issues and suggest policies and practices for implementing these strategies.	Evaluates district strategies to prevent difficulties related to moral and legal issues.	Does not evaluate district strategies to prevent difficulties related to moral and legal issues.
ELCC 5.5 Written Analysis Review and critique district policies and practices	Review and critique district policies, programs, and practices related to this issue to ensure that students needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect.	Reviews district policies, programs, and practices related to this issue to ensure that students needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect.	Does not review or critique district policies, programs, and practices related to this issue to ensure that students needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect.
ELCC 5.5 Written Analysis Uphold community values.	Addresses the resiliency necessary to uphold school community values and persist in the face of adversity as it relates to this dilemma and the necessary leadership	Addresses the resiliency necessary to uphold school community values and persist in the face of adversity as it relates to this dilemma.	Does not address the resiliency necessary to uphold school community values and persist in the face of adversity as it relates to this dilemma.

	practices.		
EMU	Makes extensive use of articles, books, court cases, and the Michigan Educator's Code of Ethics as well as materials from coursework.	Makes some use of articles, books, court cases, and the Michigan Educator's Code of Ethics as well as materials from coursework.	Does not make some of articles, books, court cases, and the Michigan Educator's Code of Ethics as well as materials from coursework.

Appendix I

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