

College of Education
Department of
Educational Leadership

INTERNSHIP HANDBOOK

For the Masters Program
ELOC 463/464: Two Semester Sequence

For the Doctoral Program
ELOC 663/664: Two Semester Sequence



ROOSEVELT UNIVERSITY
COLLEGE OF EDUCATION

PREFACE

This handbook is prepared so that candidates, site supervisors and university supervisors will have the objectives, procedures and evaluation criteria that pertain to the internship experience for Educational Leadership (EL) candidates in the Masters and Doctoral Programs.

This handbook will provide the basic information and guidelines for planning the field placement component of the program. **THE CANDIDATE IS THE ONE PRIMARILY RESPONSIBLE FOR KNOWING THE INFORMATION IN THIS HANDBOOK AND KEEPING APPRISED OF DEADLINES AND RESPONSIBILITIES.**

The Educational Leadership faculty members believe that our candidates and supervisors represent high standards of dedication and professional commitment. We invite you to join with us in a mutually stimulating and positive internship experience.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK



Devotion to Social Justice and Global Responsibility

The College of Education recognizes that it is a remarkable privilege and a profound responsibility to influence the identity and conduct of education for the twenty-first century. Education can transform individuals and societies. It is a life-long endeavor with each person acting both as teacher and learner in a variety of contexts. The philosophical assumptions that are the basis of our understanding of education's purpose are an acceptance of global responsibility, a devotion to the Earth and its peoples.

Respect for Knowledge and Learning

The College of Education recognizes knowledge as a powerful agent for effecting a better world. This respect for knowledge and learning demands that we accept knowledge on its own terms constituted of various structures, purposes, and discourses and that we acknowledge learning as "acts of meaning" (Bruner, 1990) rather than mimetic training, i.e., imitating the words and actions of a teacher.

Passion for the Educator's Craft

The College of Education recognizes that the remarkable professional educator, whether counselor, school administrator, or teacher, combines personal artistry with technical skills. Artistry and technical competence are the hallmarks of a craft. The essential element in the making of the remarkable educator, however, is a passion for the educator's craft, an enthusiasm that issues from the dispositions and understandings of the educator (Freid, 1995). Passion is a holistic urging and response to share and construct meaning. The passionate educator recognizes the multiple responsibilities and opportunities that constitute the profession. The passion extends to various roles of the educator.

A GUIDE TO EL 463/464: INTERNSHIP IN EDUCATIONAL LEADERSHIP

This guide is to be used by the instructor and candidates enrolled in EL 463 and 464 to organize, implement, and evaluate the administrative internship phase of the course. The internship is a practical field phase for the candidate, which provides on-the-job learning experiences in the areas of school leadership under the direction of practicing administrators. The internship requires 200 clock hours of administrative work over two semesters on-site.

The main purposes of the internship are:

- To provide meaningful administrative experiences including some in multicultural settings which allow candidates opportunities to put theory into practice
- To provide opportunities to experience the routines of a school administrator in both administrative and supervisory roles
- To fulfill partial academic requirements for the Illinois Type 75 Administrative Certification

ADMINISTRATIVE INTERSHIP PLANNING STAGE

The candidate and the Roosevelt University internship instructor should confer regularly during the preliminary planning phase.

During the first two weeks of the course, each candidate will identify a site administrator who will serve as the candidate's site supervisor.

After confirming the site supervisor, the candidate will begin to determine the type and duration of the activities to complete during the internship. A minimum internship experience of **200 hours** over two semesters is required. The internship site most often will be at the school where the candidate is employed. However, arrangements can be made to complete a portion of the internship at an alternate site.

A list of sample internship activities is provided in the list of **Suggested Internship Experiences** to assist candidates as they plan their internship and reflects the diversity of activities in which the candidate may gain administrative training on-site. The opportunities to learn while being of service to the school are many. The candidate should thoroughly explore these with both the field supervisor and course instructor.

DEVELOPMENT OF THE PROPOSAL

Following the initial planning stage, the candidate prepares a written proposal in the form of a contract. This contract, which must be approved by the field supervisor and the course instructor, will include the:

1. Information Sheet (Appendix A)
2. Contract Form (Appendix B) which includes specific objectives and related activities in each of the six Interstate School Leader Licensure Consortium Standards (ISLLC).

IMPLEMENTATION

After the Contract Form has been approved by the site supervisor and the instructor, the candidate is ready to implement the objectives of the contract. Copies of the contract should be given to the site supervisor and the instructor.

Since school situations may call for flexibility, candidates, site supervisors and instructors must be prepared for unexpected events which may require plan modifications. However, candidates should follow their approved plans as closely as possible.

Two specific documents, which are described below, are required for completion of the internship. Additional documents may also be required by the instructor.

Internship Log

Candidates are required to keep an Internship Log in which they document all internship activities including time spent. (See Appendix C for a copy of the required Internship Log format.)

Reflective Field Journal

Throughout their internship, candidates prepare a Reflective Field Journal (Appendix D) which collects a high level of documentation and reflective thinking. In the journal, candidates identify individual internship activities then prepare a three part narrative composed of description, analysis and interpretation of varied situations and experiences. Please find below brief definitions of each section. (Please note that the instructor will provide a sample of a journal entry in class.)

Description: Describe settings, activities and people in enough detail to allow the reader to form a clear mental picture of the situations, procedures or events presented in the journal. Include identities and roles of people, location, size and type of setting, and descriptions of governance structures and functions as appropriate. Documents attached to journal entries may be particularly useful in supporting such description. Note: Once the background information of a school and district or other site has been presented, it is unnecessary to repeat it in subsequent entries.

Analysis: Analyze the activities, events and behaviors reported in terms of the goals of participants (if known), their actions and the outcomes that result. In effect, explain what occurred and your interpretation of the significance of the event for its participants. Focus on administrative leadership behaviors whenever possible. Note: In-depth analysis may require inquiry and discussion with the site supervisor and other participants regarding the activities and events reported.

Interpretation: Complete each entry with an appraisal of the values, goals (if known) and achievements of the people reported. Judge the outcome of events in terms of purpose and accomplishment. Indicate how you might do things differently based on your knowledge of leadership and decision-making from previous courses and experience. Note: It is helpful to consider alternative viewpoints in attempting to evaluate outcomes in most situations.

Candidates are expected to write their journal entries in a reader-friendly narrative format. Thorough proofreading is expected. A sample journal entry will be distributed in class by the instructor to assist internship candidates. Journal entries will be discussed as part of internship class sessions.

After the completion of the internship, the Internship Log and Reflective Field Journal will be filed in each candidate's Educational Leadership folder in the College of Education.

Note: The Roosevelt instructor may choose to use an alternative format for the Reflective Journal.

Additional Features

During the internship, class meetings may be held at one or more field sites as well as at the University.

Visits to the internship site by the instructor will be made when necessary. In addition, the instructor will contact the site administrator periodically, whether by phone or in person, to assess the candidate's progress. Feedback from these conferences will confirm whether the candidate is performing satisfactorily and also indicate necessary areas for remediation. As a culminating experience, the instructor, the field administrator, and the candidate may meet at the school site to discuss the candidate's achievement of the internship objectives.

COURSE GRADE

The course grade will be based on the following: the candidate's evaluation completed by the field administrator (Appendix F), the Internship Log (Appendix C), Reflective Journals (Appendix D) and the extent to which the candidate has met the criteria established by the Roosevelt instructor.

The Appendix contains examples of the forms used for the internship. Additional copies will be filed in your Educational Leadership folder in the College of Education when the course is completed.

EL 463/464: LIST OF SUGGESTED INTERNSHIP EXPERIENCES

Candidates will demonstrate knowledge and practice in the six Interstate School Leaders Licensure Consortium (ISLLC) standards. Candidates must complete at least one activity in each of the six standards as part of the required 200 hours over two semesters. Candidates will gather appropriate artifacts related to each activity and write Reflective Journal entries which document the experiences. Please note that your Roosevelt instructor will designate any activities which are required.

Standard 1: Facilitating a Vision of Learning

- Identify a district which has comprehensive goal setting processes. Meet with a central office administrator to develop an understanding of the goal setting process, particularly as it relates to school improvement. Interview a building administrator about how the process relates to the development of building-level goals.
- Review the ways that assessment data are used by the Board of Education, administration and faculty to develop district and school goals to improve teaching and learning. As part of this process, interview key stakeholders to gain a solid understanding of a variety of perspectives.
- Make a presentation at a faculty meeting or staff development session. Conduct a survey of a sample of participants to gather feedback on presentation strengths and areas for improvement.
- Write an article for the school newsletter to describe either the school goals or report on progress toward achieving these goals. Make sure that you solicit advice and feedback during both the pre-writing and editing stages.
- Present a report on school goals and progress toward achieving these at a PTA or LSC meeting.
- Identify one section of the board policy and administrative procedure manual of interest to you. Read both sections and then meet with an administrator to discuss the purposes and uses of these manuals as well as related actual experiences involving policy and procedural matters, particularly as they affect the school administrator.
- Lead a group charged with addressing some specific initiative or concern in your school. As part of this process, work with your building administrator to plan and implement each phase of the process attempting to reach a consensus resolution.
- Identify a highly respected building administrator from your district or from another district. Conduct an in-depth interview to understand the administrator's philosophy of leadership and how it applies to developing a vision for a school and/or district.
- Propose an action research study at a staff meeting that teachers can use to solve a practical problem. Assist teachers who wish to implement the study.

Standard 2: School Culture and Instructional Program

- Research the major school climate assessment tools available. Select and administer one to a randomly selected group of faculty and analyze the results.
- Identify a principal who is recognized as a leader in a school and is known for maintaining a positive school climate and culture. Interview the principal and a random

sample of faculty and staff to identify what it is that the principal does to accomplish this. In addition, interview the superintendent for additional perspectives.

- Research the processes used for curriculum evaluation in the district/school. Evaluate the methods used, intervals of time and levels of faculty and administrator participation. Prepare a written evaluation which includes your recommendations for improvement.
- Using Charlotte Danielson's (2002) *Enhancing Student Achievement: A Framework for School Improvement*, Alexandria, VA: ASCD, complete an assessment of your school including recommendations.
- Conduct two complete observation cycles with a faculty applying the principles of clinical and reflective supervision.
- Identify one particular teacher behavior related to the latest research on effective teaching and increased student achievement. Conduct observations of several faculty members to assess use and prepare an analysis of your findings including recommendations.
- Identify a curriculum or program in your school such as mathematics. Interview several students to determine whether they believe that they have been challenged with new learning. Prepare a report for both the principal and appropriate faculty which summarizes your findings.
- Survey your school faculty on methods used to motivate students. Also, interview a sample of students to discover what methods motivate them. Compare and contrast the results.
- Conduct a school-wide inventory on the use of technology. Analyze the results to create a report of actual usage and prepare recommendations for expanded use.
- Review the Illinois Technology Standards. Analyze how your school compares to the standards and make recommendations within the financial capabilities of your district.
- Review your school's ISAT data from the last four years. Prepare a report to the faculty discussing your analysis and recommendations based on the literature as well as your suggestions for improving student achievement.
- Identify a particular grade level or content area. Using available achievement data and other indicators, form and lead a team of teachers to study and develop a plan for improving student performance. Assure that any plan developed is feasible within the legal, financial and resources available to your school and district.
- Work collaboratively with another faculty member in planning and supervising a co-curricular activity such as a school play or other special event. Develop an understanding of the relevant issues you will need to consider. Critique your experience.
- Compile a summary of representative professional development activities completed both within and outside the district by your school's faculty during the past year. Analyze the results and prepare summaries related to topic trends, patterns and school goals. Make recommendations to your principal.
- Conduct a needs assessment at the building, department or grade level. Plan and implement a staff development program which addresses one of the needs.
- Identify the key staff developers for your district. Interview each of them to develop a broader perspective on staff development planning and the issues which they have to consider in the process.

- Identify the legal issues and practices which a building administrator must understand related to student discipline. This will require readings, research and interviews with experienced administrators.
- Explore major aspects of student transportation management. Handle all student transportation discipline issues for a month.
- Identify three administrators from different schools. Interview each regarding their philosophy of student discipline, and their suggestions for you as a new administrator. Compare and contrast your findings.
- Assume that your school has an issue such as a case of head lice. Research the appropriate medical, legal and political aspects. Explain what policies and procedures you would put in place to address future cases.

Standard 3: Management

- Work with your building-level administrator to review all aspects of either the opening or closing of the school year. Assume responsibility for as many of these activities as possible.
- Participate in the selection of an employee. Ensure that you have identified and interviewed administrative staff to fully understand all aspects of the selection process.
- Review the job descriptions and evaluation forms for the key office personnel at the school such as the secretary, office clerk, health clerk, etc. Meet with each to determine their major duties, concerns and suggestions they would have for you as a potential building-level administrator.
- Spend a day serving as the main person in the office in order to understand the typical flow of activity. Interview your building-level administrator about his/her wisdom about establishing to a well-functioning school.
- Meet with either the director of buildings and grounds or business manager to discuss the school cleaning and maintenance program in order to understand the scope of responsibilities and related issues. Interview the head custodian to gather additional perspectives.
- Review the building safety manual which contains safety and emergency procedures. Meet with appropriate personnel to understand the legal and political issues of which you need to be cognizant.
- Interview several bus drivers then observe one of the drivers an actual bus run. Meet with the building-level administrator to discuss all aspects of the transportation program.
- Interview an administrator to understand the provisions of the federal free and reduced lunch program. Pay particular attention to legal issues and how free and reduced lunch program data are used as the basis for funding in other programs.
- Learn as much as you can about the lunch program procedures through interviews with key personnel.
- Interview the administrator responsible for district personnel to discuss recruitment, selection, induction, mentoring compensation, evaluation and dismissal of both certified and classified employees.
- Spend several lunch periods observing your school's lunch program. Based upon your observations, prepare recommendations to share with your building-level administration on how to improve the efficiency and efficacy of the lunch time.

- Contact administrators from two school districts plus your own. Interview each to learn the process they use to select teaching personnel.
- Read journal articles which discuss effective approaches to personnel selection to expand your understanding of various processes used by school district administrators.
- Meet with your building-level administrator to understand the faculty selection process. Shadow the administrator through the complete selection cycle for a position.
- Research what are meant by permanent and temporary student records. Review district procedures related to all aspects of student record handling, maintenance and storage.
- Study the school district collective bargaining agreement related to employee personnel files. Discuss the practical, legal and political aspects of this contract provision with your principal.
- Study the school district's grievance procedure in the collective bargaining agreement. Meet with both the principal and a representative of the teacher association/union to discuss their perspectives on the grievance process. If possible, ask your principal to share with you documentation from a grievance.
- Interview the business manager about the principal's responsibilities for budgeting. Meet with the principal to review school budgeting procedures and understand the budgeting process.
- Participate in the student scheduling process.
- Meet with a department chair to develop an understanding of how decisions are made on teacher class assignments, student course placements, schedule change procedures and related issues.
- Meet with at least one administrator who you know is particularly effective conducting meetings. Interview the administrator about what the person does to be successful. Lead an activity or committee in your school where you can test your leadership skills. Following the meetings, create and administer an evaluation survey for feedback on your performance.

Standard 4: Collaboration with Families and Communities

- Interview one or more persons responsible for promoting your school's public relations image. Identify strategies employed for effective two-way communication with the community and discuss political issues which the principal must consider.
- Write a column for the PTA/PTO or LSC newsletter discussing some aspect of the school. Make sure that you seek counsel from your administration both prior to and during the writing process.
- Meet with both the building principal and head of a parent organization/LSC to understand how to communicate most effectively with parents. Discuss what each perceived as the most and least effective approaches used by administrators.
- Study the level of parent involving in your school. Create a proposal to increase parent involvement and share it with your principal.
- Identify a sample of students from diverse backgrounds such as ESL/Bilingual and meet with them to discuss their perceptions about their school experience as well as the quality and challenge of the curriculum. Share you findings with appropriate school personnel.
- Develop a plan to promote cultural diversity in your school. Share this plan with your principal.

- Establish a school-business partnership within your classroom or school.
- Gather information on the resources available to the schools from the local community and businesses. Share this with the school faculty and lead a discussion about how these may be used.
- Interview the social worker/counselor about social services and agencies that are available to help and support the school's students and staff. Compile information in a handbook and present to the staff.
- Identify three well respected community leaders. Interview them about their perceptions of the school district, concerns and recommendations. Prepare a report for the district administration.
- Attend a community-based meeting such as a PTA/PTO or Local School council meeting which is led by the building principal. Observe the actions of the principal then meet with the principal after the meeting to discuss it.

Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner

- Study the legal requirements and the school districts procedures for non-tenured evaluation and tenure appointment. Interview your building-level administrator about the process itself and the legal, political, ethical issues which enter into the re-appointment and dismissal process.
- Review the district teacher evaluation process. Interview an administrator responsible for teacher evaluation to determine the degree of subjectivity in the evaluation process and any additional criteria uses in determining the final evaluation.
- Discuss with your principal a difficult personnel issue with which he/she had to deal. As part of the discussion, ask the administrator to explain the issues which emerged throughout the process, confidentiality requirements and the ethical concerns which had to be considered.
- Review past school board or Local School Council agendas, reports and minutes. Identify significant policy changes and recurring themes or concerns that still impact the district's culture today.
- Identify a teacher or administrator who retired at least 10 years ago. After interviewing the person, prepare a report in which you capture the culture and character of your school at the time the person retired then compare and contrast it to today.
- Meet with a group of school classified/support staff members and discuss their perspectives of the ethical/unethical behaviors employed by certified faculty members. Seek their recommendations to ensure increased ethical practice.
- Identify two interpersonal skills which you would like to focus on during the internship (i.e. avoiding criticizing others opinions/perspectives, interrupting others while speaking, promptly getting backing to other with concerns, being defensive and accepting criticism, etc.). Make a concerted effort to improve in these areas. Maintain a log to document your actions.
- Identify an administrator who is particularly noted as an effective communicator. Interview the person to understand what contributes to interpersonal communication effectiveness.

- Meet with a group of students and ask them to relate to you how students and staff demonstrate that they care or do not care about students. Share your results with the building administrator and faculty, if appropriate.

Standard 6: The Political, Social, Economic, Legal, and Cultural Context

- Attend at least two PTA or Local School Council meetings. After each session, meet with the principal to discuss the legal, political and pragmatic aspects of each.
- Identify one section of the district policy manual such as “Personnel” and corresponding administrative procedures. Read through each one noting consistency with actual practice. Identify questions you might have then meet with your principal to discuss both your findings and questions.
- Interview both your principal and a school board or Local School Council member about the roles of board members and principal at meetings.
- Contact the appropriate district administrator to develop a list of federal and state grants which your district receives. Select one of the grant programs and either prepare the actual grant for the coming year or analyze all aspects of the grant writing process to fully understand how to prepare the grant.
- Identify some issue which exists at your school. Meet with persons on each side of the issue to understand their positions. Ask an administrator whose judgment you value to advise you on strategies to assist in resolving the concern. After developing a resolution strategy, meet with the individuals to attempt to reach a consensus solution. Use the administrator to counsel you through the process.
- Compile a list of current major issues in public education through personal research and interviews with stakeholders. Identify the three which you believe are the most important for your school at this time. Share your findings with your principal.
- Assess your own knowledge of teaching and learning. Identify a topic which you know is important but have limited knowledge of such as improving minority achievement. Create a personal staff development plan to significantly increase your understanding and knowledge.
- Create a list of publications which are important and relevant to you as a beginning administrator. Identify, read and critique a series of reading related to your identified topic.

A GUIDE TO EL 663/664: INTERNSHIP IN EDUCATIONAL LEADERSHIP

This guide is to be used by the instructor and candidate of EL 663/664 to organize, implement and evaluate the administrative internship phase of the course. The internship is a practical field phase for the candidate, which provides an on-the-job learning experience in the areas of school administration and supervision under the direction of a practicing administrator. The internship requires **200 hours over two semesters**.

The internship is designed to allow candidates to experience the varied responsibilities of central office administrators by linking academic learning to actual district-level experiences. As part of this process, candidates will regularly research pertinent topics, discuss these with practicing administrators, participate in actual district activities and reflect on their experiences. This internship also gives candidates an opportunity to gain first hand leadership and managerial experience by participating in a variety of real-world experiences appropriate to superintendents and central office administrators. The major areas of emphasis include fiscal, informational, and planning systems. Field experience is provided to facilitate the practical application and understanding of leadership principles as applied primarily at the central or regional office site, or other appropriate site.

PURPOSES OF THE INTERNSHIP

- To gain real world leadership experience with a view toward improving practice from a system-wide perspective as well as in multicultural settings.
- To provide meaningful opportunities to apply academic learning to actual practice.
- To benefit from self-reflection on how to improve leadership competencies.
- To enhance problem-solving and decision-making skills.
- To gain further experience in collaboration with different stakeholder groups.
- To fulfill the requirements for the completion of ELOC 663/664.
- To partially fulfill the academic requirements for the Illinois Type 75 Certification with Superintendent's Endorsement.

MONITORING THE INTERNSHIP EXPERIENCE

During the internship, class meetings may be held at one or more field sites or at the University.

Visits to the internship site by the Roosevelt University course instructor will be made as necessary. The Roosevelt professor will contact the site supervisor periodically to determine the progress of the candidate. Feedback from these conferences will serve as formative evaluation information to confirm whether the candidate is performing in a satisfactory manner and/or indicate areas for improvement. As a culminating experience, the professor, the field supervisor,

and the candidate will meet at the school site to discuss the candidate's achievement of the internship objectives.

Contact the professor if, for any reason during your internship, you cannot complete your tasks. The internship experience provides practice in assisting with administrative responsibilities with the help and guidance of a field supervisor and a university professor. Do not hesitate to ask for help if you need it.

ADMINISTRATIVE INTERNSHIP PLANNING STAGE

Candidates should confer with the Roosevelt University course instructor in planning the internship experience. The following steps should be occurring:

- During the first two weeks of the course, each candidate will identify an administrator under whom he/she will serve. If the candidate needs assistance, the Roosevelt University instructor will contact the superintendent, or another senior administrator, to obtain permission for the candidate to complete the internship.
- Next the candidate will begin to determine the type of experiences and activities that will comprise the internship. A minimum internship experience of **200 hours** over two semesters is required. The site most often will be the school district in which the candidate is employed; however, arrangements can be made to complete a portion of the internship at another site.
- The internship experience should expose the candidate to administrative functions at the central or regional school level. A list of sample internship activities is provided in the **Suggested Internship Experience List for Doctoral Candidates**.

DEVELOPMENT OF THE PROPOSAL

Following the initial Planning Stage, the candidate prepares a written proposal in the form of a contract. The contract, which must be approved by the field supervisor and Roosevelt instructor, will include the:

1. Information Sheet (Appendix A)
2. Contract (Appendix B) which includes specific objectives and related activities in each of the six Illinois Professional School Leadership Standards

IMPLEMENTATION

After the Contract Form has been approved by the site supervisor and the instructor, the candidate is ready to implement the contract objectives. Copies of the contract should be given to the field administrator and the Roosevelt instructor.

Since school situations may require flexibility, candidates, site supervisors and Roosevelt instructors must be prepared for unexpected events which may require plan modifications. However, candidates should follow their approved plans as closely as possible.

Two specific documents are required for completion of the internship.

Internship Log

Candidates are required to maintain an Internship Log in which they document all internship activities including time spent. (See Appendix C for a copy of the required Internship Log format.)

Reflective Journal

Throughout their internship, students prepare a Reflective Field Journal (Appendix D) which displays a high level of documentation and reflective thinking. In the journal, candidates identify individual internship activities then prepare a three part narrative composed of the following: description, analysis and interpretation. The instructor will present a sample of a journal listing. Please find below definitions of each section.

Description: Describe settings, activities and people in enough detail to allow the reader to form a clear mental picture of the situations, procedures or events presented in the journal. Include identities and roles of people, location, size and type of setting, and descriptions of governance structures and functions as appropriate. Documents attached to journal entries may be particularly useful in supporting such description. Note: Once the background information on a school/district or other site has been presented, it is unnecessary to repeat it in subsequent entries.

Analysis: Analyze the activities, events and behaviors reported in terms of the goals of participants (if known), their actions and the outcomes that result. In effect, explain what occurred and your interpretation of the significance of the event for its participants. Focus on administrative leadership behavior whenever possible. Note: In-depth analysis may require inquiry and discussion with the site supervisor and other participants in the activities and events reported.

Interpretation: Complete each entry with an appraisal of the values, goals (if known) and achievements of the people reported. Judge the outcome of events in terms of purpose and accomplishment. Indicate approval or disapproval of outcomes and reasons for approving or disapproving actions taken. Note: It is helpful to consider alternative viewpoints in attempting to evaluate outcomes in most situations.

Candidates are expected to write their journal entries in a reader-friendly narrative format. Thorough proofreading is expected. A sample journal entry will be distributed by the instructor to assist internship candidates. Journal entries will be discussed as part of internship class sessions.

At the end of the internship, the Internship Log and Reflective Field Journal will be filed in each candidate's College of Education folder.

Note: The Roosevelt instructor may choose to use a different Reflective Journal format.

COURSE GRADE

The course grade will be based on the following: the candidate's evaluation form (Appendix F), the Internship Log (Appendix C), the Reflective Journal (Appendix D) and the extent to which the candidate has met the criteria established by the Roosevelt instructor. The final grade will be assigned by the instructor.

EL663/664: LIST OF SUGGESTED INTERNSHIP EXPERIENCES

Candidates will demonstrate knowledge and practice in the six Interstate School Leader Licensure Consortium (ISLLC) Standards. Candidates are must complete at least one activity in each of the six standards as part of their required 200 hours over two semesters. Each of these assumes that as part of the experience gathers appropriate artifacts related to the activity and/or

writes a Reflective Log which documents the experience. Please note that your Roosevelt instructor will designate any activities which are required.

Standard 1: Facilitating a Vision of Learning

- Identify a district which has comprehensive district strategic planning and goal setting processes. Meet with a central office administrator to develop an understanding of the processes, particularly as they relate to school improvement. Interview the administrator about how all aspects of the process are communicated to the Board of Education, faculty and parents.
- Review the ways assessment data are used by the Board of Education, administration and faculty to develop district and goal goals and to improve teaching and learning. As part of this process, interview key stakeholders to understand a variety of perspectives.
- Make a presentation at a Board or LSC meeting or staff development session. Ask an administrator to critique your presentation skills.
- Write an article for the district newsletter where you either describe the building goals or report on their progress. Make sure that you solicit advice and feedback during both the pre-writing and editing stages.
- Identify one section of the Board policy and administrative procedure manual of interest to you. Read both sections then meet with an administrator to discuss the purposes and uses of these manuals as well as related actual experiences involving policy and procedural matters at the district level.
- Lead a group identified to address some specific initiative or concern at the district level. As part of this process, work with a central office administrator to plan and implement each phase of the process.
- Identify a highly respected superintendent. Conduct an in-depth interview to understand the administrator's philosophy of leadership and operational style.

Standard 2: School Culture and Instructional Program

- Research the major school climate assessment tools available. Select and administer one to a randomly selected group of faculty from a school in your district and analyze the results.
- Identify a superintendent who is recognized as a leader in building and maintaining a positive district climate and culture. Interview the superintendent and a sample of other administrators to identify what it is that the superintendent does so well. In addition, interview a school board member for additional perspectives.
- Research the processes used for curriculum evaluation in the district/school. Evaluate the methods used, intervals of time and levels of faculty and administrator participation. Include in your written evaluation your recommendations for improvement.
- Interview a substantial number of students to gather their perspectives on the effectiveness and challenge of a curriculum area such as mathematics then prepare a report for both the building principal and appropriate faculty.
- Conduct a district inventory of technology use. Analyze the results to create a report of actual usage and recommendations for expanded use.

- Review the Technology Standards for Schools. Analyze how your district compares to the standards and make recommendations within the financial capabilities of your district.
- Review your district's ISAT data from the last four years. Prepare a report to the administration discussing your analysis and recommendations for improving student achievement.
- Identify a particular content area. Using available achievement data and other indicators, form and lead a team of administrators to study and develop a plan for improving student performance. Make sure that any plan developed is feasible within the legal, financial and cultural parameters of your district.
- Compile a summary of all professional development activities completed both within and outside the district by your faculty during the past year. Analyze the results and prepare summaries related to topic trends, patterns and school goals. Make recommendations to your superintendent.
- Conduct a needs assessment at the building, department or grade level area and plan and implement a staff development program or a curriculum modification initiative which addresses one of the needs.
- Identify the key staff developers for your district. Interview each of them to develop a broader perspective on staff development planning and the issues which they have to consider in the process.
- Identify the legal issues and practices which a superintendent must understand related to the school board. This will require readings, research and interviews with experienced central office administrators.
- Explore all aspects of student transportation management including scheduling and routing. Interview the transportation management director to understand the types of issues with which they deal. Gather suggestions for responding most effectively to parent questions and concerns.
- Identify three superintendents from different schools. Interview each regarding their philosophy of communication and strategies for communicating with the Board of Education. Summarize your findings.
- Interview the district business manager about the debt extension limit as well as the various financing bonds available to school districts. Write a report summarizing how these apply to your district.
- Assume that your district has an issue such as a bomb threat or student with HIV. Research the appropriate medical, legal aspect and political aspects as appropriate. Explain what key issues you would need to consider and what policies and procedures you would put in place to address future cases.
- Propose a program evaluation study for a regular or special education program operating in several buildings. Be available as a resource to facilitate this activity should it be implemented by school personnel.
- Propose an experimental study with a view toward providing direction on improving student achievement. Serve as a facilitator for this activity should it be implemented by school personnel.
- Propose a study that involves testing the relationship between at least two factors and student achievement that has applicability in more than one school. Serve as a resource should this study be implemented by school personnel.

Standard 3: Management

- Work with a central office administrator to understand all aspects of either the opening or closing of the school year. Assume responsibility for as many of these activities as possible.
- Participate in the full selection of an employee. Ensure that you have identified and interviewed administrative staff to fully understand all aspects of the selection process.
- Review the job descriptions and evaluation forms for the key central office personnel at the school such as superintendent's secretary, payroll clerk, accounts payable director, etc. Meet with each to determine their major duties, concerns and suggestions they would have for you as a potential building administrator.
- Spend a day serving as the receptionist in the district office in order to understand the typical flow of activity. Interview your superintendent about ways to establish and maintain a positive district office image.
- Meet with either the director of buildings and grounds or the business manager to discuss the school cleaning and maintenance program in order to understand the scope of responsibilities and related issues. Interview the head custodian to gather perceptions and perspectives.
- Interview the business manager about the Life-Safety Code requirements including legal and financial components.
- Review the district safety manual which contains safety and emergency procedures. Meet with appropriate personnel to understand the legal and political issues of which you need to be cognizant.
- Learn as much as you can about the lunch program procedures through interviews with key personnel including the financial impact of the lunch program on the district.
- Contact superintendents from two school districts plus your own. Interview each about the processes they use to select administrators.
- Shadow the superintendent for an entire day. Pick a day on which there is a school board meeting.
- Research what are meant by permanent and temporary student records. Interview a central office administrator as part of the process. Review district procedures related to all aspects of student record handling and maintenance.
- Interview your superintendent about how he/she conducts new board member orientation.
- Study the school district collective bargaining agreement. Discuss the practical, legal and political aspects of the contract provision with your superintendent.
- Meet with your superintendent to develop an understanding of your district's last collective bargaining process including gathering advice on what facilitates and hinders the process.
- Study the school district's grievance procedure in the collective bargaining agreement. Meet with both your superintendent and a representative of the teacher association/union to discuss their perspectives on the grievance process. If possible, ask your superintendent to share with you her or his perspectives on what is involved in a legal and equitable resolution of a grievance.

- Interview the administrator responsible for district personnel to discuss recruitment, selection, induction, mentoring compensation, evaluation and dismissal of both certified and classified employees.
- Interview the business manager to understand the annual district budget development cycle and the financial projection process. Prepare a summary of your district's present financial position.
- Participate as an observer at district support staff meetings such as maintenance, custodial and food service.
- Meet with at least one superintendent who you know is particularly effective conducting school board meetings. Interview the administrator about what the person considers and does to be successful.

Standard 4: Collaboration with Families and Communities

- Interview one or more persons involved in district public relations about strategies employed for effective two-way communication with the community and issues of community politics.
- Write a column for the district newsletter. Make sure that you have sought counsel from your superintendent both prior to and during the writing process.
- Meet with both the superintendent and president of the school board to understand how your superintendent communicates most effectively with all board members. Discuss what each has perceived as the most and least effective approaches used by superintendent whom they have known.
- Study the level of parent involvement and support in your district. Create a proposal to increase parent involvement and share it with your superintendent.
- Observe a school board meeting. Jot down your perspectives; then meet with your superintendent to discuss the meeting.
- Identify a sample of students from diverse backgrounds such as ESL/Bilingual and meet with them to discuss their perceptions about their school experience. Share you findings with the administrative staff.
- Develop a plan to promote cultural diversity in your school. Share this plan with your superintendent.
- Establish a school-business partnership within your district.
- Interview the superintendent about the legal and political aspects of a school board election.
- Identify three well respected community leaders. Interview them about their perceptions of the school district, concerns and recommendations. Prepare a report for the district administration.
- Discuss with your superintendent a time when a significant number of parents approached the school board at a regular meeting to voice a concern. Seek the superintendent's advice on how to most effectively respond before, during and after the meeting to the various stakeholders.

Standard 5: Acting with Integrity, Fairness, and in an Ethical Manner

- Study the legal requirements and the school district's procedures for non-tenured evaluation and tenure appointment. Interview you superintendent about the process itself

and the legal, political, ethical issues which enter into the re-appointment and dismissal process.

- Discuss with your superintendent a difficult personnel issue with which he/she had to deal. As part of the discussion, ask the superintendent to explain the issues which emerged throughout the process and the ethical concerns which had to be considered.
- Interview your superintendent about how school board meeting agendas are developed and how reports are determined. Seek out advice on how to avoid micromanagement.
- Identify an administrator who retired at least 10 years ago. After interviewing the person, prepare a report in which you captured the culture and character of your school at the time the person retired then compare and contrast it to today.
- Meet with a group of school classified/support staff members and discuss their perspectives of the ethical/unethical behaviors employed by administrators. Seek their recommendations to ensure increased ethical practice.
- Identify two interpersonal skills which you would like to focus on during the internship (i.e. avoiding criticizing others opinions/perspectives, interrupting others while speaking, promptly getting backing to other with concerns, being defensive and accepting criticism, etc.). Make a concerted effort to improve in these areas. Create a log to document your actions.
- Identify an administrator who is particularly noted as an effective communicator. Interview the person to understand what contributes to interpersonal communication effectiveness.

Standard 6: The Political, Social, Economic, Legal, and Cultural Context

- Attend at least two school board meetings. After each session, meet with the superintendent/principal to discuss the legal, political and pragmatic aspects which must be considered.
- Read one section of both the district policy manual and corresponding administrative procedures. Identify questions you might have. Meet with your superintendent to discuss your questions and to understand the importance policies and procedures play in the management of the district.
- Interview both your superintendent and a school board member about the roles of the board member and administrators at school board meetings.
- Contact the appropriate district administrator to develop a list of federal and state grants which your district receives. Select one of the grant programs and either prepare the actual grant for the coming year or analyze all aspects of the grant writing process to fully understand how to prepare the grant.
- Identify some issue which exists in your district. Identify a person on each side of the issue and meet with them together to understand their positions. Ask an administrator whose judgment you value to advice you on strategies to assist in resolving the concern. After developing a resolution strategy, meet with the individuals to attempt to reach a consensus solution. Use the administrator to counsel you through the process.
- Compile a list of current major issues in public education through personal research and interviews with stakeholders. Identify the three which you believe are the most important for your school at this time. Share you findings with your superintendent for his or her comments.

- Assess your own knowledge of teaching and learning. Identify a topic which you know is important but have limited knowledge of such as improving minority achievement. Create a personal professional development plan to significantly increase your understanding and knowledge.
- Create a list of publications which are important and relevant to you as a beginning superintendent. Identify and critique a series of related to your identified topic.

Appendix A: Information Form

Internship in Educational Leadership (Masters)

EL 463 _____ EL 464 _____

Internship in Educational Leadership (Doctoral)

EL 663 _____ EL 664 _____

DATE _____

CANDIDATE INFORMATION FORM

Please print all information

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____ daytime (____) _____ evening

E-mail: _____

Present Position _____

INTERNSHIP LOCATION

District _____

School _____

School Address _____

City _____ State _____ Zip _____

Phone (____) _____

Internship Field Supervisor _____

Position _____

Complete the following if different from the school information above

Address _____

City _____ State _____ Zip _____

Phone (____) _____

Please include a map indicating the location of your internship site in relation to major intersections. Also indicate approximate distances from these intersections.

Appendix B: Contract
Roosevelt University College of Education
CONTRACT FORM FOR INTERNSHIP OBJECTIVES AND ACTIVITIES

ELOC 463 _____ ELOC 464 _____ (Masters)
 ELOC 663 _____ ELOC 664 _____ (Doctoral)

Student Name: _____

Internship Site: _____

IPSLs ¹	Objective	Activities/Tasks to be Performed	Artifacts for Portfolio

¹ (IPSLs) Illinois Professional School Leader Standards

IPSLs ¹	Objective	Activities/Tasks to be Performed	Artifacts for Portfolio

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IPSLs ¹	Objective	Activities/Tasks to be Performed	Artifacts for Portfolio

¹ (IPSLs) Illinois Professional School Leader Standards

Approved by:
 Site Supervisor: Name (Please Print) _____ Date: _____
 Title: _____
 Signature: _____

Student Intern: Signature: _____ Date:

 Name (Please Print) _____

RU Faculty Signature: _____ Date:

 Name (Please Print) _____

Internship Objectives and Activities Audit

Intern: Share your Draft Internship Objectives and Activities Contract with a partner. Describe the objectives, the activities/tasks to be performed, artifacts to be included in your portfolio, and identify the items from the Required Practicum Experience List and the relevant Illinois Professional School Leader Standards.

Partner: Provide constructive feedback and new insights that might help enrich the practicum experience for the intern. Share questions or concerns you might have.

Appendix C: Internship Log

Directions:

1. Record the date(s) of the activity.
2. Describe the activity.
3. Record the amount of time devoted to the activity.
4. Total the amount of time after completion of course. A minimum of 100 per course is required.
5. Ask the site supervisor to sign.
6. Submit to your faculty supervisor.

Candidate Name: _____ **Course:** _____ **Term:**

Site Supervisor: _____ **Instructor:**

Date

Activity

Time

Date

Activity

Time

Total Time _____

Candidate's Signature _____

Supervisor's signature: _____ **Date:** _____

Roosevelt University / College of Education

Appendix D: Reflective Journal Format

Candidate Name: _____ Course: _____ Term:

Site Supervisor: _____ Instructor:

ACTIVITY

Description:

Analysis:

Interpretation:

Appendix E: Self-Evaluation

**Roosevelt University College of Education
Department of Educational Leadership**

EL463 _____ EL 464 _____ (Masters)

EL 663 _____ EL 664 _____ (Doctoral)

Candidate Name: (please print)

INTERNSHIP SELF-EVALUATION FORM

IT IS VALUABLE TO STOP AND REFLECT ON YOUR EXPERIENCES DURING THE INTERNSHIP. PLEASE EVALUATE YOURSELF ON THE SEVEN AREAS LISTED BELOW. FOR EACH STATEMENT, EVALUATE YOUR DEVELOPMENT, YOUR NEED FOR IMPROVEMENT AND MENTION ANY SPECIAL PROBLEMS YOU HAVE ENCOUNTERED.

1. Aware of an emerging philosophical belief system about how people learn and develop:

2. Aware of an emerging theoretical base which is meaningful to you:

3. Aware of a congruency between your theoretical base and what you actually do in the educational leadership internship – how you relate theory to practice:

4. Ability to evaluate self in educational leadership experiences and to utilize understanding to facilitate change:

5. Sensitive to multicultural issues in educational leadership:

6. Capable of profiting from supervision and feedback:

7. Aware of how self-supervision and professional development will continue after the completion of the internship:

OVERALL ASSESSMENT (Please provide narrative summary below):

Appendix F: Site Evaluation

SITE SUPERVISOR ASSESSMENT OF CANDIDATE

EL463 _____ EL 464 _____ (Masters)

EL 663 _____ EL 664 _____ (Doctoral)

Candidate Name: (please print)

Internship Site: _____

Site Supervisor: Please circle the number that best indicates your assessment of the candidate.

1. Conscientiousness, dependability, and initiative:

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

2. Ability to work collaboratively and effectively with people:

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

3. Growth in the understanding of skills relating to strategic planning, information analysis, and fiscal /human resources management:

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

4. Maintenance of professional behavior and compliance complies with ethical standards in the field.

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

5. Commitment to professional development.

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

6. Understanding of the roles and responsibilities of educational leaders.

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

OVERALL RATING OF PERFORMANCE

<u>Does Not Meet Standards</u>	<u>Minimally Meets Standards</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
1	2	3	4

Completed by:
Internship Supervisor:

Name _____

Title _____

Signature _____

Date _____

**PLEASE PROVIDE WRITTEN COMMENTS REGARDING
CANDIDATE PERFORMANCE BELOW**