

Internship Requirements/ Assignments

Internship Agreement Form

Internship director provides form to interns. The form must be given to on-site leadership mentor along with Internship Manual. This form indicates the intern has been provided an on-site mentor by the district and that this person agrees to provide the guidance needed and be a member of the BLCST. The form is returned to the internship director within the first month of internship.

Individualized Internship Plan

Each intern will work with on-site leadership mentor and college coach to develop an individualized set of performance activities that will provide opportunities for the intern to gain practical experiences. Interns will use the Individualized Internship Plan template, which is based on the ELCC standards, to record performance activities/tasks; individuals involved, and proposed and completed dates. Below is a list of performance-based suggested activities or tasks that should be completed, but are not limited to, the following areas:

Activities for Field-Based internships:

1. Finance/Budget (EDU 725)

- FTE funding/Master scheduling
- Master scheduling
- Financial aspects of school/system
- Budget preparation of school/system
- SPLOST
- Tax mileage process
- Federal funds and accounting

2. Communications/Public Relations (EDU 725)

- PTA
- School councils
- Learn how to say “no”
- Listening
- Politics of education
- Community involvement
- Skills of working with school board
- Attend a school board meeting
- Working with groups
- Booster clubs
- Dealing with the media
- Day to day management of the school
- Charter Schools/Districts

3. Curriculum/Instruction (EDU 707 & 733)

- Instructional audits
- Special Education laws and guidelines, IEP

- Federal Consolidated application
- Latest SACS visit
- Focus walks
- Curriculum standards
- Textbook adoption
- High School Graduation requirements
- Scheduling
- School Improvement Plan
- Gifted
- Remedial
- Field trips
- Extra-curricular

4. Personnel/Human Resources (EDU 723)

- Interviewing
- Staff employment procedures
- Staffing criteria
- Mentors
- Student information system
- Student enrollment procedures
- Staff evaluation/Termination/Documentation
- Student handbook
- Discipline procedures
- Staff development

5. Transportation (EDU 725)

- Route Scheduling
- Rules
- Maintenance
- Purchasing
- Finances
- Driver requirements and training

6. Facilities (EDU 725)

- Maintenance
- Purchasing
- Five-year facilities plan
- New Construction
- Renovations
- Selecting new school sites
- School zones
- Custodians
- Fire plans and requirements

7. Food Services (EDU 725)

- Free and Reduced requirements
- Scheduling meals and staff

- Food protection requirements
- Meal requirements
- Field Trips
- Health inspections
- Food delivery/purchasing
- System warehousing
- Storage requirements
- Legal notifications

8. Law Issues (EDU 709)

- Certified
- Classified
- Students
- Parent

Suggestions for performance-based activities from ELCC standards manual will be provided to interns in seminar. The individualized Internship Plan should provide evidence of performance-based activities to meet ELCC Standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0 and Standard 7.0 of the 505-3.-58 Educational Leadership Program Rule and the Guidelines for the Supervised Residency. Mastery of every performance indicator may not be possible, but interns should strive to master each of the six assessment areas. Some performance activities may demonstrate that content knowledge development and growth in professional leadership skills has occurred across several standards and performance indicators.

In addition, the following internship assignments must occur and could happen at any point across the four semesters of internship:

School Keys Environmental Scan

Using School Keys: Unlocking the Excellence through Georgia School Standards (GSS) and the Georgia Assessment of Performance on School Standards (GAPSS), (GaDOE, 2007), interns will conduct a School Keys Environmental Scan to determine the school status in the implementation of the Georgia School Standards. Copies of GSS and GAPSS will be distributed at the first internship seminar. Task descriptions and scoring rubrics will be available by EDU 729 course instructor and materials will be available on Viking Web. (**Appendix E**)

This assignment will help meet Standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. The intern will identify specific performance indicators on Individualized Internship Plan.

Information Technology-Student Information Management System

Each intern will become familiar with the administrative technology available in his or her school or at district level. At a minimum, the student information management system (SIMS) used in the school/district should be addressed.

In addition, other productivity tools that the school/district is using in instructional settings should be addressed.

This assignment should include the following in the order indicated:

1. The name and description of the system in place,
2. The capabilities and limitations of the system,
3. Effectiveness of the system,
4. Sample reports that can be generated,
5. Use of student achievement and relevant demographic data to develop or support school's vision and goals,
6. Staff development as needed and available in order to use the system,
7. Responsible party for different functions,
8. Other features and aspects that may be present (needs assessments, parental support, student support), and
9. Summary of the system to support accountability of teaching and learning.

A written report describing these findings is to address the items listed in 1-9 above and use these as major headings for the report. Provide supportive printouts that demonstrate your knowledge of the uses of the SIMS system, and specifically provide evidence to address use of student achievement and relevant demographic data to develop or support school's (district's) vision and goals (item #5). The report must be written in no smaller than 12 font and may be single-spaced, using APA style. (**Appendix E**)

Data-Wise School Improvement Project

The Foundation of accountability is educational leaders' understanding of the learning standards, learning context and a deep understanding of what mastery looks like in a learning community. The potential value of analyzing and disaggregating student performance data is only as good as one's understanding of the learning that data represents. Furthermore, while we learn to assume alignment among standards, assessment, and instruction-in addition to policy, programs, and politics-its tremendous importance and potential impact demand ongoing attention. The importance of knowing how to use evidence in decision-making is central to an effective building and district level educational leaders (November 2011, National Policy Board For Educational Administration (NPBEA), pg. 7).

Interns are required to examine data, possibly oversee implementation of school-wide (or district-level) initiative or "innovation to be implemented in a real school" (Instructions to Implement Standards for Advanced Programs in Educational Leadership, ELCC, National Policy Board for Educational Administration, 202, pg. 25) and assist in data driven decisions that will impact students learning. The intern, in collaboration with their mentor and the School Improvement Plan Team will examine the School Improvement Plan Template, Corrective Action Addendum, Comprehensive LEA Improvement Plan (CLIP)

and other school (district) related information to determine the role the intern will take to assist in the action, strategies and intervention decisions made to improve student learning. Intern involvement should demonstrate the role the candidate played in actions and decision making related to the SIP and CLIP. (GaDOE)

Candidates must demonstrate data literacy knowledge process of the following: (Earl, L., and Katz, S. (2008). *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*, Thousand Oaks, CA Corwin Press)

- “Standing back and deciding what you need to know and why:
- Collecting or locating the necessary data;
- Being aware of the limitations of the data;
- Thinking about what the results mean, and
- Systematically considering an issue from a range of perspectives so that you feel you have sufficient evidence to explain, support and also challenge your point of view.”

Candidates will demonstrate decisions made to develop a systematic plan to:

- Organize for collaborative work
- Builds assessment Literacy
- Creates a data overview
- Digs into student data
- Examines instruction or innovation
- Develops an Action Plan
- Plan to assess progress
- Makes data-based decisions to act and assess

Examination of candidate’s data literacy knowledge, data-based decision-making process and data analysis guidance for the project will be started in **EDU 733**. The finished project will possibly take more than one semester, continuing as part of Residency. The finished project should be presented to mentor and school (or district) and must be included in candidate’s program portfolio. Course instructor will provide task descriptions, instructions and scoring criteria in EDU 733 *Sustaining School Improvement: Data-Based Decision Making*.

Examination of ELCC Standards indicates many competencies and skills that building-level education leader needs to address as part of their development. The following standard element and professional learning skills address data-base decision that should be demonstrated by building-level candidates.

Internship Reflective Journal

At the end of each week of internship, interns should make a formal journal entry (**Appendix D**). That journal entry should reflect events of the past week and represent your reactions and thoughts at a level that goes beyond recollection and recall. In some cases,

the intern may want to consider a single event that made a profound impression or that has caused the intern to think or reconsider your action in a different way. In your journal, interns identify individual internship activities, and then prepare a three-part narrative composed of the following: description, analysis and interpretation. 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 necessary 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 college supervisor and other participants in the activities and events reported.

Interpretation (Reflection): Indicate what actions can sustain approval or increase performance outcomes. This may involve continued practice or more content knowledge needed. Interns may also want to reference ELCC standards and performance indicators that are relevant to the experiences to help monitor acquisitions of attitude, skills and knowledge of emerging administrators.

Note: It is helpful to consider alternative viewpoints in attempting to evaluate outcomes in most situations.

Interns are expected to write their journal entries in a reader-friendly narrative format. Thorough proofreading is expected. The journal is considered private between the intern and the college coach and will not be part of the internship portfolio.

Interns should discuss with college coach how they would like to receive the journals. It is recommended that journals remain in a secure, private location.

The college coach will collect, read and comment on journals through the semesters of internship and submit documentation that journals have been completed to the internship director. Internship reflection forms will be provided on Viking Web if intern chooses to use this format (**Appendix D**).

The format involves:

- Brief description of week's activities (Context):
- Analysis of leadership behaviors during these activities (Analysis of Professional Growth):
- Suggestions for strengthening or refining leadership knowledge, skills, or attitudes (Reflection):

Self-Evaluation of Professional Growth

Interns will start the internship process with a self-assessment comprised of ranking one's self on: 1) statement of how important it is to function as an effective building administrator, and 2) one's present skill level in performing related building administrator tasks. The self-assessment will be done at the beginning of the first semester (pre) and again at the end of the internship (post). Analysis of the self-assessment should aid the intern in their professional development. The form will be available on Viking Web (**Appendix C**, Building-Level or District-Level).

This assignment should document ELCC Standards: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0. The intern will identify specific performance indicators on Individualized Internship Plan.

Internship Portfolio Cover Sheets

The Internship Portfolio is a culmination of all the requirements of the internship experience. The Internship Portfolio will be submitted for evaluation. The documentation in the portfolio must be complete and reflect increased competence by the intern in all areas of the ELCC Standards and also evidence the Berry College Educational Specialist Program goals. For each of the standard's content areas, the intern must select 2-3 pieces of evidence from their work experiences to develop skills, knowledge and dispositions expressed in the standards; and c) level of proficiency to assume an educational leadership role. The internship portfolio content will be evaluated by using a rubric rather than by presentation, though it should be noted that the portfolio is a professional document used to represent a candidate's professional abilities. The Internship Portfolio will be comprised of the following items listed below in order in which they should appear:

- a. Title Page: Name, Program, semester
- b. Table of Contents
- c. Resume
- d. Cover Sheets and Documentation by ELCC Standards 1-6
- e. Performance Indicators Standard 7 Artifacts: Administrative Internship Plan
- f. Data-Wise Project: Student learning impact
- g. Administrative Technology Activity
- h. Environmental Scan
- i. Self-Assessments of Professional Growth Summary

Detailed instructions for format and assembly will be given and cover sheets will be done through **EDU 790** Professional Seminar and all forms will be available on Viking Web. Two faculty members using a rubric, also available on Viking Web, will evaluate the Internship Portfolio.

Intern On-Site Progress Observation

The college coach is to meet with the intern on 4 occasions during each semester. Progress of the intern towards Individualized Internship Plan and ELCC standards performance indicators will be noted. Intern and college coach should schedule these meetings with ample time to provide evidence and discuss progress in the development of educational leadership performance indicators and to monitor the individualized Internship Plan. The form is available on Viking Web.

Internship Evaluation

At completion of each semester the college coach and on-site mentor will conference and review intern's progress towards internship requirements and documentation of ELCC Standards. This evaluation will be shared with the intern at a three-way conference. The college coach will submit the Internship Evaluation and conference with internship director at the end of each semester to review internship requirements to determine internship grade each semester. The internship is completed when the on-site mentor, intern, college coach and internship director assure that the terms of the internship requirements have been satisfactorily completed. It is not feasible that every performance indicator of the ELCC Standards will be met. Intern must provide evidence of meeting a minimum of 70% of the performance indicators for each standard with a score of 3 or above on the Internship Evaluation to successfully pass the internship. The Internship Evaluation will be available on Vikings Web (**Appendix F**).

Self Analysis of Professional Growth Summary

At the end of internship (last semester) the intern should take time to reflect upon the experiences as whole rather than isolated experiences. Interns should review their journal, feedback from faculty, on-site mentor and college coach, Individualized Internship Plan and any other supporting materials in order to synthesize what concepts have been learned and skills and attitudes/dispositions developed. As a result of this reflection, the intern is to develop a personalized statement of what their understanding of "what it means to be an educational leader." Interns are to write a 3-5 page paper that may address such questions as:

- What are skills, attitudes and values (dispositions) you have promoted as an educational leader? Why are these important to your role?
- How have you used the ELCC standards to evaluate your own actions and beliefs?
- What experiences in the internship have shaped your beliefs? How have they changed as a result of the internship?
- What additional skills, attitudes, values and dispositions do you feel you need to continue your development as an educational leader?
- After reviewing your journals, self assessment and administrative internship plan, in what other experiences do you need to engage in order to continue your professional development?

Task description and scoring rubric will be provided by **EDU 729** instructor and will be available on Viking Web.

Internship/Mentor/Coach Checklist

1 st Semester	2 nd Semester	3 rd Semester	4 th Semester
<p><u>Intern</u></p> <ul style="list-style-type: none"> • IIP • 3-Way Conference at beginning • Weekly Reflections • Weekly meetings w/Mentor • On-Site w/College Coach • Self-Assessment – Initial • Internship Activities • IIP & Activity Log 	<p><u>Intern</u></p> <ul style="list-style-type: none"> • IIP • 3-Way Conference Weekly Reflections • Weekly meetings w/Mentor • On-Site w/College Coach • Internship Activities • IIP & Activity Log 	<p><u>Intern</u></p> <ul style="list-style-type: none"> • IIP • 3-Way Conference • Weekly Reflections • Weekly meetings w/Mentor • On-Site w/College Coach • Self-Assessment –Mid • Internship Activities • IIP & Activity Log • Application for Graduation 	<p><u>Intern</u></p> <ul style="list-style-type: none"> • IIP • 3-Way Conference at beginning • Weekly Reflections • Weekly meetings w/Mentor • On-Site w/College Coach • Self-Assessment – Final • Internship Activities • IIP & Activity Log • Portfolio
<p><u>Mentor</u></p> <ul style="list-style-type: none"> • 3-Way Conference at beginning -IIP • Weekly Meetings w/Intern • Mid-Semester Feedback • 3-Way Conference to evaluate IIP activities at end & plan for next semester 	<p><u>Mentor</u></p> <ul style="list-style-type: none"> • Weekly Meetings w/Intern • Mid-Semester Feedback • 3-Way Conference to evaluate IIP activities at end & plan for next semester • 3-Way meetings as needed 	<p><u>Mentor</u></p> <ul style="list-style-type: none"> • Weekly Meetings w/Intern • Mid-Semester Feedback • 3-Way Conference to evaluate IIP activities at end & plan for next semester • 3-Way meetings as needed 	<p><u>Mentor</u></p> <ul style="list-style-type: none"> • Weekly Meetings w/Intern • Mid-Semester Feedback • 3-Way Conference to evaluate IIP activities at end • 3-Way meetings as needed
<p><u>Coach</u></p> <ul style="list-style-type: none"> • 3-Way Conference at beginning- IIP • Weekly Reflections from Intern • On-Site Feedback • 3-Way conference to evaluate IIP activities at end 	<p><u>Coach</u></p> <ul style="list-style-type: none"> • Weekly Reflections from Intern • On-Site Feedback • 3-Way conference to evaluate IIP activities at end • 3-Way meetings as needed 	<p><u>Coach</u></p> <ul style="list-style-type: none"> • Weekly Reflections from Intern • On-Site Feedback • 3-Way conference to evaluate IIP activities at end & plan for next semester • 3-Way meetings as needed 	<p><u>Coach</u></p> <ul style="list-style-type: none"> • Weekly Reflections from Intern • On-Site Feedback • Feedback on Portfolio • 3-Way conference to evaluate IIP activities at end & plan for next semester • Oral Exam & Portfolio Review