# CANIDATE GUIDE FOR SCHOOL LEADERSHIP INTERNSHIP I AND II

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION I: INTERNSHIP OVERVIEW</th>
<th>................................................................. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT TO EXPECT</td>
<td>........................................................................ 5</td>
</tr>
<tr>
<td>INTERNSHIP HOURS AND ROLES</td>
<td>........................................................................ 5</td>
</tr>
<tr>
<td>PERSONNEL ROLES</td>
<td>........................................................................ 6</td>
</tr>
<tr>
<td>Candidate Role</td>
<td>........................................................................ 6</td>
</tr>
<tr>
<td>University Supervisor Role</td>
<td>........................................................................ 6</td>
</tr>
<tr>
<td>Site Supervisor Role</td>
<td>........................................................................ 6</td>
</tr>
<tr>
<td>External Site advisor Role</td>
<td>........................................................................ 7</td>
</tr>
<tr>
<td>TYPES OF INTERNSHIP ACTIVITIES</td>
<td>........................................................................ 7</td>
</tr>
<tr>
<td>SECTION II: THE INTERNSHIP</td>
<td>........................................................................ 8</td>
</tr>
<tr>
<td>ACTIVITIES OVERVIEW</td>
<td>........................................................................ 8</td>
</tr>
<tr>
<td>ELCC STANDARDS/ELEMENTS AND PSEL.</td>
<td>........................................................................ 8</td>
</tr>
<tr>
<td>Internship I (Fall) Focus Standards</td>
<td>................................................................ 9</td>
</tr>
<tr>
<td>Internship II (Spring) Focus Standards</td>
<td>................................................................ 10</td>
</tr>
<tr>
<td>INTERNSHIP ACTIVITIES/TASKS</td>
<td>........................................................................ 11</td>
</tr>
<tr>
<td>INTERNSHIP I (Fall)</td>
<td>........................................................................ 11</td>
</tr>
<tr>
<td>Key Assessments</td>
<td>........................................................................ 12</td>
</tr>
<tr>
<td>Required Activities Internship I (Fall)</td>
<td>................................................................ 12</td>
</tr>
<tr>
<td>Recommended Activities Internship I (Fall)</td>
<td>................................................................ 12</td>
</tr>
<tr>
<td>INTERNSHIP II (Spring)</td>
<td>........................................................................ 13</td>
</tr>
<tr>
<td>Key Assessment(s) Internship II (Spring)</td>
<td>................................................................ 13</td>
</tr>
<tr>
<td>Required Activities Internship II (Spring)</td>
<td>................................................................ 13</td>
</tr>
<tr>
<td>Recommended Activities Internship II (Spring)</td>
<td>................................................................ 13</td>
</tr>
<tr>
<td>SECTION III: THE INTERNSHIP LOG/AGREEMENT</td>
<td>......................................................... 14</td>
</tr>
<tr>
<td>Overview</td>
<td>........................................................................ 14</td>
</tr>
<tr>
<td>Instructions</td>
<td>........................................................................ 14</td>
</tr>
<tr>
<td>Contents</td>
<td>........................................................................ 14</td>
</tr>
<tr>
<td>CREATING, UPDATING, AND MODIFYING THE INTERNSHIP LOG/AGREEMENT</td>
<td>.................................................... 15</td>
</tr>
<tr>
<td>Creating the agreement</td>
<td>........................................................................ 15</td>
</tr>
<tr>
<td>Updating the agreement</td>
<td>........................................................................ 16</td>
</tr>
<tr>
<td>Modifying the Agreement</td>
<td>........................................................................ 16</td>
</tr>
</tbody>
</table>
## APPENDIX A FORMS AND TEMPLATES

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal sample Template</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Site Supervisor Principal: Acceptance of Intern Form</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>University Instructor Feedback Form for Draft Contract Review</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>University Instructor Site Visit/ Conference Form</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

## APPENDIX B INTERNSHIP I KEY ASSESSMENT(S), REQUIRED TASKS, AND OPTIONAL TASKS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship I Key Assessment 6C (Excerpt)</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Internship I Required Task/Activity A (Excerpt)</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Internship I Required Task/Activity B (excerpt)</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Internship I Required Task/Activity C (excerpt)</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Internship I Optional Tasks</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

## APPENDIX C INTERNSHIP II KEY ASSESSMENT(S), REQUIRED TASKS, AND OPTIONAL TASKS

<table>
<thead>
<tr>
<th>Section</th>
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<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship II (Spring) Key Assessment(s) (Excerpts)</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Internship II (Spring) Required Tasks</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Internship II (Spring) optional Tasks</td>
<td></td>
<td>43</td>
</tr>
</tbody>
</table>
SECTION I: INTERNSHIP OVERVIEW

WHAT TO EXPECT

The school leadership internship will be a rewarding experience and a time for you to learn, observe, and practice your leadership skills and knowledge. Internship I is completed late summer and fall term and contains typical principal work responsibilities that occur at that time of the year (i.e., opening school, facility/safety supervision, teacher professional development, management system improvement boards and advisory group responsibilities). Internship II is completed during spring and early summer terms and contains principal work responsibilities that typically occur at that time of year (school improvement planning, examining master scheduling processes, instructional intervention strategies, student data management/supervision/evaluation, standardized testing, student support services supervision, instructional monitoring and teaching supervision).

INTERNSHIP HOURS AND ROLES

The program requires two 150-hour internships that parallel the work cycle of principals. Overall, candidates are required to complete a minimum of 300 hours of field experiences through the internship courses with the qualified principals at the building-level serving as on-site mentors.

INTERNSHIP I HOURS

For Internship I, students are allowed to count up to 20 contact hours on the contract.

Contact hours are comprised of (a) seminar sessions, (b) online collaboration/feedback, and (c) site visits with the student and instructor, with partial time involvement from the supervising principal.

The remaining 130 hours (minimum) may be split between late summer and fall.

The student may earn up to 30 hours in August prior to the start of the school year.

At least 100 hours need to be earned during the school term.

If a student is unable to do internship work during the summer, he/she may address all 130 hours during the fall term.

Additionally, students complete Key Assessments, Required Activities, and Recommended Activities that can count towards the 130 required hours.

Overall, students engage in a minimum of 150 hours of total learning time during the Internship I course.

INTERNSHIP II HOURS

For Internship II, the minimum of 150 hours may be spread across the spring term.

Students complete Key Assessments, Required Activities, and Recommended Activities that can count towards the 150 required hours.
A minimum of 10 hours must be completed in a school outside the primary internship site.

**PERSONNEL ROLES**

Three or more people will be supporting leadership candidates throughout the internship experiences. Of course, the candidate is primary. Supporting the candidate are University Supervisor(s) and Site Supervisor(s). A candidate may also have an External Site Advisor during the internship experience. In addition, candidates will be part of a partnership and/or team consisting of colleagues in the leadership cohort. Roles for each person involved in the internship experiences are described in the following sections.

**CANDIDATE ROLE**

The internship will require pre-determined tasks; however other tasks are planned and determined by the candidate in collaboration with Site Supervisors and University Supervisors. The role of the candidate is to design an internship log/agreement that will enhance the opportunity to practice leadership experiences as fully as possible. The additional role of the candidate is to engage in the internship experiences to the extent that learning can be maximized providing an authentic and transferable experience. The internship is an ideal opportunity to get the full experience of leadership under the supervision of the school leadership team and the course instructors. Plan an experience that will benefit you as a future leader.

**UNIVERSITY SUPERVISOR ROLE**

The role of the University Supervisor is to work with each candidate to plan and execute a meaningful internship experience. Candidates and University Supervisors will conference and collaborate to ensure that the candidate benefits fully from the internship experience. University Supervisors have leadership experience and are knowledgeable regarding the types of tasks and assignments that will prepare future leaders for the roles in schools and districts. Candidates should expect to receive counseling, direction, and support from their University Supervisors.

**SITE SUPERVISOR ROLE**

Each candidate will be expected to collaborate with one or more Site Supervisors. Generally, the Site Supervisor is a Principal or an Assistant Principal at the school site where the candidate is employed. In the event a candidate is not employed at a P-12 school site, the University Supervisors will assist in securing a school site for the candidate to engage in internship experiences. The Site Supervisor agrees to collaborate with the candidate to plan and carry out leadership tasks. The Site Supervisor will provide mentorship, direction, and support during the internship experience.
EXTERNAL SITE ADVISOR ROLE

For some tasks, the University Supervisors/Course Instructors may assign candidates to work with or investigate the work of an external partner – meaning an expert leader from a district or school identified by the program instructors as thought leaders nationally or locally. Candidates may be asked to interview, conduct a site visit, or review works of such local and national experts as a way to broaden and deepen the internship experience.

For some tasks, the University Supervisors/Course Instructors may assign candidates to partnership and/or teams. The benefit of working with teams reinforces foundational principles of organizational learning which is a cornerstone of effective leadership. Working with partners and teams also allows the benefit of shared experiences and perspectives beyond individual building and setting contexts.

TYPES OF INTERNSHIP ACTIVITIES

There are three basic types of internship activities including Key Assessments, Required Activities/Tasks, and Recommended Activities/Tasks. You will find more information and detail regarding each of the three types in Section II: The Internship and in the Appendices portion of this guide.
SECTION II: THE INTERNSHIP

ACTIVITIES OVERVIEW

Internship I and II provide opportunities for the candidates to demonstrate professional skills across all of the Educational Leadership Constituent Council (ELCC) standards and elements and the Professional Standards for Educational Leaders (PSEL) within a school setting. All of the research-based assignments and field-based activities are monitored by qualified site mentors, university professors and documented through weekly logs and the inclusion of appropriate artifacts.

There are three types or categories of tasks associated with the internships including:

1. Key Assessments
2. Required Activities/Tasks
3. Recommended Activities/Tasks

The Key Assessments, Required Activities/Tasks, and Recommended Activities/Tasks are discussed in the pages to follow. Additional information can be accessed in Appendix B and Appendix C.

ELCC STANDARDS/ELEMENTS AND PSEL

Internship experiences are intended to provide practice and extend learning for the standards for Educational Leadership Constituent Council (ELCC) standards for University Programs.

The importance of clearly defining what successful learning or performance looks like has become increasingly evident during the past decade. Without a doubt, the better one understands what excellence looks like, the greater one’s chances are for achieving – or surpassing - that standard. Ensuring effective school leadership begins with the following questions:

- What do our P-12 students need to know, understand, and do?
- What do our teachers and related staff need to know, understand, and do to increase student learning?
- What do our school building leaders need to know, understand, and do to support teachers and building-level personnel to increase student learning?

Effective use of leadership preparation standards requires multiple, highly integrated and highly interdependent variables and assessments. The foundation of accountability is educators’ understanding of the learning standards and a deep understanding of what mastery looks like. 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 yearn to assume alignment among standards, assessment, and instruction – in addition to policy, programs, and courses - its tremendous importance and potential impact demand ongoing attention. School
leadership standards are no exception. (National Policy Board for Educational Administration, 2011)

Internship experiences are further intended to provide practice and learning with regard to the Professional Standards for Educational Leaders (PSEL).

See the PSEL Building Standards document for information on the PSEL standards.


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**INTERNERNSHIP I (FALL) FOCUS STANDARDS**

**Note:** Candidates will focus on the following ELCC Standards and Elements and PSEL in Internship I (Fall).

<table>
<thead>
<tr>
<th><em>ELCC 2- INSTRUCTIONAL LEADERSHIP</em></th>
<th><em>ELCC 4- COLLABORATIVE LEADERSHIP</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Positive School Culture</td>
<td>4.1 Families/Community Collaboration</td>
</tr>
<tr>
<td>2.2 Effective Instructional Program</td>
<td>4.2 Respond to Community Interests</td>
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<td>2.3 Best Practice to Student Learning</td>
<td>4.3 Mobilize Community Resources</td>
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<td>2.4 Professional Growth Plans</td>
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<tr>
<th><em>ELCC 3- MANAGEMENT</em></th>
<th><em>ELCC 6- POLITICAL AND CONTEXTUAL LEADERSHIP</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Manage the Organization</td>
<td>6.1 Understand the Larger Context</td>
</tr>
<tr>
<td>3.2 Manage Operations</td>
<td>6.2 Respond to the Larger Context</td>
</tr>
<tr>
<td>3.3 Manage Resources</td>
<td>6.3 Influence the Larger Context</td>
</tr>
</tbody>
</table>

*Standards 2 and 3 are repeated in each internship as these are primary leadership responsibilities.*
Note: Candidates will focus on the following ELCC Standards and Elements and PSEL in Internship II (Spring).

<table>
<thead>
<tr>
<th>ELCC1 - VISIONARY LEADERSHIP</th>
<th>*ELCC 3 - MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Develop Vision</td>
<td>3.1 Manage the Organization</td>
</tr>
<tr>
<td>1.2 Articulate Vision</td>
<td>3.2 Manage Operations</td>
</tr>
<tr>
<td>1.3 Implement Vision</td>
<td>3.3 Manage Resources</td>
</tr>
<tr>
<td>1.4 Steward Vision</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>*ELCC 2 - INSTRUCTIONAL LEADERSHIP</th>
<th>ELCC 5 - ETHICAL LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Positive School Culture</td>
<td>5.1 Acts with Integrity</td>
</tr>
<tr>
<td>2.2 Effective Instructional Program</td>
<td>5.2 Acts Fairly</td>
</tr>
<tr>
<td>2.3 Best Practice to Student Learning</td>
<td>5.3 Acts Ethically</td>
</tr>
<tr>
<td>2.4 Professional Growth Plans</td>
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*Standards 2 and 3 are repeated in each internship as these are primary leadership responsibilities
KEY ASSESSMENTS

Each internship experience includes the application of one or more Key Assessments. Key Assessments are also included in other leadership program courses.

Key Assessments are designed to measure skill and content knowledge and application throughout the Educational Leadership program. The assessments are considered major assessments.

The table below outlines the titles and course alignment of each Key Assessment in the Educational Leadership program coursework.

<table>
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<tr>
<th>Key Assessments for the Educational Leadership Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDL 8413</strong></td>
</tr>
<tr>
<td><strong>EDL 8423</strong></td>
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Note: Key Assessments for Internships I and II are highlighted above.
**KEY ASSESSMENT(S) INTERNSHIP I (FALL)**

Key Assessment 6C is required in the Internship I (Fall). The Assessment requires scheduling on the candidate’s part, so review of the document should be done at the beginning of the fall internship in order to facilitate scheduling. Check Canvas documents and due dates prior to scheduling and completing the Key Assessment.

**REQUIRED ACTIVITIES INTERNSHIP I (FALL)**

Three activities/tasks are required in the fall internship experience. The tasks are summarized below. More information can be found in Appendix B of this document.

The Required Activities/Tasks are an extension of coursework in EDL 8433 Using Data for School Improvement. The tasks require implementation of projects related to a school Vision, data collection and analysis to create a School Improvement (SI) Plan and an Analysis Plan for the SI plan.

**RECOMMENDED ACTIVITIES INTERNSHIP I (FALL)**

Optional Activities/Tasks for Internship I include a listing of many leadership tasks. The listing is intended to provide the candidate with direction regarding tasks that align to the standards of focus in the fall internship experience. Work with your University Supervisor to select tasks appropriate for your context and experience. Recommended Activities for Internship I are found in Appendix B.
KEY ASSESSMENT(S) INTERNSHIP II (SPRING)

Key Assessment 4 Parts I and II are required in the Internship II (Spring). More information can be found in Appendix C of this document. Review related information in Canvas prior to the Internship course in order to effectively plan for the required tasks associated with the assessments.

REQUIRED ACTIVITIES INTERNSHIP II (SPRING)

TBA

Appendix C

RECOMMENDED ACTIVITIES INTERNSHIP II (SPRING)

Optional Activities/Tasks for Internship II include a listing of many leadership tasks. The listing is intended to provide the candidate with direction regarding tasks that align to the standards of focus in the fall internship experience. Work with your University Supervisor to select tasks appropriate for your context and experience. Recommended Activities for Internship II are found in Appendix C.

Note: The activities are categorized by ELCC Standard.
SECTION III: THE INTERNSHIP LOG/AGREEMENT

OVERVIEW

The Internship Log/Agreement is intended to be a planning document that can become dynamic throughout the internship. See the following information for more detail regarding the log/agreement.

INSTRUCTIONS

The Internship Log/Agreement and Reflective Journal serve several purposes. First, both help the candidate plan for and organize the entire internship experience. Next, the documents serve as primary documentation for the candidate’s completion of the 150 internship hours per semester.

CONTENTS

The internship log/agreement contains a list of anticipated and actual internship work activities that the candidate completes during the course. The candidate lists (a) the work to be done, (b) the ELCC Standards/Elements to be addressed, and (c) the number of hours both anticipated and actually spent on that work once it is completed.

The Reflective Journal where the candidate provides a summary, analysis, and reflection every two weeks of the internship activities completed. This journal gives more specifics about what the candidate did, how it went, and reflections on what the candidate learned. The journal is a confidential document that is reviewed or discussed only by the candidate and course instructor.
CREATING, UPDATING, AND MODIFYING THE INTERNSHIP LOG/AGREEMENT

The log/agreement includes standardized experiences (Key Assessment(s) and Required Tasks and could include hours that may be unique to each candidate. Each candidate begins the internship with a different background and skill set. To become a well-prepared school leader, the candidate should use internship experiences to gain leadership skills and increase knowledge in instructional and managerial arenas. The internship should extend a candidate’s experience across the ELCC and PSEL Standards, while allowing some degree of individualization based on each candidate’s needs and work setting.

CREATING THE AGREEMENT

To create the Internship Log/Agreement:

1. First, the candidate creates a rough draft of the log/agreement within the first few weeks of the course starting. To do this, the candidate considers personal background and learning needs, key assessments, required activities, and optional activities. The candidate reviews the ELCC Standards and Elements and PSEL to be addressed in the course and selects and writes into the log/agreement experiences to address.

2. Next, the candidate meets with the supervising principal to get other recommendations for the types of activities that the candidate may be involved in during the term and to share some of the ideas that the candidate would like to be involved in, with principal permission. The goal in planning individualized experiences is that both the candidate and the school benefit. It is important for a candidate to consider the routine work the school leader does during the year along with special projects and initiatives already identified for that school year. The candidate will conference with the principal to determine how the candidate can assist the principal and take a leadership role (from minimum to significant in responsibility). The expectation is that during the two internships, the candidate will increase knowledge and skills and can take a more independent leadership role on select activities in the school.

3. After meeting with the supervising principal and editing the log/agreement draft based on the principal’s recommendations, the candidate meets with the course instructor and presents the draft log/agreement proposal. During the conference, the instructor provides feedback and needed changes before the candidate prepares the final draft and gets signatures for log/agreement approval.

4. Finally, the candidate gives a signed copy of the log/agreement to both the course instructor and supervising principal (Site Supervisor) to begin the log/agreement.
UPDATING THE AGREEMENT

Each week the candidate should work from the log/agreement and should update hours actually worked, writing a reflection on experiences and uploading the reflection to Canvas every two weeks. The candidate brings the document to seminar sessions and to any conferences held with the instructor or supervising principal. This document serves as the record for all internship work.

MODIFYING THE AGREEMENT

The log/agreement can be modified somewhat, but it does represent a general outline and agreement that has been reached near the start of the course about what the candidate will learn in the 150 hours. There will be experiences listed in a log/agreement that may not happen due to circumstances beyond anyone’s control. Likewise, there will be activities that a supervising principal may want to involve the intern in that are not known at the start of the school year. As the year unfolds and experiences become available, it is appropriate to write in additional or modified activities/hours. When it comes to significant changes to the log/agreement, the intern should discuss these with the supervising principal and course instructor before proceeding.
Internship Log/Agreement Template

INTERNSHIP I (FALL)

Cover Page:

Leadership Internship I (Fall)
Log/Agreement Template
Mississippi State University
Department of Leadership & Foundations
Academic Term _____ Year ______

Intern's Name: ________________________________
School: ______________________________________

Intern’s Signature: _____________________________
Date ______________ Email/Phone __________

Supervisor’s Signature: _______________________
Date: __________________________ Email/Phone ______

Course Instructor’s Signature: ________________________
Date: ______________________________

Internship I activities address primarily ELCC Standards 2, 3, 4, and 6. The intern will use the Internship Log/Agreement template to draft the log/agreement and to document the work during the term.

ELCC 2- INSTRUCTIONAL LEADERSHIP (some elements will also be included in Internship II)
2.1 Positive School Culture
2.2 Effective Instructional Program
2.3 Best Practice to Student Learning
2.4 Professional Growth Plans

ELCC 3- MANAGEMENT
3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

ELCC 4- COLLABORATIVE LEADERSHIP
4.1 Families/Community Collaboration
4.2 Respond to Community Interests
4.3 Mobilize Community Resources

ELCC 6- POLITICAL AND CONTEXTUAL LEADERSHIP
6.1 Understand the Larger Context
6.2 Respond to the Larger Context
6.3 Influence the Larger Context

Log/Agreement Excerpt:
ELCC Standard 1.0

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

### Task/Learning Objective Categories

- Key Asmt 6C: Contact
- Req Task A: Summer
- Req Task B: Other

### ELCC STANDARD ELEMENTS: ELCC 1.1

Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

<table>
<thead>
<tr>
<th>Category</th>
<th>Learning Objective (Insert rows as needed)</th>
<th>PSEL Alignment</th>
<th>Anticipated Hours</th>
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| Total Anticipated Hours | | | |
| Total Actual Hours | | | |

20
ELCC STANDARD ELEMENTS: ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

<table>
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<tr>
<th>Category</th>
<th>Learning Objective (Insert rows as needed)</th>
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| Total Anticipated Hours | | | |
| Total Actual Hours | | | |

**Note:** The full template is provided through the Internship coursework.
Internship I activities address primarily ELCC Standards 1, 2, 3, and 5. The intern will use the Internship Log/Agreement template to draft the log/agreement and to document the work during the term.

**PRIMARY STANDARDS FOR INTERNSHIP II:**

**ELCC 1 - VISIONARY LEADERSHIP**
1.5 Develop Vision
1.6 Articulate Vision
1.7 Implement Vision
1.8 Steward Vision

**ELCC 2 - INSTRUCTIONAL LEADERSHIP**
2.1 Positive School Culture
2.2 Effective Instructional Program
2.3 Best Practice to Student Learning
2.4 Professional Growth Plans

**ELCC 3 - MANAGEMENT**
3.1 Manage the Organization
3.2 Manage Operations
3.3 Manage Resources

**ELCC 5 - ETHICAL LEADERSHIP**
5.1 Acts with Integrity
5.2 Acts Fairly
5.3 Acts Ethically

**Secondary Standards: ELCC 4**

**COLLABORATIVE LEADERSHIP**
Log/Agreement Excerpt:

**Internship II (Spring) Contract Template**

**ELCC Standards 1.0, 2.0, 3.0, 5.0**

**ELCC Standard 1.0**

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

### Task/Learning Objective Categories

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<thead>
<tr>
<th>Key Asmt 4C</th>
<th>Contact</th>
<th>Scheduling</th>
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<td>Staffing</td>
<td>Other</td>
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<tr>
<td>PGS</td>
<td>Summer</td>
<td>Budget</td>
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**ELCC STANDARD ELEMENTS:** ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

<table>
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<tr>
<th>Category</th>
<th>Learning Objective (Insert rows as needed)</th>
<th>PSEL Alignment</th>
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| Total Anticipated Hours | | | |
| Total Actual Hours     | | | |

23
ELCC STANDARD ELEMENTS: ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

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| Total Anticipated Hours             |                |
| Total Actual Hours                  |                |

**Note:** The full template is provided through the Internship coursework.
REFLECTIVE JOURNAL SAMPLE TEMPLATE

INTERNSHIP I (FALL)

Reflective Journal
Leadership Internship I (Fall)
Mississippi State University
Department of Leadership & Foundations
Academic Term____ Year____

The intern will write a bi-weekly summary reflecting on the internship activities performed during those two weeks. Typically, each entry will be several double-spaced pages and will be updated and brought to seminar sessions and site visit conferences for possible review.

Week 1 Date: ______________________
(Insert journal narrative)

Continue as needed...

INTERNSHIP II (SPRING)

Reflective Journal
Leadership Internship II (Spring)
Mississippi State University
Department of Leadership & Foundations
Academic Term____ Year____

Intern will write a bi-weekly summary reflecting on the internship activities performed during those two weeks. Typically, each entry will be several double-spaced pages and will be updated and brought to seminar sessions and site visit conferences for possible review.

Week 1 Date: ______________________
(Insert journal narrative)

Continue as needed...
I hereby accept ________________________________ as an intern during (circle one) Summer-Fall or Spring-Summer and agree to assist with his/her field experiences. I understand that the internship involves a variety of specific administrative and instructional experiences on-site in a school or central office setting. I am willing to work with this intern and the Mississippi State University course instructor in facilitating and supervising appropriate experiences. I will contact the course instructor if I have questions or concerns with the intern’s work or requirements.

Signature of Supervising Principal/Administrator

SITE-BASED SUPERVISOR INFORMATION

<table>
<thead>
<tr>
<th>Name of Site Supervisor:</th>
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</table>

| Name of School: | District: |

| School Address: |

| School Phone: | Cell Phone: | Email: |

| FAX Number: |

| Degrees Held: | BA/BS-________________ | MS/MA-________________ |
| Degrees Held: | EDS-________________ | PHD/EDD-________________ |

| Current Position: |

| Certifications & Years of Experience: |

| Type of teacher and/or leadership preparation: |

| Mentor preparation: | __Yes | ____No |
# University Instructor Feedback Form on Initial Contract Draft

## Internship I

**Intern:** ______________________  **Reviewed by:** ______________

**Date:** ______________________

<table>
<thead>
<tr>
<th>Required standards for Internship I:</th>
<th>Strength found in activities on this standard:</th>
<th>Improvements needed before getting signatures to finalize log/agreement:</th>
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<td>ELCC Standard 6</td>
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</table>

1) **Contract activities are balanced across required 4 ELCC Standards/Elements.**

(circle)  
[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Not balanced**  

[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Well-balanced**

2) **Contract activities clearly exceed candidate’s current job position.**

[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Not at all**  

[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Well-exceeds**

3) **Contract activities provide clear detail on exactly what candidate will do.**

[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Not at all**  

[ ] 1  
[ ] 2  
[ ] 3  
[ ] 4  
[ ] 5  

**Excellent detail**

4) **Other suggestions or questions:**
University Instructor Feedback Form on Initial Contract Draft Internship II

Intern: ______________________  Reviewed by: ____________

Date: _______________________

<table>
<thead>
<tr>
<th>Required/Primary standards for Internship II:</th>
<th>Strength found in activities on this standard:</th>
<th>Improvements needed before getting signatures to finalize log/agreement:</th>
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<td>ELCC Standard 5</td>
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1) Contract activities are balanced across required 4 ELCC Standards/Elements. (circle)

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2) Contract activities clearly exceed candidate’s current job position.

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<td>Well-exceeds</td>
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3) Contract activities provide clear detail on exactly what candidate will do.

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<tbody>
<tr>
<td>Not at all</td>
<td>Excellent detail</td>
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4) Other suggestions or questions:
UNIVERSITY INSTRUCTOR SITE VISIT/ CONFERENCE FORM

Note: This form may be used by course instructor during visits/conferences.

Internship I or Internship II (circle)

_________________________________________  __________________________
Intern Name                          School                               School District

_________________________________________  __________________________
Supervising Principal

Course Instructor                   Date/Time of Visit

May be useful for discussion with supervising principal

1. What are the strongest areas of work that you've seen from the intern so far this term?

2. Were there any areas where the intern did not perform satisfactorily? If so, in what area(s) and in what way did the intern not meet your expectations?

3. In what area(s) does the intern still need more experience and knowledge?

4. Do you have any concerns or suggestions to improve the internship experience for this candidate?

*May be useful for discussion individually with intern

1. What do you consider to be your strongest areas of internship work that you have done this semester?

2. What areas were most challenging for you? Why did you find this to be so?

3. In what area(s) do you need more experience and knowledge during this internship or for the next internship?

4. Do you have concerns or suggestions that can be used to improve your internship experience?
Course Instructor Notes from Site Visit

1. Summary of Site Visit and Student Progress:

2. Area of Focus for Student Improvement:

3. Concerns or Issues to Address: (if applicable)

Summary Evidence of meeting standards: (check)

<table>
<thead>
<tr>
<th></th>
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<th>Little evidence</th>
<th>Progressing</th>
<th>High level of progress</th>
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<td>ELCC 6 Internship 1</td>
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EDL 8513 Assessment 6C - School Board/Advisory Board Meetings

This assignment should be listed on the log/agreement document with the mentor. The candidate works with the principal to identify key activities related to ELCC Standard 6 and NELP Standards 4, 5, and 6. The candidate will learn about the role of the superintendent, district staff, principals, and school board members. The candidate will attend one school board meeting and one school advisory board meeting during the semester. The candidate will participate...

The full text of the Key Assessment, including the scoring rubric, is provided as a part of course resources.
EDL 8513: School Leadership Internship, Fall 2020
Internship I (Fall) Required Task Activity A
Continuation of Foundational Learning in
EDL 8433: Data for School Improvement, Summer 2020
Analysis of School Data

This task is comprised of 4 parts:

*This project can either address school-wide data or grade-level data.

Part A: Analysis of demographic data for a school (grade)

Part B: Analysis of perception data from a school

Part C: Analysis of student learning data for a school

Part D: Analysis of school processes data for a school.

The full text of the Required Task, including the scoring rubric, is provided as a part of course resources.
EDL 8513: School Leadership Internship, Fall 2020
Internship I (Fall) Required Task Activity B
Continuation of Foundational Learning in
EDL 8433: Data for School Improvement, Summer 2020
Vision Project and Action Plan

This assignment is comprised of 2 parts:

*Both parts are constructed utilizing the school (grade) data – all or some - from Project 1

Part A: Creating a shared vision by utilizing the steps for developing a shared vision (Chapter 9)

Part B: Creating an action plan for continuous school improvement based on the shared vision (Chapter 10)

The full text of the Required Task, including the scoring rubric, is provided as a part of course resources.
EDL 8513: School Leadership Internship, Fall 2020
Internship I (Fall) Required Task Activity C
Continuation of Foundational Learning in
EDL 8433: Data for School Improvement, Summer 2020
Implementation/ Evaluation/ Timeline of Action Plan

This assignment is comprised of 3 parts:

*All parts are constructed utilizing Project 2

Part A: Creating an implementation plan for your action plan (Chapter 11).

Part B: Creating an evaluation plan for evaluating the efforts (Chapter 12). This would address “Is what we are doing making a difference?”

Part C: Creating a timeline for your plan (Chapter 13)

The full text of the Required Task, including the scoring rubric, is provided as a part of course resources.
Internship I (Fall)- A candidate may complete 30 hours in the summer which leaves 90 hours of internship work for the fall, plus the 30 hours for the five Field Assignments—for a total of 150 hours during Internship I.

Standard 2 Activity Ideas

A school administrator is an educational leader who promotes the success of all candidates by advocating, nurturing, and sustaining a school culture and instructional program conducive to candidate learning and staff professional growth.

1. Prepare a profile/communication materials about a school (for example, candidate and faculty/staff demographics; school history, traditions, and rituals; achievements/ accomplishments, etc.)
2. Attend or present at a state, regional, or national conference and/or professional activity regarding some aspect of instructional leadership.
3. Attend a school/ district planning committee meeting about curriculum, instructional or assessment issues.
4. Coordinate or aid in coordinating progress/grade reporting to candidates/parents.
5. Analyze the impact of technology on the development of a master schedule and activity schedule.
6. Serve as a member or shadow a member of the curriculum committee
7. Analyze the curriculum at one's school in an academic content area or grade level in comparison to the MDE curriculum guide.
8. Evaluate testing or counseling services at one's school.
9. Design a one-year long professional development plan appropriate for non-instructional staff.
10. Design a one-year long professional development plan appropriate for instructional staff.
11. Participate in planning candidate course schedules for the coming year or summer school term.
12. Organize and analyze test data results for review by teacher
13. Assist in teacher/faculty meetings about test score data analysis
14. Assist in scheduling teacher observations/ walk-throughs
15. Work with new teachers/candidate teachers to develop/monitor growth plans
16. Community events (Fall festivals/open houses)
17. Make list-think about long/short plans
18. Advisory Council plan, projects, and policies
19. Needs assessments for next year's planning
20. Oversee committee work
21. Teacher load/certification reports
22. Behavior referral process review with teachers
23. Special education process monitoring
24. Monitor implementation of school plan
25. Implement/monitor assessment plan
26. Teacher observations, evaluations
27. Staff performance conferences
28. Facility oversight to ensure learning conditions are appropriate
29. Monitoring assessment plan
30. Student data analysis (failure/attendance/behavioral)
31. Grade/team/departmental meetings
32. Compare your school’s curriculum with the Mississippi Department of Education’s guideline. Look for gaps or overlap in the school curriculum by analyzing pacing charts and other documents—work with the administrator, instructional coach, or teacher leaders to do this.
33. Review and help plan for the professional development plan and monitoring process for the year.
34. Compare your school’s test data with MDE stat date comparing your school performance with those in the state, make a proposal for strengths and growth areas as compared to state schools.
35. Analyze school technology and help lead a group/participant in a group that will propose technology updates and the technology plan for the school.
36. Observe teacher instructional conferences led by a school leader to include the entire conference cycle for teacher evaluation. Participate as allowed by the principal.
37. Prepare a profile of the school (for example, candidate and faculty/staff demographics; school history, traditions, and rituals; achievements/accomplishments, etc.)
38. Participate (attend or present) in a state, regional, or national conference and/or professional activities. Write a one-page reflection on the activity.
39. Attend a school or district planning committee meeting. Write a one-page reflection about your experience.
40. Coordinate or aid in coordinating progress/grade reports.
41. Analyze the impact of technology on the development of a master schedule and activity schedule.
42. Serve as a member or shadow a member of the curriculum committee.
43. Analyze the curriculum at the host school for an academic content area or grade level in comparison to the MDE curriculum guide.
44. Evaluate testing or counseling services at the host school.
45. Design a one-year long professional development plan appropriate for non-instructional staff.
46. Design a one-year long professional development plan appropriate for instructional staff.
47. Participate in planning candidate course schedules for the coming year or summer school term.

**Standard 3 Activity Ideas**

_A school administrator is an educational leader who promotes the success of all candidates by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment._

1. Work with appropriate school staff members to (a) learn the school’s particular program for scheduling candidates into classes and then (b) actually schedule candidates who are new enrollees or need changes into classes. Write a one-page reflection about your experience.
2. Study last year’s expenditure patterns for your school. Summarize the patterns you found and write a one-page reflection of your experience.
3. Compare your school’s new budget to the budget for last year. Write a one-page analysis.
4. Learn how salaries are paid and benefits withheld. Write a one-page reflection.
5. Meet with the person in the payroll staff responsible for how purchases are made and invoices are paid. Summarize what you learn and write a one-page reflection.
6. Meet with the lead custodial staff or facilities manager of your school for a tour and explanation of how the buildings and grounds are maintained and managed. Summarize what you learned and then write a one-page reflection on the experience.

7. Analyze a board meeting of the host school district for a candidate suspension/ expulsion hearing for compliance and due process.

8. Analyze 5 placement meetings for special needs candidates for compliance.

9. Assist in coordinating the end-of-year inventory and purchase/ requisition plan.

10. Assist in drafting a maintenance/ repair schedule.

11. Review and critique the school’s purchasing in relation to the state’s auditing standards.

12. Analyze the school’s service programs (e.g., counseling service, testing service, career advisement, health service, etc.).

13. Compile daily attendance records and file the ADA report.

14. Examine the school’s emergency preparedness plan, conduct drills, and make recommendations. Submit recommendations along with a one-page reflection on your experience.

15. Work with the payroll clerk/ secretary to understand the process and requirements for payroll reporting to the district. Discuss any challenges with the clerk or a school leader.

16. Work with a person responsible for purchasing to understand the process and requirements.

17. Work on the candidate, parent, or teacher handbook, editing it for updates, rewriting if needed, and communicating the information to the audiences.

18. Help a school leader conduct meetings (faculty, advisory group, leadership teams) for the purpose of learning the steps for effective meeting planning and management.

19. Help a school leader keep track of an aspect of the school budget (after-school program budget, budget for instructional materials, etc.)

20. Assist with candidate discipline and help to lead conferences with candidates, parents, and teachers for the purpose of understanding the communication process for effective conferencing regarding candidate behavior.

21. Monitor the discipline records (in-school suspension, suspension, and offenses and need to be tracked for the purpose of being proactive in the discipline process). Present findings to a school leader, discipline committee, teacher group, etc.

**Standard 4 Activity Ideas**

A school administrator is an educational leader who promotes the success of all candidates by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

1. Create a plan to improve parent involvement.

2. Create or update the annual and/or monthly school calendar.

3. Coordinate or aid in coordinating holiday events and field activities.

4. Analyze faculty, candidate, and parent handbooks for alignment and compliance.

5. Design and coordinate the host school’s Open House activities.

6. Write articles for newsletters, local paper, or bulletin to community good news about school.

7. Work with a teacher team to improve their parent conferencing skills or their written communication with parents.

8. Develop and deliver an orientation program for new candidates and their parents.

9. Observe or assist in identifying candidate and family conditions affecting learning and collaborate with community agencies to plan and implement integrated services to address identified candidate needs.
10. Observe or chair several parent conference meetings for the purpose of analyzing communication techniques for working with parents.
11. Identify a school's diverse constituencies and recommend communication strategies for improving the school's ability to work with groups.
12. Assist or lead the planning and implementation of a parent-family night for a school activity (i.e. back-to-school, open house, science fair, candidate presentation, etc.).
13. Conduct a needs assessment to determine parent/community needs, issues, and expectations for the school.
14. Identify family and candidate conditions that affect learning and then collaborate with a group to identify health, counseling, and other services vital for candidate success.
15. Write a plan or help lead and initiative to identify and work with culturally disadvantaged candidates and families for the purpose of improving academic and interpersonal success of these candidates.
16. Work with a civic or community organization on a special project to improve school-community relations (i.e. community clean up, multi-cultural awareness event, Grandparents Day, school fund raising event, etc.).

**Standard 6 Activity Ideas**

*A school administrator is an educational leader who promotes the success of all candidates by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

1. **Survey local industrial leaders (at least 2) for recommendations for curriculum improvement. Summarize the information you learn and then write a one page reflection on your experience.**
2. **Work with a civic or community organization special project to improve school-community relations. Write a one-page reflection on your experience.**
3. **Survey industrial and business leaders for partnership opportunities and needs assessment. Write a one-page reflection on your experience.**
4. **Design internal monitoring of compliance with all state mandated Accreditation standards per Bulletin 171/MPSAS Accreditation.**
5. **Inspect policy manual for inclusion or recently passed legislation.**
6. **Write a plan for identifying socio economically disadvantaged candidates for the purpose of improving academic and interpersonal behavior.**
7. **Review federal and state laws addressing socio economically disadvantaged candidates (e.g., homeless candidates and the McKinley Act).**
8. **Attend a meeting of a community-based service organization (e.g., Chamber of Commerce, Rotary Club meeting, etc.). Make a presentation to the organization about the school’s programs or shadow or assist a principal doing this.**
9. **Attend school board meetings to track and analyze discussion and action taken on a district-wide issue or problem. Review board agenda/minutes and discuss the process with a school leader and his/her role in working appropriately with the school board.**
10. **Serve on a state, district or professional organization committee or taskforce.**
Ideas of Activities for Internship Log/Agreement Hours

Here are ideas that interns can select for individualized hours for the log/agreement. Interns may also use activities not listed below, but activities need approval from the instructor and supervising principal.

The required Field Assignments count as hours for each internship and these hours should be written into the log/agreement. Remaining hours may be selected from other activities to meet the 150-hour requirement. The intern selects tasks that extend his/her learning well beyond the person's current work experience, that fits with his/her particular school context, and that address the ELCC Standards. Naturally, the intern would want to select experiences that are doable and fit his/her school and that meet some needs as approved by the principal and instructor. The goal is to include hours that help the intern prepare to get and keep a job as a successful school leader.

Internship Ideas for Late Summer to Prepare for School Opening

Since Internship I allows an intern to do up to 30 hours of work during late summer, here is a list of ideas. This list is not all inclusive and the principal may have other suggestions.

1. Help update handbooks, schedules, class assignments, calendars for year
2. Budgeting- staffing- enrollment projections and daily counts for beginning of year
3. Opening-of-year letters/ communication that go to candidates/ staff/ parents
4. Meeting/ coordination with bus drivers on routes, schedules, discipline procedures
5. Find/ locate/ study manuals on safety, district HR, policy, policies
6. Establish meeting schedules/ calendars for teachers/ committees/ teams
7. Engage in technology training for year
8. Student assignment and scheduling
9. Secure curriculum/ teacher materials
10. Textbooks and instructional supplies
11. Assist with planning first staff meeting
12. Assist in updating Who-to-Contact list of school responsibility/ organizational chart
13. Bus transportation, scheduling, working through issues, supervision plan for candidates to buses first week of school
14. Initial communications with grade/ department teachers
15. Plan first communication to candidates/ parents
16. Locker maintenance oversight and issuance
17. School usage and room assignment issues
18. Prepare building/ inspect facility
19. Cafeteria scheduling
20. Plan for handling behavior referrals/ policy
21. Get to know about school culture and procedures in place in office
22. Assist with professional development planning for teachers/ staff
23. Teacher evaluation update training
24. Student orientation/ parent- candidate welcome back night planning
25. Budget (review) and know general process
26. Office, custodial, cafeteria staff- get to know strengths and responsibilities
27. Meet with new staff/ teachers for support
28. Review recent test data and school plan
29. Prepare for the candidate enrollment counts assessing if school meets projection
30. Review assessment plan for year
31. Student supervision plan/ schedule (take-in, cafeteria, dismissal)
32. Safety planning
33. New teacher orientation
APPENDIX C INTERNSHIP II KEY ASSESSMENT(S), REQUIRED TASKS, AND OPTIONAL TASKS

EDL 8613 Assessment 4, Part I - School Vision

This assignment should be listed on the contract document with the mentor. The Candidate works with the principal to identify key activities related to NELP Standard 1.

1. School Vision Plan

2. Development, Alignment, and Implementation of Goals

3. Transformational Change Plan with Professional Development

4. Evaluation Process for Assessing Effectiveness

The full text of the Key Assessment, including the scoring rubric, is provided as a part of course resources.

EDL 8613 Assessment 4, Part II - Student Recordkeeping and Data Management

This assignment should be listed on the contract document with the mentor. The Candidate works with the principal to identify key activities related to ELCC Standard 3 and NELP Standards 3, 4, 6, and 7. The student will analyze the purpose, policies, processes, and regulations that provide for maintaining accurate and accessible student data records. Candidate will consider...

The full text of the Key Assessment, including the scoring rubric, is provided as a part of course resources.
INTERNSHIP II (SPRING) REQUIRED TASKS

TBA
INTERNERSHIP II (SPRING) OPTIONAL TASKS

Internship II (Spring) - 150 hours of internship work needs to be done in the spring. The work includes hours associated with completion of the Key Assessments and Required Tasks. Any remaining hours may be taken from the following optional tasks or could be agreed upon through collaboration of the site supervisor, university supervisor, and intern.

Standard 1 Activity Ideas
A school administrator is an educational leader who promotes the success of all candidates by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

1. Review and critique the school’s or district’s vision and mission statement.
2. Critique your school’s candidate handbook: (a) what is good about the handbook? (b) What should be changed? (c) Does the handbook align with school policy?
3. Critique your school’s handbook for teachers (faculty handbook): (a) what is good about the handbook? (b) What should be changed? (c) Does the handbook align with school policy?
4. Meet with the Principal of your school to find out the process that was used for defining the staff development program for teachers this past year. How is the program being determined for next year?
5. Observe and assess a minimum of two instructional conferences by the central office or site supervisor.
6. Observe and assess a minimum of five (5) instructional conferences by the principal.
7. Analyze and make recommendations for substitute teacher selection, training, notification, and coordination at the host school.
8. Assist in the development of a plan or critique the current plan for the recruitment, selection, retention, and termination of instructional personnel.
9. Communicate the mission, goals, vision, and beliefs, as well as the scope and sequence of the school’s program to parents, teachers, and, others (e.g., brochures, newsletters, faculty meetings, presentations at civic clubs, newspaper articles, web page).

Standard 2 Activity Ideas
A school administrator is an educational leader who promotes the success of all candidates by advocating, nurturing, and sustaining a school culture and instructional program conducive to candidate learning and staff professional growth.

48. Prepare a profile/communication materials about a school (for example, candidate and faculty/staff demographics; school history, traditions, and rituals; achievements/accomplishments, etc.)
49. Attend or present at a state, regional, or national conference and/or professional activity regarding some aspect of instructional leadership.
50. Attend a school/ district planning committee meeting about curriculum, instructional or assessment issues.
51. Coordinate or aid in coordinating progress/grade reporting to candidates/parents.
52. Analyze the impact of technology on the development of a master schedule and activity schedule.
53. Serve as a member or shadow a member of the curriculum committee.
54. Analyze the curriculum at one’s school in an academic content area or grade level in comparison to the MDE curriculum guide.
55. Evaluate testing or counseling services at one’s school.
56. Design a one-year long professional development plan appropriate for non-instructional staff.
57. Design a one-year long professional development plan appropriate for instructional staff.
58. Participate in planning candidate course schedules for the coming year or summer school term.
59. Organize and analyze test data results for review by teacher
60. Assist in teacher/faculty meetings about test score data analysis
61. Assist in scheduling teacher observations/walk-throughs
62. Work with new teachers/candidate teachers to develop/monitor growth plans
63. Community events (Fall festivals/open houses)
64. Make list—think about long/short plans
65. Advisory Council plan, projects, and policies
66. Needs assessments for next year's planning
67. Oversee committee work
68. Teacher load/certification reports
69. Behavior referral process review with teachers
70. Special education process monitoring
71. Monitor implementation of school plan
72. Implement/monitor assessment plan
73. Teacher observations, evaluations
74. Staff performance conferences
75. Facility oversight to ensure learning conditions are appropriate
76. Monitoring assessment plan
77. Student data analysis (failure/attendance/behavioral)
78. Grade/team/departmental meetings
79. Compare your school's curriculum with the Mississippi Department of Education's guideline. Look for gaps or overlap in the school curriculum by analyzing pacing charts and other documents—work with the administrator, instructional coach, or teacher leaders to do this
80. Review and help plan for the professional development plan and monitoring process for the year
81. Compare your school's test data with MDE stat date comparing your school performance with those in the state, make a proposal for strengths and growth areas as compared to state schools
82. Analyze school technology and help led a group/participant in a group that will propose technology updates and the technology plan for the school
83. Observe teacher instructional conferences led by a school leader to include the entire conference cycle for teacher evaluation. Participate as allowed by the principal.
84. Prepare a profile of the school (for example, candidate and faculty/staff demographics; school history, traditions, and rituals; achievements/accomplishments, etc.)
85. Participate (attend or present) in a state, regional, or national conference and/or professional activities. Write a one-page reflection on the activity.
86. Attend a school or district planning committee meeting. Write a one-page reflection about your experience.
87. Coordinate or aid in coordinating progress/grade reports.
88. Analyze the impact of technology on the development of a master schedule and activity schedule.
89. Serve as a member or shadow a member of the curriculum committee
90. Analyze the curriculum at the host school for an academic content area or grade level in comparison to the MDE curriculum guide.

44
91. Evaluate testing or counseling services at the host school.
92. Design a one-year long professional development plan appropriate for non-instructional staff.
93. Design a one-year long professional development plan appropriate for instructional staff.
94. Participate in planning candidate course schedules for the coming year or summer school term.

**Standard 3 Activity Ideas**
A school administrator is an educational leader who promotes the success of all candidates by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

22. Work with appropriate school staff members to (a) learn the school’s particular program for scheduling candidates into classes and then (b) actually schedule candidates who are new enrollees or need changes into classes. Write a one-page reflection about your experience.
23. Study last year’s expenditure patterns for your school. Summarize the patterns you found and write a one-page reflection of your experience.
24. Compare your school’s new budget to the budget for last year. Write a one-page analysis.
25. Learn how salaries are paid and benefits withheld. Write a one-page reflection.
26. Meet with the person in the payroll staff responsible for how purchases are made and invoices are paid. Summarize what you learn and write a one-page reflection.
27. Meet with the lead custodial staff or facilities manager of your school for a tour and explanation of how the buildings and grounds are maintained and managed. Summarize what you learned and then write a one-page reflection on the experience.
28. Analyze a board meeting of the host school district for a candidate suspension/expulsion hearing for compliance and due process.
29. Analyze 5 placement meetings for special needs candidates for compliance.
30. Assist in coordinating the end-of-year inventory and purchase/requisition plan.
31. Assist in drafting a maintenance/repair schedule.
32. Review and critique the school’s purchasing in relation to the state’s auditing standards.
33. Analyze the school’s service programs (e.g., counseling service, testing service, career advisement, health service, etc.).
34. Compile daily attendance records and file the ADA report.
35. Examine the school’s emergency preparedness plan, conduct drills, and make recommendations. Submit recommendations along with a one-page reflection on your experience.
36. Work with the payroll clerk/secretary to understand the process and requirements for payroll reporting to the district. Discuss any challenges with the clerk or a school leader.
37. Work with a person responsible for purchasing to understand the process and requirements.
38. Work on the candidate, parent, or teacher handbook, editing it for updates, rewriting if needed, and communicating the information to the audiences.
39. Help a school leader conduct meetings (faculty, advisory group, leadership teams) for the purpose of learning the steps for effective meeting planning and management.
40. Help a school leader keep track of an aspect of the school budget (after-school program budget, budget for instructional materials, etc.)
41. Assist with candidate discipline and help to lead conferences with candidates, parents, and teachers for the purpose of understanding the communication process for effective conferencing regarding candidate behavior.
Monitor the discipline records (in-school suspension, suspension, and offenses and need to be tracked for the purpose of being proactive in the discipline process). Present findings to a school leader, discipline committee, teacher group, etc.

Standard 5 Activity Ideas

A school administrator is an educational leader who promotes the success of all candidates by acting with integrity, fairness, and in an ethical manner.

1. Identify diverse constituencies and recommend improved communication and information dissemination to the school leader. Write a one-page reflection about your experience.
2. Attend, analyze and compare a host school board meeting with one other school's board meeting. Compare the meetings in a one-page narrative and then write a one-page reflection on your experience.
3. Request permission to shadow a school leader. Record relevant activities or experiences.
4. Manage a disciplinary problem from inception to resolution.
5. Analyze the school district's grievance policy and due process for compliance.
6. Contrast the value of alternative schooling, in school suspension, after school detention programs, work details, and corporal punishment as discipline methods.
7. Evaluate the legality of your school district's affirmative action, sexual harassment, Title IX, and ADA/IDEA policies.
8. Observe and analyze the process involving identification of special education candidates and the IEP process.
9. Observe a special education hearing.
   1. Analyze and make recommendations to improve the process for substitute teacher selection, training, or support.
   2. Serve as a member or leader of a curriculum committee in the school or district.

Ideas of Activities for Contract Hours

Here are ideas that interns can select for individualized hours for the log/agreement. Interns may also use activities not listed below, but activities need approval from the instructor and supervising principal.

34. Help update handbooks, schedules, class assignments, calendars for year
35. Budgeting- staffing- enrollment projections and daily counts for beginning of year
36. Opening-of-year letters/ communication that go to candidates/ staff/ parents
37. Meeting/ coordination with bus drivers on routes, schedules, discipline procedures
38. Find/ locate/ study manuals on safety, district HR, policy, policies
39. Establish meeting schedules/ calendars for teachers/ committees/ teams
40. Engage in technology training for year
41. Student assignment and scheduling
42. Secure curriculum/ teacher materials
43. Textbooks and instructional supplies
44. Assist with planning first staff meeting
45. Assist in updating Who-to-Contact list of school responsibility/ organizational chart
46. Bus transportation, scheduling, working through issues, supervision plan for candidates to buses first week of school
47. Initial communications with grade/ department teachers
48. Plan first communication to candidates/ parents
49. Locker maintenance oversight and issuance
50. School usage and room assignment issues
51. Prepare building/ inspect facility
52. Cafeteria scheduling