Cohort Program
K-12 Educational Leadership
Internship Handbook

THE UNIVERSITY OF MISSISSIPPI
GRADUATE PROGRAMS
2014-2015
May 27, 2014

Greetings Cohort Candidates!

As part of the K-12 Educational Leadership Program (EDLD) at the University of Mississippi (UM), the internship is a critical component in the preparation process for which you, an aspiring principal or educational leader, receives in our academic program. The internship is inclusive of Instructional Leaders (IL) who serves as mentors for our UM interns in a structured relationship. Consequently, the UM interns are afforded direct access to those individuals who demonstrate the art and skill of leadership in schools. The internship also offers the opportunity to experience first-hand the demands of educational contexts. The UM interns come to understand in a more holistic way the role of administrators.

The EDLD internship handbook contains insightful activities, thoughtful questions, and detailed responsibilities for the UM intern. All of these components align with the parameters of the Educational Leadership Constituency Council (ELCC) which is the standards-governing body of principal preparation programs. A syllabus for the internship course, EDLD 656-Administrative Internship, is included to provide formalized details about the expectations of the internship. Demographical information is also requested about the respective sites, the IL Mentor, internship reflections and plans, and other related aspects to further ensure a quality-filled internship.

As part of the SOE mission, we invite you to Imagine, Innovate, and Inspire the possibilities of educational leadership! We, as EDLD faculty, seize the opportunity to transform those possibilities into realities to ultimately and positively impact the lives of students, teachers, parents, and stakeholders in Mississippi and beyond. The internship is a direct venue for understanding the meaning of leadership in a non-threatening, yet comprehensive, manner. Again, welcome to the beginning of something new and different by virtue of having experienced the academic home of the EDLD Program at the University of Mississippi.

RoSusan D. Bartee, Ph.D.
Professor and Program Coordinator
Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery.

--Horace Mann
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INTRODUCTION
K-12 EDUCATIONAL LEADERSHIP INTERNSHIP

The K-12 Educational Leadership Program (EDLD) at the University of Mississippi (UM) provides candidates an internship, which integrates strategic, instructional, organizational, and contextual leadership standards into the workplace environment. When coupled with integrating experiences through related cohort coursework, the outcome develops into a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship runs concurrent with courses, in-depth reflective practice, and practical experience in order to provide opportunities to apply information gained in an academic setting. The UM Interns receive both formal and informal experiences from their respective Instructional Leaders (IL) who serve as mentors in their current roles as principals, assistant principals, or related administrative capacities.

As a standards-based component of the leadership program, the internship is aligned with NCATE approved Special Program Area standards for the preparation of educational leaders developed by the Educational Leadership Constituency Council (ELCC). Standards 1-6 are detailed in the mentor/intern sections of the guide with suggested internship activities and conversation starters. The internship itself specifically meets the requirements of Standard 7. Standard 7 requires the internship be substantial, sustained, standards-based, in a real setting, planned and guided cooperatively, and for credit. Interns establish relationships with school leaders and university faculty who guide them through the leadership preparation program with appropriate experiences. Finally, intern experiences include direct interaction and involvement with students, staff, parents, and community organizations.

**Responsibilities of UM Mentor to UM Interns and IL Mentor:**

- Provides orientation and assistance for IL Mentor;

- Participates in the development of the internship proposal to ensure an appropriate clinical experience with the IL Mentor and UM Intern;

- Communicates with the IL Mentor and UM Intern at the assigned site during the semester and assists in solving problems that may arise;

- Reviews the IL Mentor’s evaluation of the UM Intern; and

- Evaluates the UM Intern’s professional and academic performance reviewing the portfolio, journal, and internship experiences.

**Responsibilities and Requirements for UM Intern:**

- Study and complete requirements as outlined in the internship course (EDLD 656) syllabus;

- Submit the Site Request, Internship Agreement, and IL Mentor’s forms (Forms A, B, C);
• Develop a plan of experiences in cooperation with the IL Mentor (see suggestions within the ELCC Standards and Aligned Activities and Questions; Form E; Form H);

• Keep an intern log (Form D) documenting activities and document relevant experiences through journaling (Form G);

• Compile a Professional/Academic Performance Portfolio for formal assessment at the Midpoint and Program Completion (Forms 1, 2, 3).

**Responsibilities of the IL Mentor (a separate IL Mentor handbook will be provided)**

• Provide documentation of appropriate administrative certification to serve as an IL Mentor;

• Sign and return Internship Agreement and IL Mentor Data forms (Forms B and C);

• Attends orientation and IL Mentor Training session at the University of Mississippi;

• Develops an appropriate individual plan of experiences with the UM Intern and PC Director;

• Introduces the UM Intern to faculty and staff of the school at a faculty meeting or other appropriate occasion and facilitates the cooperation of faculty/staff with the candidate;

• Observe and provide clinical guidance to the UM Intern concerning performance during the internship;

• Acts as a professional mentor to the UM Intern, guiding him or her in decision-making, professional growth, and leadership capacity; and

• Evaluates the UM Intern during and at the culmination of the internship experience completing the Internship Evaluation Report and the Candidate Disposition’s Form on-line.
ELCC Standards and Aligned Activities and Questions

STANDARD 1
Articulating Vision and Setting Goals
The candidate is an educational leader who promotes the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external school community.

Activities that Interns Could Implement for Standard 1…

□ Hold a faculty meeting
□ Analyze data to find needs
□ Participate in goal setting based on needs
□ Do research to find solutions
□ Have writing opportunities
□ Have discussions around the “whys” of decision making
□ Allow assistance with the school improvement plan development, implementation, and follow-up
□ Participate in Professional Learning Community collaboration

Questions that Interns Could Consider (while implementing) regarding Standard 1…

• What is your district and school mission/vision statement?
• Is it the basis for your decision making?
• What data was used to help you create these goals or the vision?
• Who was involved in the development?
• How does this align with your goals for your school?
• List three areas of recent focus?
• What are the next steps in your plan?
• What strengths do you have for implementation?
• How will these goals be communicated and shared?
• How do you plan to encourage buy-in?
• How will these goals be monitored to ensure they are reached?
Minimum Required Traits Applicable to Standard 1…

- Ability to analyze and assess data
- Communication skills (writing, listening, speaking) with multiple stakeholders
- Effective team building, conflict management, group processing, and consensus building skills
- How different organizational models might be used
- Ability to find and apply research to drive visions and goals
- Backwards planning
- Visionary skills

Activities that Interns Could Pursue for Standard 1…

- Be familiar with school website.
- Help with the school improvement plan development, implementation, and update
- Participate in Professional Learning Community collaboration
- Facilitate a staff meeting
- Look and help analyze data to use as a basis for decision making
- Take on a writing opportunity
- Weekly bulletin

Questions that Interns Could Consider *(while pursuing)* Standard 1…

- How can I support this vision and the goals of this administration?
- What strengths do I have to complement the school’s goals and vision?
- Who created this vision?
- How were these goals developed and who was in on this process?
- Do students and teachers know the vision and goals set for them?
- To whom and how were the goals relayed?
- How was progress toward the goals monitored?
ELCC Standards and Aligned Activities and Questions

STANDARD 2
Instructional Leadership: Guiding Curriculum and Instruction and Shaping Culture
The candidate is an educational leader who promotes the success of all students by advocating, nurturing, and maintaining a school culture and instructional program conducive to student learning and the professional growth of staff.

Activities that Interns Could Implement for Standard 2…

- Provide or direct to resources on school curriculum (frameworks, pacing guide, PLD’s, lesson plan format and deadlines).
- Discussion on effective strategies that could be recommended to assist a teacher
- Discussion on positive and negative things seen in classrooms
- Analyze test data. Discuss and/or present data to stakeholders.
- Assist in a mentor program for new teachers.
- Sit in on a conversation with a teacher about instruction (if possible)
- Have intern attend a district principal meetings.
- Assist in creating schedules, assigning students to classes
- Check lesson plans
- Sit-in on grade level meetings
- Assist or Oversee a New Teacher Mentor program
- Classroom observation with mentor and alone (formal and informal/ Pre and post conferences)
- Plan interventions
- Attend District Principal Meetings
- Prepare and hold a TST meeting
- Be involved in sharing testing protocol
- Create professional development opportunities
- Work with struggling teachers
- Serve as a mentor to a teacher
- Discuss improvement plans with the mentor
Assist in grouping, differentiated instruction, and teaching strategies with a teacher
Allow time spent with the Special Education director

Questions that Interns Could Consider (while implementing) regarding Standard 2:

- How do you manage time to ensure classroom observation time?
- What are the qualities that you see in an effective lesson cycle?
- How were the teachers chosen who are being observed?
- What research supports the strategies recommended?
- What is TST? What is its purpose? What are the guidelines? How often?
- What is RtI? Who does it? How often? What documentation is required? Who provides the interventions?
- What professional development is being done? How was it decided upon? What data was analyzed? Who does it?
- Are there professional learning communities (PLCs)? Who is involved? How often? Who facilitates? What is the content?
- What kind of improvement plans are being utilized with teachers, if any? Who made this decision? How was it communicated? How often do teacher and supervisors meet to discuss and plan? What support is given? What are the positive and negative aspects about this process?

Minimum Required Traits Applicable to Standard 2…

- Communication skills with teachers about instruction, with students about learning, with parents about their child’s learning
- Time management
- Strategies for building trust among students, staff, and parents
- Strategies for enhance and foster positive morale of staff
- Understanding of curricula
• Skills and strategies that foster effective teaching and learning for all students
• Understanding of Special Education, RtI (Response to Intervention), and TST
• Knowledge of the principles of lifelong learners
• Sustained staff development/professional growth that stimulates student achievement

Activities that Interns Could Pursue for Standard 2…

☐ Curricular and extracurricular program development, assessment, and evaluation
☐ Effective selection, placement/assignment, supervision, and evaluation of staff
☐ New Teacher Mentor programs
☐ Classroom observation with mentor and alone (formal and informal/ Pre and post conferences)
☐ Planning interventions
☐ District Principal Meetings
☐ Preparation and holding of a TST meeting
☐ Familiarize yourself with all curricula and be prepared to discuss if needed
☐ Learn the testing protocol
☐ Create professional development opportunities
☐ Work with struggling teachers
☐ Be a mentor to a new teacher
☐ Discuss improvement plans with your mentor
☐ Assist in grouping, differentiated instruction, and teaching strategies with a teacher
☐ Spend the day with the Special Education director or a Special Education teacher

Questions that Interns Could Consider (while pursuing) Standard 2…

• How were the teachers chosen who are being observed?
• What research supports the strategies recommended?
• What is TST? What is its purpose? What are the guidelines? How often?
• What is RtI? Who does it? How often? What documentation is required? Who provides the interventions?
• What professional development is being done? How was it decided upon? What data was analyzed? Who does it?

• Are there professional learning communities (PLCs)? Who is involved? How often? Who facilitates? What is the content?

• What kind of improvement plans are being utilized with teachers, if any? Who decided that? How was it communicated? How often do teacher and overseer meet to discuss and plan? What support is given? What are the negative and positive aspects of this process?
ELCC Standards and Aligned Activities and Questions

STANDARD 3
Operational Leadership: Managing the Organization

The candidate is an educational leader who promotes the success of all students by ensuring management of the school’s organization, operations, and resources to support a safe, efficient, and effective learning environment.

Activities that Interns Could Implement for Standard 3…

- Time spent with the bookkeeper.
- Time spent with the secretary.
- Assist in student registration.
- Learn systems tied to absentees, grades, maintenance needs, discipline reporting, IT needs, scheduling, etc
- Observe and conduct student discipline.
- Obtain understanding of the discipline ladder.
- Be visible to teachers.
- Create or assist in creating student schedules, duty rosters, lunch schedules, assemblies, student placement
- Give the intern a student and employee handbook
- Attend a disciplinary hearing
- Attend a board meeting
- Participate in inventorying textbooks and fixed assets
- Learn all operational policies, such as student check-out, observation policy, grading, etc
- Understand time sheets, personal days and sick days
- Give understanding to the crisis management plan
- Assist in emergency drills, and the communication and practice of this kind of material
- Attend IEP meetings
- Supervise of ballgames and/or ticket booth or other extra-curricular activities
- Observe or participate in interviews with potential employees
- Assist to complete documentation of those staff members being non-renewed
- Spend a day with the counselor
- Spend some time with the cafeteria staff and the janitorial staff
- Spend time with the federal programs director and/or the business manager.

**Questions that Interns Could Consider** *(while implementing) Standard 3:*

- How are students placed in classes and schedules made? Who does it? When?
- Where does the money come from to…mow grass, replace AC, pest control, cleaning supplies, pay tutors, go on field trips, to have incentives, etc?
- Why are policies in place? Who developed them? Who approved them?
- Who develops the crisis management plan? How often are emergency drills done? Why?
  - How is this communicated? How is this documented? Does it have to be submitted?
- Find out about the non-renewal process and required documentation.
- What questions will you ask in an interview? What are the traits you look for most in a classroom teacher, a physical education teacher, a special education teacher, a librarian, etc.
- Where do we order paper, cleaning supplies, discipline forms, or toiletries from?
- What is required in order to add a vendor/supplier to our purchasing list?
- What are the requirements for registration and residency?
- What can and what can’t federal dollars be spent on?
- What is supplanting and give me many examples of what this looks like in interventions, spending?

**Minimum Required Traits Applicable to Standard 3…**

- Ability to align human, material, fiscal, time, and facility resources with the goals of the school, district, and community.
- Stewardship of money and resources
- Understanding of the proponents of a safe and secure school.
- Understanding of budget and accounts
- Organization and efficient record keeping
Activities that Interns Could Pursue for Standard 3…

- Spend the day with the bookkeeper
- Spend the day with the secretary
- Assist in student registration
- Learn systems tied to absentees, grades, maintenance needs, discipline reporting, IT needs, scheduling, etc
- Observe and conduct student discipline. Understand the discipline ladder. Be visible.
- Assist in student schedules, duty rosters, lunch schedules, assemblies, student placement
- Read and discuss the student and employee handbook
- Attend a disciplinary hearing
- Attend a board meeting
- Participate in inventorining textbooks and fixed assets
- Learn all operational policies, such as student check-out, observation policy, grading, etc
- Understand time sheets, personal days, sick days, and
- Understand crisis management plan, assist in emergency drills, and the communication and practice of this kind of material
- IEP meetings
- Supervision of ballgames and/or ticket booth
- Observe interviews with potential employees
- Assist to complete documentation of those staff members being non-renewed
- Spend a day with the counselor
- Spend some time with the cafeteria staff and the janitorial staff

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  - How is this communicated? How is this documented? Does it have to be submitted?
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• What questions will you ask in an interview? What are the traits you look for most in a classroom teacher, a physical education teacher, a special education teacher, a librarian, etc.
• Where do we order paper, cleaning supplies, discipline forms, or toiletries from?
• What is required in order to add a vendor/supplier to our purchasing list?
ELCC Standards and Aligned Activities and Questions

Standard 4
Community Leadership:
Collaborating with Diverse Populations and Creating Synergy
This candidate is an education leader who promotes the success of all students by collaborating with families and community members in order to respond to diverse interests and needs and to mobilize community resources.

Activities that Interns Could Implement to Standard 4…

☐ Attend a school board meeting
☐ Discuss school business sponsor(s)
☐ Attend Parent Teacher Organization meetings
☐ Attend a parent/teacher conference
☐ Create or assist in the planning of ways that parents can volunteer within the school
☐ Enroll parents in fundraising activities
☐ Create a call log for teachers to use when contacting parents
☐ Compose weekly/biweekly/monthly newsletter for parents
☐ Discuss diversity and how that is acknowledged and respected in the school
☐ Find ways to involve the media, business partners, political advocacy, and religious, service, and community organizations in the school.
☐ Be aware of teacher/school websites and how to navigate them

Questions that Interns Could Consider (while implementing) regarding Standard 4:

• How are parents utilized in the school? What part do they play in decision making?
• What kind of participation does PTO/PTA have on the school? How often do they meet?
• How are parents communicated to about their child’s learning and goals?
• How often are parents contacted? How are they contacted? What is the nature of the communication, positive or negative?
• What does the school’s business partner do in collaboration with the school?
• How is the media used to communicate school news?
Minimum Required Traits Applicable to Standard 4…

- Understanding of the diverse needs and expectations of the community.
- Communication skills (written, listening, and speaking)
- Relational skills with all stakeholders
- Motivator and empowering skills
- Hospitable
- Servant spirit

Activities that Interns Could Pursue for Standard 4…

- Attend a school board meeting
- Discuss school business sponsor(s)
- Attend Parent Teacher Organization meetings
- Attend a parent/teacher conference
- Create ways that parents can volunteer within the school
- Enroll parents in fundraising activities
- Create a call log for teachers to use when contacting parents
- Compose weekly/biweekly/monthly newsletter for parents
- Discuss diversity and how that is acknowledged and respected in the school
- Find ways to involve the media, business partners, political advocacy, and religious, service, and community organizations in the school.

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- How are parents communicated to about their child’s learning and goals?
- How often are parents contacted? How are they contacted? What is the nature of the communication, positive or negative?
- What does the school’s business partner do in collaboration with the school?
- How is the media used to communicate school news?
ELCC Standards and Aligned Activities and Questions

STANDARD 5
Ethical Leadership:
Recognizing and Living by Unchanging Principles
The candidate is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Activities that Interns Could Implement for Standard 5…

□ Provide intern with the employee and student handbooks
□ Allow intern to sit-in on appropriate conversations with teachers and parents
□ Allow time with the special education director
□ Allow time with the special education teachers
□ Attend a variety of IEP meetings and assist in writing an IEP
□ Observe precautionary warnings that are posted in and around buildings and discuss
□ Address board policies that affect you regularly
□ Allow time with the federal programs director or the business manager
□ Address the keys to gaining trust in your school culture
□ Discuss information that is to be held confidential

Questions that Interns Could Consider (while implementing) regarding Standard 5…

• Discuss everything you can think of about Special Education---laws, forms, IEP process, discipline, spending of special education funds, etc
• What can and what can’t federal dollars be spent on legally?
• What is supplanting and give many examples of what this looks like?
• Who creates the manuals in your district, how often are they revised and who does the revisions?
• Any legal issues that you have faced in your principalship that could be helpful to the intern.

Minimum Required Traits Applicable to Standard 5…

• Fair, equitable, dignified, and respectful treatment of all people.
• Communication skills that foster trust
• Confidentiality
• Community building skills

• Understanding of education law

Activities that Interns Could Pursue for Standard 5…

□ Read employee and student handbooks and act fairly.
□ Observe the actions of the principal in conversation with teachers and parents
□ Spend the day with the special education director
□ Spend the day with the special education teachers
□ Attend IEP meetings and assist in writing an IEP
□ Observe precautionary warnings that are posted in and around buildings
□ Read board policy to see if there is anything on the legal issues that arise
□ Interview the federal program director and the business manager to understand the legalities and regulations of spending money.
□ Be loyal to the school and keep confidences of teachers, principals, and students.
□ Be responsible with information that can hurt others.

Questions that Interns Could Consider (while pursuing) Standard 5…

• Ask everything you can think of about Special Education---laws, forms, IEP process, discipline, spending of special education funds, etc
• What can and what can’t federal dollars be spent on? What is supplanting and give me many examples of what this looks like in interventions, spending?
• Who created these manuals and how often are they revised.
STANDARD 6
Political Leadership: Shaping the Future
The candidate is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Activities that Interns Could Implement for Standard 6…

□ Assist in communicating a change to stakeholders
□ Assist in the planning of a change in the school.
□ Attend board meetings and district meetings.
□ Participate in bond issues being passed (if applicable).
□ Invite and Encourage local and state politicians to attend events at the school.
□ Communicate and support teachers in new implementations such as Common Core
□ Attend conferences and do research on the change in order to support teachers.

Questions that Interns Could Consider (while implementing) regarding Standard 6…

• How do local and state politicians participate in the school?
• What circumstances surrounded the need for this change?
• How was the decision made to make this change and who was involved in making the decision?
• How will we communicate this change to community members, parents, and students?
• How is the media used in this school?

Minimum Required Traits Applicable to Standard 6…

• Ability to foster morale
• Ability to manage and lead change
• Ability to influence public policy
• Communication Skills (speaking, listening, writing)
• Relational skills
• Visionary skills
Activities that Interns Could Pursue for Standard 6…

- Assist in communicating a change to stakeholders
- Assist in the planning of a change in the school.
- Attend board meetings and district meetings.
- Participate in bond issues being passed (if applicable).
- Invite and Encourage local and state politicians to attend events at the school.
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- How was the decision made to make this change and who was involved in making the decision?
- How will we communicate this change to community members, parents, and students?
- How is the media used in this school?
I. COURSE: EDLD 656. Administrative Internship. University supervised field experience under the direction of an approved educational administrator, designed to promote appropriate application of academic course work and experiences. (6).

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

“Educators as Reflective Professionals”

III. Vision Statement

A. The vision of the School of Education at The University of Mississippi is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively affect students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. The vision of the K-12 Leadership faculty is to prepare reflective professionals who are school leaders for the 21st century. Successful leaders play many roles. At the appropriate time, they must be visionaries, risk-takers, collaborators, communicators, coaches, human relations specialists, teachers, evaluators, businesspersons, human development specialists, coordinators, researchers, role models, cheerleaders, disciplinarians, philosophers, strategists,
tacticians, and team players. The training and development agenda requires future school leaders to be educated as intellectual and moral leaders committed to a democratic rather than an authoritarian construct of leadership. The K-12 Leadership Program at The University of Mississippi prepares school leaders who will maximize the positive influence that schools can have on the lives of the children, the state, and the nation. In order to achieve this goal, the faculty of the K – 12 Leadership program provides instruction that prepares educational leaders who are exemplary models of knowledge, skills, integrity, ethics, and commitment.

C. Unit Major(M) and Minor(m) Themes/Outcomes

1. Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. Problem Solvers who develop solutions to improve the educational environment for all students. (M)
3. Communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (M)
4. Users of Technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. Advocates for diversity that appreciate diverse contexts, promote, and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

A. Theoretical & Research Foundations
   1. Societal Relationship (M)
   2. Theory to Practice (M)
   3. Policy Analysis (M)
   4. Knowledge of Research (m)
   5. Research Skills (m)

B. Leadership Abilities
   1. Problem Identifier/Solver/Decision Maker (M)
   2. Motivation/Commitment in Others (M)
   3. Vision/Creativity (M)
   4. Judgment/Critical Analysis (M)
   5. Staff Development (M)
   6. Collaborative Skills (M)
   7. Change Management (M)

C. Management Skills
   1. Personnel (m)
   2. Budgeting/Allocation of Resources (m)
   3. Organizational Skills (m)
   4. Communication Skills (M)
   5. External Relations (M)
   6. Program Development and Evaluation (m)
D. Professionalism
1. Self-Understanding (M)
2. Lifelong Learner (M)
3. Ethics and Integrity (M)
4. Sensitivity to Human Needs (M)
5. Intellectual Leader (M)

IV. PROFESSIONAL DISPOSITIONS FOR CANDIDATES

<table>
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<th>ELCC</th>
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<td>The candidate:</td>
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<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>4.1</td>
<td>Advocates for Diverse Learners</td>
<td>Effective Communicators</td>
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<td>displays sensitivity to students' needs.</td>
<td>4.3, 4.4</td>
<td>Professionalism</td>
<td>Advocates for Diverse Learners</td>
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<td>works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>2.3, 2.4</td>
<td>Advocates for Diverse Learners</td>
<td>Problem Solvers</td>
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<td>models poise, maturity, and sound judgment.</td>
<td>5.2</td>
<td>Professionalism</td>
<td>Effective Communicators</td>
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<td>engages in continuous self-evaluation and improvement.</td>
<td>5.4</td>
<td>Advocates for Diverse Learners</td>
<td>Problem Solvers</td>
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<td>acts as a steward of the profession.</td>
<td>5.3</td>
<td>Advocates for Diverse Learners</td>
<td>Problem Solvers</td>
</tr>
</tbody>
</table>

V. REFERENCES

A. Primary Texts: As assigned by the UM Mentor.

B. Recommended Text

C. Supplementary Text: As assigned by the UM Mentor.

D. Journals: UM Interns subscribe to at least one of the following:
2. *American Journal of Education (AJE)*
3. *Education Administration Quarterly (EAQ)*
5. Educational Researcher (ER)
6. Harvard Educational Review (HER)
7. Journal of Educational Psychology
8. Journal of Educational Research
9. Journal of Experimental Education
10. Journal of Instructional Development
11. Journal of Research and Development in Education
12. Journal of Research for Educational Leaders
13. Peabody Journal of Education

E. Professional Affiliations: UM Interns actively participate in one of the following organizations:
   1. American Association of School Administrators (AASA)
   2. American Educational Research Association (AERA)
   3. Association for Supervision and Curriculum Development (ASCD)
   4. National Association of Elementary School Principals (NAESP)
   6. Urban Superintendent's Association of America (USAA)

VI. PURPOSE OF THE COURSE

The purpose of the Administrative Internship is to provide the candidate an opportunity to develop specific administrative and supervisory knowledge/skills considered essential to successful school administration, via a live, field-based experience. The internship offers an opportunity for the candidate to go beyond knowledge of administrative theory to the actual practice and development of skills in a reality-based setting.

VII. COURSE OBJECTIVES: Candidates will be able to:

A. Observe the nature, scope, and function of educational administration in an applied setting (CF 1; ELCC 2 & 5; MS 2 & 3).
B. Assume a leadership role in planning, decision-making, implementation, and evaluation of selected internship experiences in an applied setting (CF 1, 3, 4, & 5; ELCC 1, 4, & 6; MS 1, 2, & 4). (CF: Problem Solvers)
C. Synthesize theoretical knowledge and applied skills gained in the university classroom, through application of knowledge and skills in a field-based setting (CF 1, 2, 3, 4, & 5; ELCC 1, 2, & 6; MS 1, 2, 3, 4, & 5).
D. Acquire new knowledge and skills in the field of educational administration (CF 3, 4, & 5; ELCC 1, 4, & 5; MS 1, 4, & 5). (CF: Lifelong Learners)
E. Establish, pursue, and attain personal career objectives that relate to the development of competencies in educational administration (CF 4 & 5; ELCC 2, 3, & 6; MS 1, 4, & 5). (CF: Lifelong Learners)
F. Increase/develop personal and professional maturity through acceptance of responsibilities, which are integral to educational administration (CF 4 & 5; ELCC 2 & 3; MS 1 & 2). (CF: Lifelong Learners)
G. Develop, clarify, and reflect on leadership skills of successful administrators (CF 1, 2, & 4; ELCC 1 & 2; MS 1 & 3).
H. Assess leadership characteristics with respect to program development, delivery, and assessment (CF 1, 2, & 4; ELCC 1 & 2; MS 1, 2, & 3).
I. Define Pupil Personnel Services and the role of leadership in the appropriate placement of skilled professionals (CF 1, 2, 3, 4, & 5; ELCC 1, 2, & 4; MS 1, 2, 3, & 4).
J. Develop skills for human resource management (CF 1, 2, 4 & 5; ELCC 2 & 3; MS 2, 3 & 4).
K. Articulate a plan for material and facilities resource allocation and management focusing on the role of the school leader (CF 1, 2, & 4; ELCC 3 & 4; MS 3) (CF: Problem Solvers, Effective Communicators)
L. Demonstrate skills appropriate to facilitate groups (CF 1, 2, 4, & 5; ELCC 1, 2, 3, 4, 5, & 6; MS 1, 2, 4, & 5). (CF: Effective Communicators, Problem Solvers)
M. Acquire practical work experiences, which increase personal acceptance of theoretical constructs underlying academic course work (CF 1, 2, & 4; ELCC 3 & 4; MS 3).
N. Acquire knowledge about state required evaluation procedures for new teachers and for all administrators (CF 1, 2, & 4; ELCC 3 & 4; MS 3).

VIII. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. Course Requirements
1. The internship provides structured field-based experiences for candidates designed to involve participants in the total school and district programs. The internship requires six-semester hours credit (a full academic calendar) for graduation. Cohorts begin the internship experience during the Fall semester of the program. Each UM Intern keeps authentic activity documentation and a journal of the internship experience as part of a comprehensive portfolio. The UM Mentor and IL Mentor(s) will periodically and independently evaluate the portfolio and confer with the UM Intern. Additionally, the internship requires:
   a. Meeting with the IL Mentor and UM Mentor to submit an internship request
   b. Preparation for School Leaders Licensure Examination
   c. Experiences on administrative projects during and outside the school day which combine administrative responsibilities under the direction of the IL Mentor and UM Mentor
   d. Develop and submit portfolio, journal, and project activities
   e. Complete all required intern activities provided by the IL Mentor and UM Mentor

2. Assessment Procedure: To determine the achievement of the course objectives listed under VI, candidates will complete the course requirements. Proper use of English will be a major component in all written and oral assignments. Students are required to use the current edition of the American Psychological Association (APA) guidelines for all written work. All assignment assessment measures the pertinence, accuracy, and sufficiency of answers as noted in the rubrics provided. A quality paper should reflect attention to detail as well as demonstration of a thorough understanding and synthesis of the material. Students must prepare thoroughly for every activity.
B. Evaluation occurs periodically using the rubric provided in the Candidate Handbook and summarized below.

1. The Quality of Ideas: Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples based on theory/research. All ideas are relevant to the question and clearly presented. Work includes satisfactory answers/analysis of all parts of the question or assignment.
2. Content, Quality of Organization: Well-focused, well-structured, well-organized, well-synthesized, voice and word choice are considered.
3. Technical Aspects of Writing: Conveys meaning with reasonable clarity; demonstrates satisfactory control of sentences and appropriate language usage; smooth flow of sentences without the use of colloquial expressions. Word selections are precise and appropriate. Organization, sentence fluency, conventions, and citing sources determine grade.

C. Assignments: UM Interns submit assignments and activity documentation as scheduled with the IL Mentors and UM Mentors.

D. Instructional Strategies: The internship utilizes discussion, problem solving, and modeling of effective strategies, cooperative learning activities, and individual projects. In addition, relevant readings assigned support the field experience and clinical practice.

E. Attendance Policy: Attendance and participation in field experiences are expected. Students are to be punctual and are required to be present every day throughout the internship experience; 100% attendance is expected.

F. Policies Related to Students (Candidates) with Disabilities: It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). That office contacts the candidate to provide information to the instructor. The instructor will be happy to work with the candidate to make reasonable accommodations for any disability.

IX. SPECIAL CONSIDERATIONS

a. Recommended Reading List: As Assigned
b. Academic Integrity and Honesty: Candidates must follow the honor code as outlined in the current university online policy directory (formally known as The M Book). Refer to the Graduate Catalog and other publications for assistance, as needed.
c. Flexibility Clause: The aforementioned requirements, assignments, policies, evaluation procedures, and other issues are subject to change. Candidates' experiences and needs, as well as emerging knowledge, guide professional practice to modifying this course syllabus.
School of Education Professional Dispositions

As an education candidate in The School of Education at The University of Mississippi, you are expected to exhibit the dispositions listed below. Dispositions are defined by The National Council for Accreditation of Teacher Education (NCATE) as the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

The University of Mississippi School of Education develops educators who imagine equality, excellence, and caring, educators who innovate through practice, collaboration, and assessment, and educators who inspire professionalism, transformation, and leadership.

As a teacher education candidate I will:

• Demonstrate an expectation that all students can learn and are a vital part of the learning community.
• Display sensitivity to students' needs.
• Work with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.
• Model poise, maturity, or sound judgment.
• Engage in continuous self-evaluation and improvement.
• Act as a steward of the profession.

I have read the above statements and agree to exhibit these dispositions while I am a candidate in the School of Education at the University of Mississippi and upon completion of the program.

Participant name: ___________________________ Date: __________________
Please Print

Participant signature: ____________________________________________
The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.

### Graduate Candidate Dispositions Instrument

*To Be Completed By a Current Professor and IL Mentor*

<table>
<thead>
<tr>
<th>Degree Program:</th>
<th>Candidate Name: (First, Middle, Last)</th>
<th>Form Completed by: (First, Last Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Ed. Ed.S.</td>
<td></td>
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</tr>
<tr>
<td>UM ID #</td>
<td>Program Area: Educational Leadership</td>
<td>Academic Advisor: (First, Last Name)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Year/Year</td>
</tr>
</tbody>
</table>

The University of Mississippi School of Education develops educators who **imagine** equality, excellence, and caring, educators who **innovate** through practice, collaboration, and assessment, and educators who **inspire** professionalism, transformation, and leadership.

### Evaluation Scale:

<table>
<thead>
<tr>
<th></th>
<th>U (0)</th>
<th>E (1)</th>
<th>A (2)</th>
<th>T (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>[ \text{Does not communicate high expectations for learning to all students and does not hold students accountable for meeting instructional goals. Students do not feel valued.} ]</td>
<td>[ \text{Inconsistent in communicating to all students that they are capable of meeting learning expectations. Some students do not feel valued.} ]</td>
<td>[ \text{Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals. Students are treated as valuable members of the classroom.} ]</td>
<td>[ \text{Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals. Students feel like valued and contributing members of the classroom.} ]</td>
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<tr>
<td>2. Displays sensitivity to students’ needs.</td>
<td>[ \text{Lacks sensitivity to individual student needs. Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.} ]</td>
<td>[ \text{Is sensitive to some students’ needs. Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. Does not effectively use the information in developing learning experiences that are relevant and meaningful.} ]</td>
<td>[ \text{Is sensitive to most students’ needs. Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively uses this knowledge in developing learning experiences that are relevant and meaningful.} ]</td>
<td>[ \text{Is sensitive to all students’ needs. Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.} ]</td>
</tr>
<tr>
<td>3. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>[ \text{Is generally uncooperative in the classroom and is defensive when provided with constructive criticism.} ]</td>
<td>[ \text{Is generally cooperative and listens to criticism, but does not change behavior.} ]</td>
<td>[ \text{Cooperates in the classroom and accepts constructive criticism in a positive manner and changes accordingly.} ]</td>
<td>[ \text{Adds to the classroom environment with valuable ideas, is extremely cooperative, and is always looking and asking for ways to do better and learn more.} ]</td>
</tr>
<tr>
<td>4. Models poise, maturity, and sound judgment.</td>
<td>[ \text{Lacks poise, maturity, and sound judgment. Has been more than 5 minutes late, dressed inappropriately, or absent without notification.} ]</td>
<td>[ \text{Lacking in poise, maturity, OR sound judgment. Has been a few minutes late, has more than 2 absences, and/or should dress more professionally.} ]</td>
<td>[ \text{Almost always exhibits poise, maturity, and sound judgment. Has never been tardy, has been absent 1 – 2 times (with notification), and dresses professionally.} ]</td>
<td>[ \text{Consistently models poise, maturity, and sound judgment. Has never been tardy or absent, completes all after and before school duties, and dresses professionally.} ]</td>
</tr>
<tr>
<td>5. Engages in continuous self-evaluation and improvement.</td>
<td>[ \text{No self-evaluation is evident.} ]</td>
<td>[ \text{Occasionally evaluates self, but makes no improvements.} ]</td>
<td>[ \text{Regularly self-evaluates and then makes improvements.} ]</td>
<td>[ \text{Consistently looks for ways to improve; seeks advice for improvement from colleagues and students.} ]</td>
</tr>
<tr>
<td>6. Acts as a steward of the profession.</td>
<td>[ \text{Does not participate in professional activities and/or has made inappropriate comments concerning the teaching profession.} ]</td>
<td>[ \text{Participation in professional activities is limited and is apathetic toward the teaching profession.} ]</td>
<td>[ \text{Participates in professional activities and exhibits a positive attitude toward teaching.} ]</td>
<td>[ \text{Plays a leadership role in professional activities and is enthusiastic about beginning a career in teaching.} ]</td>
</tr>
</tbody>
</table>

Total points earned ____________ / 18  

Signature of Employer or Professor  

Date  

30
PORTFOLIO FORMS
Internship Performance Assessment Online Portfolio

Organization Table

Please organize your online portfolio using available forms, word documents, and PDF documents into the following Files and Folders:

Folder One: Personal and Program Documents

File 1A: Current Professional Vitae
File 1B: Current Professional License(s)
File 1C: Philosophy of Educational Leadership (From EDLD 671)
File 1D: Program Assessments
   Sub-file 1D-1: SLLA Scores
   Sub-file 1D-2: Program Course Transcripts
   Sub-file 1D-3: Dispositions Assessment
   Sub-file 1D-4: Organizational Effectiveness Assessment
   Sub-file 1D-5: Strategic Plan and Audit
   Sub-file 1D-6: Professional Growth Plan
   Sub-file 1D-7: Threat Assessment
   Sub-file 1D-8: Student Handbook Evaluation
   Sub-file 1D-9: Community Assessment
   Sub-file 1D-10: Teacher Handbook Evaluation
   Sub-file 1D-11: Capstone Project

File 1E: Internship Documents:
   Sub-file 1E-1: Internship plans (1 for each semester)
   Sub-file 1E-2: Internship logs (1 for each semester/must be signed by In-School Mentor)

Folder Two: EDLD 671 Core and Supportive Course Assessments

File 2A: Completed Assignments (Strategic Plan and Audit, Community Assessment)
File 2B: Assessed Rubric
File 2C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)

Folder Three: EDLD 674 Core and Supportive Course Assessments

File 3A: Completed Assignments (Professional Growth Plan)
File 3B: Assessed Rubric
File 3C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)
Folder Four: EDLD 641 Core and Supportive Course Assessments

- File 4A: Completed Assignment (Teacher Handbook Evaluation)
- File 4B: Assessed Rubric
- File 4C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)

Folder Five: EDRS 673 Core and Supportive Assessments

- File 5A: Completed Assignment (Organizational Effectiveness Assessment)
- File 5B: Assessed Rubric
- File 6C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)

Folder Six: EDLD 642 Core and Supportive Course Assessments

- File 6A: Completed Assignment (Threat Assessment, Student Handbook Evaluation)
- File 6B: Assessed Rubric
- File 6C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)

Folder Seven: EDLD 676 Core and Supportive Course Assessments

- File 7A: Completed Assignment (Capstone Project)
- File 7B: Assessed Rubric
- File 7C: Supporting evidence of ability to perform standard (reflections, blog posts, other course related internship activities)
## Internship Performance Assessment Online Portfolio (Form 1)

The candidate portfolio should be representative of work in the Educational Leadership (EDLD) Program at the University of Mississippi. It is designed to include personal and professional documents, samples of student work, and documentation of internship activities which demonstrate progress and provide evidence of the candidate’s knowledge, skills, and dispositions as assessed using the standards set forth by the School of Education, the State of Mississippi, and the Educational Leadership Constituent Council (ELCC).

Name of Candidate__________________________________Date_________________________________

Circle One: Midpoint Review Final Review

<table>
<thead>
<tr>
<th>Rating</th>
<th>Internship Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Folder One: Personal and Program Documents</strong></td>
</tr>
<tr>
<td></td>
<td>1A. Current Professional Curriculum Vitae</td>
</tr>
<tr>
<td></td>
<td>1B. Current Professional License(s)</td>
</tr>
<tr>
<td></td>
<td>1C. Philosophy of Educational Leadership SLLA Licensure Results</td>
</tr>
<tr>
<td></td>
<td>1D: Formal Program Assessments (11 items)</td>
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<tr>
<td></td>
<td>1E: Internship Documents (2 items)</td>
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<td></td>
<td><strong>Folder Two: EDLD 671 Core and Supportive Course Assessments</strong></td>
</tr>
<tr>
<td></td>
<td>2A: Completed Assignments (2 items)</td>
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<td></td>
<td>2B: Assessed Rubric</td>
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<td></td>
<td>2C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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<tr>
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<td><strong>Folder Three: EDLD 674 Core and Supportive Course Assessments</strong></td>
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<tr>
<td></td>
<td>3A: Completed Assignments (2 items)</td>
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<tr>
<td></td>
<td>3B: Assessed Rubric</td>
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<td></td>
<td>3C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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<tr>
<td>4A: Completed Assignments (1 item)</td>
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<td>4B: Assessed Rubric</td>
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<tr>
<td>4C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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<thead>
<tr>
<th>Folder Five: EDRS 673 Core and Supportive Course Assessments</th>
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<tbody>
<tr>
<td>5A: Completed Assignments (1 item)</td>
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<tr>
<td>5B: Assessed Rubric</td>
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<tr>
<td>5C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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<thead>
<tr>
<th>Folder Six: EDLD 642 Core and Supportive Course Assessments</th>
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<tbody>
<tr>
<td>6A: Completed Assignments (2 items)</td>
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<tr>
<td>6B: Assessed Rubric</td>
</tr>
<tr>
<td>6C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Folder Seven: EDLD 676 Core and Supportive Course Assessments</th>
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</thead>
<tbody>
<tr>
<td>7A: Completed Assignments (1 item)</td>
</tr>
<tr>
<td>7B: Assessed Rubric</td>
</tr>
<tr>
<td>7C: Supporting evidence of ability to perform ELCC standard(s) (i.e. reflections, blog posts, other course related internship activities)</td>
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</tbody>
</table>

3=Exemplary
2=Acceptable
1=Needs Improvement
0=Unacceptable
Comments by School of Education Reviewer(s):

Recommendations for Items rated 1 or 0:

Portfolio Reviewer(s):

Name: ____________________________  Name: ____________________________
Signature: ________________________  Signature: ________________________
Date: ____________________________  Date: ____________________________
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3 - Exemplary</th>
<th>2- Acceptable</th>
<th>1- Needs Improvement</th>
<th>0 - Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Program Documents (Folder One: 1A-1D)</td>
<td>Clear and convincing evidence presented Well written - No grammar, spelling, or punctuation errors</td>
<td>Appropriate evidence or documentation presented - Well written Few grammar, spelling, or punctuation errors</td>
<td>Evidence/documentation unclear or inappropriate for item - Multiple grammar, spelling, or punctuation errors</td>
<td>No evidence or documentation presented</td>
</tr>
<tr>
<td>Course Assignments and Related Information for EDLD 671, 674, 641 (Folders Two through Four: 2A/2B, 3A/3B, 4A/4B)</td>
<td>Course assignments and related information are very well written, relevant, and gives several examples connecting theory to practice - No grammar, spelling, or punctuation errors</td>
<td>Course assignments and related information are well written, relevant and shows evidence of connecting theory to practice - Few grammar, spelling, or punctuation errors</td>
<td>Minimum submission of course assignments and related information. Lacks clarity and depth and/or - Multiple grammar, spelling, or punctuation errors</td>
<td>No submission of course assignments and/or related information for these courses.</td>
</tr>
<tr>
<td>Internship Logs &amp; Activity Documentation (Folders Two through Four: 1E, 2C, 3C, 4C)</td>
<td>Log reflects two nine weeks of intensive internship hours Completes all required and additionally assigned activities Provides clear and convincing documentation for all activities - No grammar, spelling, or punctuation errors</td>
<td>Log reflects two nine weeks of adequate internship hours. Most required activities and some additionally assigned activities are documented. - Some written documentation may be incomplete or unclear at times - Few grammar, spelling, or punctuation errors</td>
<td>Log reflects some adequate internship hours. Written documentation for many required activities is incomplete or unclear - Multiple grammar, spelling, or punctuation errors</td>
<td>No log of activities or log reflects 80 or less hours Little or no written documentation of required activities and/or grammar, spelling and punctuation are unacceptable</td>
</tr>
<tr>
<td>Course Reflections and Related Information (Folders Two through Four: 2C, 3C, 4C)</td>
<td>Sufficient number of reflections included (greater than 25) Entries and/or other related information are rich and detailed, show how theory &amp; concepts relate to relationships and events, describes specific incidents &amp; candidate's reaction, describes group processes - No grammar, spelling, or punctuation errors</td>
<td>Sufficient number of reflections included (greater than 20) Entries and/or other related information are detailed and show some evidence of how theory &amp; concepts relate to relationships and events - Few grammar, spelling, or punctuation errors</td>
<td>Insufficient number of reflections included. Entries and/or other related information lack detail or fail to show how theory &amp; concepts relate to relationships and events. Multiple grammar, spelling, or punctuation errors</td>
<td>Few or no reflections and/or other related information are included</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>3 - Exemplary</td>
<td>2 - Acceptable</td>
<td>1 - Needs Improvement</td>
<td>0 - Unacceptable</td>
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<td>Personal and Program Documents</td>
<td>Clear and convincing evidence presented - Well written - No grammar, spelling, or punctuation errors</td>
<td>Appropriate evidence or documentation presented - Well written Few grammar, spelling, or punctuation errors</td>
<td>Evidence/documentation unclear or inappropriate for item - Multiple grammar, spelling, or punctuation errors</td>
<td>No evidence or documentation presented</td>
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<td>(Folder One: 1A-1D)</td>
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<tr>
<td>Course Assignments and Related Information</td>
<td>Course Assignments and related information are very well written, relevant, and gives several examples connecting theory to Practice - No grammar, spelling, or punctuation errors</td>
<td>Course assignments and related information are well written, relevant and shows evidence of connecting theory to practice - Few grammar, spelling, or punctuation errors</td>
<td>Minimum submission of course assignments and related information. Lacks clarity and depth and/or - Multiple grammar, spelling, or punctuation errors</td>
<td>No submission of course assignments and/or related information for this course.</td>
</tr>
<tr>
<td>for EDLD 671, 674, 641, EDRS 673, EDLD 642, EDLD 676 (Folders Two through Seven: 2A/2B, 3A/3B, 4A/4B, 5A/5B, 6A/6B, 7A/7B)</td>
<td></td>
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<td>Log reflects some adequate internship hours. Written documentation for many required activities is incomplete or unclear - Multiple grammar, spelling, or punctuation errors</td>
<td>No log of activities or log reflects 80 or less hours Little or no written documentation of required activities and/or grammar, spelling and punctuation are unacceptable</td>
</tr>
<tr>
<td>(Folders Two through Seven: 1E, 2C, 3C, 4C, 5C, 6C, 7C)</td>
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</tr>
<tr>
<td>Course Reflections and Related Information</td>
<td>Sufficient number of reflections included (greater than 45) Entries and/or other related information are rich and detailed, show how theory &amp; concepts relate to relationships and events, describes specific incidents &amp; candidate's reaction, describes group processes - No grammar, spelling, or punctuation errors</td>
<td>Sufficient number of reflections included (greater than 40) Entries and/or other related information are detailed and show some evidence of how theory &amp; concepts relate to relationships and events - Few grammar, spelling, or punctuation errors</td>
<td>Insufficient number of reflections included. Entries and/or other related information lack detail or fail to show how theory &amp; concepts relate to relationships and events. Multiple grammar, spelling, or punctuation errors</td>
<td>Few or no reflections and/or other related information are included</td>
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<tr>
<td>(Folders Two through Seven: 2C, 3C, 4C, 5C, 6C, 7C)</td>
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</tbody>
</table>
INTERNSHIP FORMS
Internship Site Request (FORM A)

Date___________

Name_________________________________ ID# _______________________

Proposed Internship Site:___________________________________________
___________________________________________ (Agency/School)

Site Address:____________________________ City ___________ Zip ______

Phone Number:___________________________ School Fax: ________________

IL Mentor:______________________________ Title:________________________

Number of Years serving as Principal at this site: _______________________

Office Phone Number: ___________IL Mentor’s Email Address: ___________

Beginning Date of Internship:______________ Completion Date:______________

School or District Characteristics:

Number and Type of Facilities _______________ Grade Distribution _________

Number of Employees ________________ Number of Students ______________

<table>
<thead>
<tr>
<th>Student Demographics:</th>
<th>Administration Demographics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Female _________ #Male _________</td>
<td>#Female _________ #Male _________</td>
</tr>
<tr>
<td>Race</td>
<td>Race</td>
</tr>
<tr>
<td>___1. African American/Black</td>
<td>___1. African American/Black</td>
</tr>
<tr>
<td>___2. American Indian/Native American</td>
<td>___2. American Indian/Native American</td>
</tr>
<tr>
<td>___3. Asian American/Pacific Islander</td>
<td>___3. Asian American/Pacific Islander</td>
</tr>
<tr>
<td>___4. European American</td>
<td>___4. European American</td>
</tr>
<tr>
<td>___5. Hispanic or Latino-American</td>
<td>___5. Hispanic or Latino-American</td>
</tr>
<tr>
<td>___7. Other (please specify) _________</td>
<td>___7. Other (please specify) _________</td>
</tr>
</tbody>
</table>
### Faculty Demographics:

<table>
<thead>
<tr>
<th>#Female</th>
<th>#Male</th>
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</thead>
</table>

Race
- 1. African American/Black
- 2. American Indian/Native American
- 3. Asian American/Pacific Islander
- 4. European American
- 5. Hispanic or Latino-American
- 6. Biracial/Multiracial
- 7. Other (please specify) _________

# Holding Advanced Degrees

### Staff Demographics:

<table>
<thead>
<tr>
<th>#Female</th>
<th>#Male</th>
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</thead>
</table>

Race
- 1. African American/Black
- 2. American Indian/Native American
- 3. Asian American/Pacific Islander
- 4. European American
- 5. Hispanic or Latino-American
- 6. Biracial/Multiracial
- 7. Other (please specify) _________

English Proficiency ________________ Free and Reduced Lunch Rate ____________

Any special considerations unique to this site? __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Department of Leadership and Counselor Education

Internship Agreement (FORM B)

Name of Candidate______________________________________________________________

University ID Number__________________________________________________________

Candidate’s Address________________________________________________________________

Candidate’s Home Number________________________________________________________

Candidate’s Work Number________________________________________________________________

Candidate’s Cell Number________________________________________________________________

Candidate's E-Mail Address________________________________________________________________

I agree to follow the directives of the administrator and to be a part of all administrative assignments. I further agree to keep the administrator informed of my class meeting schedule and activities.

UM Intern Signature: ____________________________________________________________

IL Mentor’s Name: ________________________________________________________________

School or School System: _________________________________________________________

Site Address:_____________________________________________________________________

_____________________________________________________________________________

Phone Number _____________________________________________________________________

E-Mail Address____________________________________________________________________

I agree to serve as a professional guide and mentor and to supervise the experiences of the above-named UM Intern and to provide information to the assigned UM Mentor to evaluate the work of the candidate. I further agree to help the intern gain access to meetings of groups such as the school board, curriculum committees, and other appropriate groups.

IL Mentor’s Signature ___________________________ Date ____________________________
Department of Leadership and Counselor Education

K-12 Leadership IL Mentor Data (FORM C)

Name of IL Mentor____________________________Cell Number____________________

Home Address__________________________________________________________________________________

City ___________________________ State_________ Zip______________________________

School_____________________________ Office Number______________________________

Office Address__________________ City ___________________ State_____ Zip__________

Email Address_________________________ Shirt Size _____________________________

Social Security Number _________________ Ethnic Identity_____________________

Years of Classroom Teaching Experience _________ Grade Level/Subject ____________

Years of Administrator Experience ________ Positions ______________________________

Education:
Degree Major Institution Year

_________________________________________ ________________________________

_________________________________________ ________________________________

_________________________________________ ________________________________

Additional coursework beyond last conferred degree or specific professional training:

_________________________________________ ________________________________

_________________________________________ ________________________________

UM Intern's Name_________________________ Date___________________________

To be completed by the IL Mentor and attached to the Internship Agreement.
# Internship Activity Log (FORM D)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Number of Hours</th>
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</thead>
<tbody>
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</table>

I have reviewed this completed log and to my best knowledge, it is accurate.

UM Intern’s Signature: ___________________________ Date: ________________

IL Mentor’s Signature: ___________________________ Date: ________________
## Internship Activity Plan (FORM E)

<table>
<thead>
<tr>
<th>Activity Description (A minimum of 100 hours should be planned per semester)</th>
<th>Standards to be Met</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Administrative Duties and Responsibilities</strong> <em>(Although these may be assigned as part of a duty rotation as an employee of the district, the intern may not count more than 10 hours per assignment and 50 total hours per semester)</em></td>
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<td>1-A</td>
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<tr>
<td>1-D</td>
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<tr>
<td>1-E</td>
<td></td>
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</tr>
<tr>
<td><strong>Special Projects</strong> <em>(Not to exceed two projects per semester and 30 hours per semester)</em></td>
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<td>2-A</td>
<td></td>
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<td>2-B</td>
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</tr>
<tr>
<td><strong>Course-Based Activities</strong> <em>(Not to exceed 20 hours per semester)</em></td>
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<tr>
<td>3-A</td>
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<tr>
<td>3-C</td>
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</tr>
</tbody>
</table>

**Standard One Activities (A minimum of 3 per semester are required)**

<table>
<thead>
<tr>
<th>I-A</th>
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<tbody>
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<td>I-B</td>
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<td>I-C</td>
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<td>I-E</td>
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<td>I-F</td>
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</tbody>
</table>

**Standard Two Activities (A minimum of 3 per semester are required)**

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<tr>
<th>II-A</th>
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<tbody>
<tr>
<td>II-B</td>
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<td>II-C</td>
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<td>II-D</td>
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<td>II-F</td>
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</tbody>
</table>

**Standard Three Activities (A minimum of 3 per semester are required)**

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<tr>
<th>III-A</th>
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<td>III-B</td>
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<td>III-F</td>
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**Standard Four Activities (A minimum of 3 per semester are required)**

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<th>IV-A</th>
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<tbody>
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<td>IV-C</td>
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<td>IV-D</td>
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<tr>
<td>IV-E</td>
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<td>IV-F</td>
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**Standard Five Activities (A minimum of 3 per semester are required)**

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<th>V-A</th>
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<td>V-C</td>
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<td>V-F</td>
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</tbody>
</table>

**Standard Six Activities (A minimum of 3 per semester are required)**

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<tr>
<th>VI-A</th>
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<tbody>
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<td>VI-B</td>
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<td>VI-F</td>
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</tbody>
</table>

**SIGNATURES:**

UM Intern: ___________________________  Date: __________

IL Mentor: ___________________________  Date: __________
**Directions**: The evaluation report is to be completed by the IL at the **midpoint** and the **final** points of the internship.

UM Intern _______________________________ Work Location ____________________________

1. What strengths did the UM Intern bring to this experience?

2. What activities did the UM Intern carry out most effectively? Least effectively?

3. In what knowledge and skill areas did the UM Intern achieve the greatest professional growth? The least professional growth?

4. What areas will the UM Intern need to continue to develop prior to her/his first administrative position?

5. How would you rate the UM Intern’s overall performance?

6. Describe how the UM Intern displayed a professional code of ethics and values.

Comments/Suggestions
__________________________________________________________________________
__________________________________________________________________________

IL Mentor’s Signature: ____________________________ Date: ________________

**Note**: For those interns in Principal Corps who have placements that only last for a semester, the midpoint review is to be submitted by October 15 or March 15 and the final review is to be submitted by December 15 or May 15. For those interns in Principal Corps who have placements that last for a year, the midpoint review is to be submitted December 15 and the final review is to be submitted May 15. For those interns in the Cohort, the midpoint is to be submitted February 15 and the final review is to be submitted November 15.
Keeping a journal of reflections encourages UM Interns to consider leadership concepts and theories as they apply to the clinical experience and professional growth. Reflections must appraise their weekly experiences (a minimum of 55 total entries).

UM professors read and respond to the reflections throughout each course during the internship. It is important to relate the entries to the field experience. Some subjects can be described in a single entry, whereas other subjects may require multiple entries made over a period of several weeks.

UM Interns are encouraged to write rich, detailed entries rather than short, superficial comments or observations. Candidates observe confidentiality procedures using numbers, letter designations, or fictitious names to preserve the anonymity of individuals described in journal entries.

UM faculty approach the process of journal writing differently and, therefore, candidates enjoy exposure to multiple forms of writing. Although each of the professors might assign the expectations of journal reflections, some areas of consideration might include the following:

1. Describe reactions to class activities such as cases, exercises, role-plays, videos, and speakers. Relate activities to the workplace.

2. Describe how theories and concepts improved your understanding of relationships or events in your organization. Describe your analysis and explain how the theory provided new insights or a better mental model citing sources.

3. Describe your experience using program guidelines to carry out a leadership function more effectively. Some examples include the use of guidelines for active listening, conflict management, influencing people, providing coaching, and implementing a change. Explain the situation, what you did, and the outcome. Provide evidence to support your assessment.

4. Describe the behavior of a leader you observed closely. Use concepts from the program to analyze this leader’s behavior and effectiveness citing sources.

5. Describe a specific incident when someone in the organization attempted to influence you. Explain the situation, and describe in detail what the person said and did, and your reaction.

6. Describe the group processes that occur in a team to which you belong. Evaluate the effectiveness of this team in accomplishing its mission analyzing the group processes displayed.
EDLD 656: Internship Activities (First 100 Hours)

Observe the nature, scope, and function of educational administration in an applied setting. Shadow the Site Supervisor. Outline observations for your portfolio.

Total – 20 Hours

To demonstrate your ability to improve student learning at your site, select an on-going problem related to student learning. Write a proposal outlining the following: a) describe the problem and how it adversely affects student learning, b) gather data to substantiate the extent of the problem, c) develop an intervention plan for improvement to be implemented across two semesters, d) include data collection to document effects of your intervention, and e) describe the results and the changes in student learning.

Total – 20 Hours

Show evidence with specific examples of increased development of professional maturity through acceptance of responsibilities that are integral to educational administration. UM Intern must address at least three different experiences. The examples listed provide guidance but are not all-inclusive: a) representing school on a district committee, b) monitoring after-school student activities, c) providing crowd control or security for a scheduled event, d) monitoring revenue producing activities, e) fostering good school/community relations, f) attend PTA, booster, or other parent meetings, or g) assist principal on opening day of school.

Total – 20 Hours

Observe a special education Individualized Education Plan (IEP) meeting for three different areas of need as prescribed by the SPED Director. Determine if implementation of federal IDEA regulations met desired level of performance.

Total – 10 Hours

Obtain knowledge and documentation regarding state required evaluation procedures for new teachers and for all administrators. Observe a student teacher, complete an evaluation of teaching proficiency with the supervision of the Supervising Teacher (5 Hours), and observe instructional faculty under the supervision of the Site Supervisor in a classroom setting (5 Hours).

Total – 10 Hours

Visit social service agencies, collect information about each agency, and develop a community resource directory for student/family referral and references.

Total – 20 Hours

Total Internship Hours: 100
EDLD 656: Internship Activities (Second 100 Hours)

Prepare a profile of the host school or one of the district schools. Include descriptions and analyses of the items listed below. Throughout this data gathering process, engage the staff in an ongoing study of best practices in curriculum, instructional delivery, and program evaluation. Utilize relevant research findings, along with demographic data in your analysis, to determine implications for school improvement. Gather data regarding the:

1. school plant
2. student population
3. community and families served
4. leadership
5. faculty characteristics
6. staff and its organization
7. curriculum
8. instruction
9. governance structures through central office level
10. culture and climate
11. evaluation of students, personnel, instruction, and programs
12. methods of instructional support, professional development
13. accreditation (if applicable)
14. organizational improvement

Write and submit a grant to secure funding for an area of need or develop a PowerPoint to present at a faculty/board meeting. Total – 50 Hours

Report to the faculty recent legal decisions involving school procedures using handouts and a PowerPoint presentation. This activity may be based on the Policy Analysis and Recommendation Project completed in EDLD 675. Total – 10 Hours

Schedule a visit to two diverse sites other than the internship site. Spend at least five hours at each site. Report observations regarding the leadership and management skills of the teachers and administrators. Compare the student populations to your internship site. Discuss the curriculum and instructional practices employed at these sites. Describe the school climate and culture of each site. Total – 10 Hours

Assist a school principal with closing school in the spring semester. The UM Intern must have worked in the building for the entire 100 Hour field experience. Together with the Site Supervisor and/or principal, prepare an agenda for the last faculty meeting of the school year. The UM Intern conducts the meeting under the direction of the Site Supervisor. The UM Intern must return to the host school site each Friday while enrolled in EDLD 673 to gain the full experience. Total – 30 Hours

Total Internship Hours: 100
EDLD 656: Internship Activities (Third 100 Hours)

Survey the building and grounds for needed alterations and repairs. Study traffic patterns in the hallways, to buses, and in the cafeteria for any possible improvements. Process necessary safety procedures. 
Total – 10 Hours

Assist your district’s test coordinator with ordering, managing, and administering the standardized tests. Examine issues of confidentiality and compliance in information management. 
Total – 10 Hours

Analyze student, faculty, and parent handbooks in the school district for alignment and instructional focus. Discuss the student, faculty, and community demographics as to the accessibility of information pertaining to the programming and procedures of the site. Develop recommendations and a mock-up brochure and web page to present to the site council. 
Total – 20 Hours

Review the management of internal accounts with the school secretary or bookkeeper. Using this information, outline the budget management system and discuss the finance planning and monitoring process. Explain cost control, expenditure accounting, and cash flow management. Evaluate the effectiveness of this current system. What changes or revisions would you make? Explain your decisions. 
Total – 20 Hours

Develop, plan, and conduct a staff development program in an area based on needs assessment you conducted. 
Total – 10 Hours

Observe interviews with prospective staff members. What criteria determine if persons were hired? Read policies pertaining to staff selection and recruitment. Are federal and state regulations included in the policies? Would you revise these policies to include specific reference to diversity? 
Total – 20 Hours

Review local school board policy, state department of education regulations, and other applicable governing ordinances. Describe what you analyzed in these documents and the degree to which the policies and regulations meet state and/or federal guidelines. 
Total – 10 Hours

Total Internship Hours: 100
EDLD 656: Internship Activities (Fourth 100 Hours)

Analyze the Mississippi Report Card and compare your school district’s test scores with other school districts in the state with similar demographics. Report on your findings and conclusions. Make recommendations for improving and/or maintaining scores.  
Total – 15 Hours

Observe one or more parent/principal conference at your school as a passive observer. Record your impressions of the conference with specific attention given to the principal’s communication, interpersonal, supportive, and problem solving skills with the parent.
Total – 15 Hours

Analyze the extent to which the school or district uses technology for instructional, organizational, and management purposes. Report findings and make recommendations. 
Total – 15 Hours

Conduct Three Pre/Post Observation Conferences and Teacher Observations. Using conference and observation tools provided by UM faculty, analyze the conferences and observations.
Total – 30 Hours

Attend a regular school board meeting of your school district, and at least one other district board meeting. Take notes and prepare a written report of the business transacted at each meeting. Compare meetings including your impressions of the management of the meetings. Describe the relationship you observed.
Total – 15 Hours

Review policies, procedures, documentation, and parental/guardian approval processes for field trip participation. Report strengths and recommendations to the principal. Design appropriate forms as necessary and submit for approval.
Total – 10 Hours

Total Internship Hours: 100
ADMINISTRATORS, FACULTY, AND STAFF

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Virginia Barnett, Graduate Activities Specialist
Phone: (662) 915-2020; E-Mail: vlbarnet@olemiss.edu

Sandra Kyle, Principal Corps Staff
Phone: (662) 915-2432; E-Mail: sekyle@olemiss.edu