



**THE UNIVERSITY  
OF  
MISSISSIPPI  
SCHOOL OF EDUCATION**

M.Ed. and Ed.S. in  
K-12 LEADERSHIP PROGRAMS

2021-2022

INTERNSHIP HANDBOOK

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## **Leadership & Counselor Education**

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## **Leadership & Counselor Education**

### **THE PURPOSE OF THE INTERNSHIP**

The internship is based on the vision of the K-12 Educational Leadership Program at the University of Mississippi (UM) to drive and support improvement in primary and secondary education in all Mississippi schools through the preparation of leaders with the knowledge, skills, and dispositions to continually improve collaborative professional school organizations. Leaders who build collaborative professional cultures: focus on the wellbeing and thoughtful treatment of all stakeholders; develop and support a shared commitment to organizational learning and continuous improvement; embed an emphasis on equity and justice to meeting the needs of all students; and develop and operate systems to maintain a safe learning environment and efficiently manage school operations. The internship is designed to support this vision through the connection between the knowledge base of K-12 leadership and professional practice.

The program provides candidates an internship as an opportunity for students to apply program learning in practice. The purpose of the internship is to provide aspiring school leaders an opportunity to gain valuable administrative experience in a wide range of activities targeted to relevant standards, provide meaningful mentoring and feedback on internship activities, identify areas of leadership strength and areas of improvement, and document levels of proficiency in professional standards. The internship is aligned with the NELP (National Standards for Educational Leadership) standards, and the PSEL (Professional Standards for Educational Leadership) developed by the National Policy Board for Educational Administration (NPBEA).

The goals of the internship are for interns to:

- engage in a minimum of 400 hours of internship related activities during the academic terms of the program.
- engage in a minimum of 20 hours of internship activity directly linked to each of the 10 courses.
- document knowledge and skill proficiency in 6 NELP standards.
- engage in a minimum of 40 hours of activity at alternate sites in their district of employment.
- create, and maintain throughout the program, an online portfolio. The portfolio will include an internship log, documentation of application of research-based best-practices (course learning), evidence of proficiency in targeted standards, and a reflective journal of internship experiences.
- work under the supervision of a Site Mentor. This principal, assistant principal, or other school leader will guide the internship activities, mentor the intern, provide feedback for positive growth and development, and assess the internship throughout the process with formal assessments at the mid-point and end of the program.
- be supported by a UM Supervisor. The UM Supervisor will serve as the official UM liaison for

the internship to address any challenges, issues, or concerns during the internship.

- be provided experiences involving direct interaction and involvement with students, staff, parents, and community organizations.



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## Leadership & Counselor Education

### OVERVIEW OF THE INTERNSHIP

#### Introduction

The internship requires a total of 400 hours of standards-based leadership activities during the duration of the program. These hours will be in addition to normal teaching and professional responsibilities of the intern. If possible, 40 of the 400 hours will be at an alternate school site and representative of different grade levels than the primary internship site. To stay on pace throughout the program, interns need to complete 40 hours per course of internship activities each term. Interns will document growth with an electronic portfolio.

#### Early Preparation for the Internship

Preparation for the internship begins during the application process. Because most students in initial certification (MEd and EdS) graduate programs in K-12 Leadership are fulltime teachers, the internship is generally restricted to the candidate's district and school of employment. As a result, the program requires one of the letters of recommendation be from a supervising administrator from each applicant's own school. Ideally, this individual will be the Site Mentor. Details of the role of the Site Mentor and the internship will be discussed during the application interview. The Site Mentor will provide opportunities for the candidate to engage in school leadership activities, provide mentorship and support, and assess progress informally throughout the internship and complete a formal midterm and final assessment. It is the candidate's responsibility to identify and secure the participation of the Site Mentor prior to completing the application.

**Admission to the program requires a letter of support from the Site Mentor agreeing to support the applicant's internship in their school.** Ideally, this will be included in a letter of recommendation. If it is embedded in a recommendation letter, the support of the intern must be clearly stated. In summary, a **letter of support** from a qualified Site Mentor (Licensed administrator in a principal, assistant principal, or other key leadership role) is **required for admission**; and, a letter of recommendation from the Site Mentor is helpful but not required.

Once a candidate is admitted to the program, the candidate must fill out the *Internship Agreement Form (Form A2)*:

[https://uofmississippi.qualtrics.com/jfe/form/SV\\_d5Ohv43uTTCux5c](https://uofmississippi.qualtrics.com/jfe/form/SV_d5Ohv43uTTCux5c)

In addition, the Site Mentor will need to fill out the *Site-Mentor Agreement Form (Form A1)*

[https://uofmississippi.qualtrics.com/jfe/form/SV\\_7UHVpupDRjRBgKW](https://uofmississippi.qualtrics.com/jfe/form/SV_7UHVpupDRjRBgKW)

In addition to the Site Mentor, the Intern is supported by a University of Mississippi Internship Supervisor (UM Supervisor). The Intern will meet the Supervisor at the beginning of the program. The Internship Supervisor is available to address any issues or challenges that may arise during the internship. There will be three meetings with the Intern and Site Mentor held by the Internship Supervisor during the duration of the program. Two of these meetings will be through Zoom and one will be a site visit. At the completion of the program, the UM Internship Supervisor will approve successful completion of the internship requirements.

### **During the Internship**

The Intern has responsibility for engaging in regular internship activities throughout the course of the program. If the Intern, for whatever reason, feels they are unable to complete internship activities or lack access to internship activities, the UM Internship Supervisor should be contacted immediately. The Intern must also document all activities on the Internship Log, and link the activities to course learning and program standards. It is recommended the Intern engage in approximately 40 hours of internship activity for each course; thus, with a two-course per semester load, the Intern should complete a total of 80 hours of internship activity during the semester. It is also the Intern's responsibility to ensure a minimum of 20 hours of activities must be linked to each course (the activities are not required to be completed during the course). The Intern will develop and maintain an online portfolio of internship activities. The portfolio will be assessed **following completion of 15 credit hours of course work** in the program and at the completion of the program.

The program recommends, but does not require, each intern arrange to complete 40 hours of internship activity at a different school serving a different demographic or grade-level student.

### **Completion of the Program**

Beginning at the start of the final semester in the program, the Intern will submit a GS8 form—request for graduation to the UM Supervisor (<https://olemiss.app.box.com/s/xroep8e7dn7sopoz02tyji7ngb3bn9pr>). The Intern needs to check to make sure:

- 400 hours of activities are completed by the end of the term.
- 20 hours of activities are completed for each course.
- The portfolio is completed and submitted electronically by the **last day of regularly scheduled class**.
- The midterm Disposition Assessment has been completed by the Site Mentor.
- The Site Mentor has completed the final internship assessment.



## **Outline of Internship Roles and Responsibilities**

### **Responsibilities of the Site Mentor:**

- Participate in online Site Mentor Training.
- Complete the Site Mentor Agreement Form (Form 1A)
- [https://uofmississippi.qualtrics.com/jfe/form/SV\\_7UHVpupDRjRBgKW](https://uofmississippi.qualtrics.com/jfe/form/SV_7UHVpupDRjRBgKW)
- Participate in the development of the internship activities (PLAN Form—link on program webpage) to ensure an appropriate clinical experience.
- Provide mentoring and feedback related to the performance of internship activities.
- Communicate with the UM Supervisor and Intern at the assigned site during the program and assists in solving problems that may arise.
- Evaluates the UM Intern's professional performance during the internship.
- 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.

### **Responsibilities of the UM Supervisor:**

- Serve as the official UM liaison for the internship to address any challenges, issues, or concerns.
- Provide program orientation and internship training for the Intern.
- Maintain communication with the Intern and the Site Mentor.
- Approve any internship activities not listed or not approved by a course instructor.
- Conduct a minimum of three meetings with the Site Mentor and the Intern. At least one meeting must be a site visit to the Intern's site school.
- Conduct midterm progress review MPR:  
[https://uofmississippi.qualtrics.com/jfe/form/SV\\_71FMSUqM8RXH79A](https://uofmississippi.qualtrics.com/jfe/form/SV_71FMSUqM8RXH79A)
- Conduct final internship performance assessment: (To be added) Assess midterm and final portfolios.

### **Responsibilities and Requirements for the Intern:**

- Adhere to all internship guidelines, policies, procedures, and expectations.
- Adhere to all components of the Mississippi Code of Educator Ethics:  
([https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf))

- Develop a plan (PLAN form) of experiences in cooperation with the Site Mentor.
- Keep an internship log documenting internship activity (Portfolio).
- Link classroom learning, program standards, and internship activities through regular written reflection.
- Take responsibility for remaining engaged in the internship.
- Complete an internship portfolio to document and reflect on internship activities and related knowledge, skills, and dispositions.



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## **Leadership & Counselor Education**

### **RELEVANT PROGRAM AND INTERNSHIP STANDARDS**

Professional programs for preparation of K-12 educational leaders are guided by both accreditation and program standards. The K-12 leadership master (MEd) and specialist (EdS) programs at the University of Mississippi follow the national standards set forth for ensuring students receive a high-quality education and preparation for leadership roles in schools. The goal is to prepare caring, competent leaders to meet the educational needs of students in K-12 schools, particularly in the state of Mississippi.

The standards detailed in this section are covered during MEd and EdS program courses and internship activities. The standards are addressed through course activities, assignments, and assessments; as well as through program components such as internship activities, a portfolio, and an oral comprehensive exam.

#### **EDLD M.Ed. and Ed.S. Courses with NELP and PSEL Standards Covered**

EDLD 610: Mission, Vision, and Core Values

- NELP – 1.1, 1.2, 1.3, 1.4
- PSEL – 1A, 1B, 1C, 1D\*(Introductory level), 1E, 1F, 1G, 5C

EDLD 611: Ethics and Professional Norms

- NELP – 2.1, 2.2\*, 2.3, 2.4
- PSEL – 1A, 1B, 1C, 1D, 1E, 1F, 6I

EDLD 612: Equity and Cultural Responsiveness

- NELP – 3.1\*, 3.2, 3.3, 3.4
- PSEL – 3A, 3B, 3C\*, 3D, 3E, 3F, 3G, 3H, 5B, 5F 8F

EDLD 613: Instructional Leadership

- NELP – 4.1, 4.2, 4.3, 4.4
- PSEL – 4A\*, 4B\*, 4C, 4D, 4E, 4F\*, 4G\*, 6C, 6D, 6E, 6F, 7C

EDLD 614: Community and External Leadership

- NELP – 5.1, 5.2, 5.3, 5.4
- PSEL – 5D, 6G, 8A, 8B, 8C, 8D, 8E, 8G, 8H, 8I, 8J

EDLD 615: Human Resources

- NELP – 6.1, 6.2, 6.3, 6.4
- PSEL – 6A, 6B, 6C, 6H, 7F

EDLD 616: Data-informed Leadership

- NELP – 1.1, 4.3, 6.2
- PSEL – 4A, 4B, 4F, 4G, 9G, 10B

EDLD 617: School Law

- NELP – 2.2, 3.1, 6.4
- PSEL – 3C, 9H

EDLD 618: Operations and Management

- NELP – 6.1, 6.2, 6.3, 6.4
- PSEL – 5A, 5E, 9A, 9B, 9C, 9D, 9E, 9F, 9I, 9J, 9K, 9L

EDLD 619: School Improvement

- NELP – 1.1, 1.3, 1.4, 3.3, 3.4, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.2, 7.2, 7.4
- PSEL – 1D, 7A, 7B, 7D, 7E, 7G, 7H, 10A, 10B\*, 10C, 10D, 10E, 10F, 10G, 10I, 10J

\*Introductory level

# **Council for the Accreditation of Educator Preparation: Standards for the Advanced Level**

Council for the Accreditation of Educator Preparation. (2020). *CAEP Standards for Accreditation at the Advanced-level*. Retrieved from <http://caepnet.org/standards/standards-advanced-programs>

The Council for the Accreditation of Educator Preparation (CAEP) mission is “equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning” (caepnet.org). This is the accrediting body for the entire School of Education at the University of Mississippi. Graduate educator preparation programs which lead to licensure, certification, or endorsement are considered by CAEP to be Advanced-level programs. The University of Mississippi is a CAEP educator preparation provider (EPP). The MEd and EdS programs in P-12 educational leadership meet the Advanced-level criteria.

The Advanced-level CAEP Standards follow two main principles, including solid evidence that graduates “are competent and caring educators” and that the EPP “has the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer” (caepnet.org). Five (5) CAEP Standards define and guide the quality of the EPP’s organizational performance.

***Standard A.1.1 is the only CAEP Standard assessed through the internship.***

## **Standard A.1. Content and Pedagogical Knowledge**

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

### ***Candidate Knowledge, Skills, and Professional Dispositions***

*A 1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:*

- *Applications of data literacy;*
- *Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies;*
- *Employment of data analysis and evidence to develop supportive school environments;*
- *Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;*
- *Supporting appropriate applications of technology for their field of specialization; and*
- *Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.*

## **National Educational Leadership Preparation (NELP) Program Standards: Building Level**

NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards Building Level*. Retrieved from: [www.npbea.org](http://www.npbea.org)

The National Educational Leadership Preparation (NELP) program standards are utilized by institutions accredited through the Council for the Accreditation of Educator Preparation (CAEP) (NPBEA, 2018). The curriculum for the advanced K-12 educational leadership master and specialist program at the University of Mississippi is based upon the NELP building-level standards.

The NELP program standards include seven content standards and an eighth internship standard. Based on research and effective leadership practices, the NELP standards provide a guide for preparing, supporting, and evaluating educational leaders so all -12 students may reach their fullest potential.

### **For Standards 1-7:**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary:

#### **Standard 1: Mission, Vision, and Improvement**

...collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

#### **Standard 2: Ethics and Professional Norms**

...understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

#### **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

...develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

#### **Standard 4: Learning and Instruction**

...evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

#### **Standard 5: Community and External Leadership**

...engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

#### **Standard 6: Operations and Management**

...to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

#### **Standard 7: Building Professional Capacity**

...to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning

## **Professional Standards for Educational Leaders (PSEL)**

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author.

The Professional Standards for Educational Leaders (PSEL) are founded in current research and evidence-based practice in K-12 educational leadership (NPBEA, 2015). Developed by the National Policy Board for Educational Administration, these standards outline foundational principles for the practice of educational leaders in the field. Additionally, the PSEL are aligned with the School Leaders Licensure Assessment (SLLA) which the Mississippi Department of Education requires as part of the licensure process for principals and superintendents as well as other school- and district-level leaders. Ten interdependent standards focus on the work of school leaders in promoting learning and well-being of students. As much as possible, each course in the EDLD program was designed to support each PSEL standard. \*

### **Standard 1 (EDLD 610). Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

### **Standard 2 (EDLD 611). Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

### **Standard 3 (EDLD 612). Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

### **Standard 4 (EDLD 613). Curriculum, Instruction and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

### **Standard 5 (EDLD 619 partial). Community of Care and Support for Students\*\***

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

### **Standard 6 (EDLD 615). Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

### **Standard 7 (EDLD 619 partial). Professional Community for Teachers and Staff\*\***

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

### **Standard 8 (EDLD 614). Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

### **Standard 9 (EDLD 618). Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

### **Standard 10 (EDLD 619). School Improvement\*\***

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

\*EDLD 616 and EDLD 617 focus on data-based decision making and school law.

\*\*EDLD 619 covers school improvement, and developing supportive communities for students, faculty, and staff.



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**INTERNSHIP ACTIVITIES FOR EACH COURSE**

**Internship Activities Associated with Courses**

Ten courses are required for the M.Ed. and Ed.S. in K-12 educational leadership. The courses and associated internship activities focus on learning and applying knowledge and skills aligned with the NELP and PSEL standards. Below each course number, title, and description is shown followed by a list of pertinent professional standards, ideas for internship activities, and internship related questions to consider during the course. A total of 20 hours of internship activities for each course. These activities may occur any time during the course of the program



## **EDLD 610—Mission, Vision, and Core Values**

**Course Description:** Understand and demonstrate the leadership capability to promote the success and well-being of school stakeholders by applying the knowledge, skills, and commitments necessary for shared mission and vision, core values, and support systems, and the school improvement process.

### **Standards:**

NELP—1.1, 1.2

PSEL—1A, 1B, 1C, 1D, 1E, 1F, 1G, 5C

### **Ideas for Internship Activities:**

- Facilitate faculty and/or department meeting.
- Analyze data to determine needs.
- Participate in goal setting to address needs.
- Research potential solutions.
- Participate or provide input in school improvement plan development, implementation, and evaluation.
- Collaborate with Professional Learning Community.

### **Questions for Intern Consideration during the Course:**

- What are your district and school vision and mission statements?
- Who was involved in developing the vision and mission? What process was used to develop them?
- How does the school leadership team determine what community members value?
- What data could be used in the development of a vision and goals for a school or district?
- List areas of focus for your school's improvement.
- What steps would you follow in planning for improvement of the school?
- Identify the strengths at the school which would aid in implementation of an improvement plan.
- How would you involve various stakeholders in goal setting and attainment? How will you establish two-way communication with stakeholders?
- How would you assess progress towards goal attainment?

## **EDLD 611—Ethics and Professional Norms for Educational Leaders**

**Course Description:** This course supports students' development of an understanding of and capability to demonstrate and enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision making and relationships with others.

### **Standards:**

NELP—2.1, 2.2, 2.3, 2.4

PSEL—1A, 1B, 1C, 1D, 1E, 1F, 6I

### **Ideas for Internship Activities:**

- Review board policies on topics relevant to your work.
- Read and follow the code of ethics which applies to your state.
- Have interviews or discussions with key district personnel about ethical issues pertinent to their roles (e.g., testing coordinators, special education director, federal programs director, human resources director, business manager, etc.).
- Read employee and student handbooks.
- Attend IEP meetings for students with disabilities.

### **Questions for Intern Consideration during the Course:**

- Who participated in developing the employee and student handbooks? How often are the documents revised?
- How do school leaders communicate expectations about the code of ethics and standards for conduct with employees?
- How do school leaders maintain confidentiality of information and documentation? How is this fostered among a school staff?
- What information is pertinent for a building-level leader to know about Special Education: laws, documentation, IEP process, funding, discipline of students, staffing, etc.?
- On what expenditures may federal funding be spent? What do the terms supplementing and supplanting mean, and how do those apply?

## **EDLD 612—Equity and Cultural Leadership**

**Course Description:** Examines how educational leaders achieve equity of educational opportunity and culturally responsive practices to promote academic success and well-being of students.

### **Standards:**

NELP—3.1, 3.2, 3.3

PSEL—3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 5B, 5F, 8F

### **Ideas for Internship Activities:**

- Review and analyze state achievement test results; attendance, graduation, and dropout rates; ACT and advanced placement results. Determine where inequities exist (e.g., socioeconomic status, gender, race, language, etc.).
- Examine teacher quality indicators in the school: teacher educational levels; number of years of teaching experience; teacher mobility—retention and attrition; teachers without certification or assigned outside of teaching expertise.
- Review data for over- or under-representation of students by demographics in these areas: special education, gifted and talented education, bilingual education, and student discipline.
- Learn about how the school leaders make decisions about student assignments for classes and teachers.
- Participate in meetings where student placement decisions are made.
- Discuss with the directors of federal programs and special education how they ensure that supplemental federal funding is used to provide greater educational equity for students from low-income homes and students with disabilities.
- Explore how students are identified for gifted and talented and what G/T services are provided.
- Identify ways the school communicates with students' parents, particularly those whose parents speak a language other than English.
- Visit in classrooms to observe how the needs of students are addressed (academic, social-emotional, behavioral, language, etc.).
- Examine ways the school involves parents, families, and community members.

### **Questions for Intern Consideration during the Course:**

- How are teacher subject and grade level teaching assignments made?
- How are student assignments to teachers and classes made?
- What types of culturally responsive practices are being used in the school and classrooms?
- How does the school culture provide a safe, welcoming environment for all students and their families?
- What are the school's strengths as well as areas for improvement in terms of equity and cultural responsiveness?

## **EDLD 613—Instructional Leadership**

**Course Description:** Candidates in this course will develop understanding and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying knowledge, skills, and commitments necessary for a learning system, instructional practice, an assessment system, and learning supports.

### **Standards:**

NELP—4.1, 4.2, 4.3, 4.4

PSEL—4A, 4B, 4C, 4D, 4E, 4F, 4G, 6C, 6D, 6E, 6F, 7C

### **Ideas for Internship Activities:**

- Assist with induction of teachers new to the school.
- Plan new teacher mentoring and/or assign mentors.
- Organize professional development (PD) opportunities.
- Assist with creating schedules and/or assignment of students to classes.
- Review lesson plans.
- Research effective teaching models and practices (e.g., Madeline Hunter, Charlotte Danielson, Carol Tomlinson, etc.).
- Attend training sessions offered on the teacher assessment instrument used in the district.
- Observe classroom instruction of various teachers. When possible, observe alongside a site mentor and later listen to their perspectives about the observations.
- Review and discuss data within grade level, content area, and/or professional learning community meetings.
- Provide assistance with school curriculum or teaching resources (frameworks, pacing guides, lesson plans, etc.).
- Attend multi-tiered systems of support (MTSS) meetings.

### **Questions for Intern Consideration during the Course:**

- How do you make instructional leadership a priority and protect your time to observe in classrooms?
- How is each teacher's growth fostered and supported? How are teachers new to the school supported?
- What types of assistance do new teachers most need?
- In what ways are teachers working together for common aims? How is this facilitated?
- What professional development (PD) is being conducted?
- How are decisions made about topics for PD?
- What resources do you utilize to select research-based instructional practices?
- Who is involved in curricular decisions? How are these decisions made in the school/district?
- How are formative and summative assessment used for improving teaching and learning?
- How does/can instructional leadership at the school foster a culture for continuous learning and improvement for teachers and students?
- In what ways are teachers encouraged and supported to take risks to improve their teaching?

## **EDLD 614—Community and External Leadership**

**Course Description:** This course supports development of a comprehensive understanding of effective cultural leadership in regards to communication and engagement between students, teachers, and other stakeholders in education. This course also encourages an examination of the role and relationships between school, board, and community cultures and stakeholders.

### **Standards:**

NELP—5.1, 5.2, 5.3

PSEL—5D, 6G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J

### **Ideas for Internship Activities:**

- Compose informative newsletters or messages on school-approved media for parents and community members.
- Participate in Parent Teacher Organization meetings.
- Assist in planning ways for parents to participate in school-related activities.
- Engage with families at school extracurricular functions: athletic and academic competitions as well as band and choral events.
- Assist with gathering input from parents on issues which can inform school practices.
- Attend school board meetings.
- Create opportunities for community members to be involved in the school as readers, guest presenters, tutors, mentors, or project partners.
- Get to know as much as possible about the community surrounding the school through sources such as the local Chamber of Commerce and websites.

### **Questions for Intern Consideration during the Course:**

- What types of activities are offered for parents to be involved in the school and with their children's education?
- In what ways are parents involved in decision making (committees, surveys, focus groups, etc.)?
- What kind of communications do teachers have with families? How often do they communicate?
- How does the school seek input from the community members to inform practice?
- What types of collaborations exist between the school and local businesses, organizations, and community members?
- How is the media used to communicate school news to the public? Who are the important local media sources?
- How is positive news about the school conveyed to the public?
- How can the school-family-community relations be improved in the school and school-sponsored events?
- What additional steps could be taken to be more culturally responsive and promote inclusivity for all students and their families as well as the community members?

## **EDLD 615—Human Resources Leadership**

**Course Description:** This course supports development of a comprehensive understanding of effective building level educational leadership to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for human resource development, facilitating a professional organizational culture, improving the work environment, and evaluating and supervising personnel.

### **Standards:**

NELP—7.1, 7.2, 7.3, 7.4

PSEL—6A, 6B, 6C, 6H, 7F

### **Ideas for Internship Activities:**

- Discuss recruiting processes with the human resources director and the site mentor.
- Learn about hiring practices from school and district leaders.
- Participate in new teacher induction meetings.
- Research effective mentoring practices, and assist with mentoring of new teachers.
- Observe or participate in interview committees for certified and non-certified positions.
- Pursue training on teacher assessment instruments.
- Attend grade level and/or department meetings.
- Foster a professional learning community (PLC) throughout the school.
- Observe classroom instruction in various grades and subjects.
- Discuss teacher assessment processes and practices with site mentor.
- Seek guidance on how school and district leaders document employee performance or conduct issues.

### **Questions for Intern Consideration during the Course:**

- What recruiting practices are in place in the district and school to attract employees?
- What procedures are used in the hiring process?
- How are interviews conducted at the building level?
- Who is involved in interviews?
- How are the questions developed for interviews?
- How are candidates rated for the interviews?
- What induction practices are done for teachers new to the school and when do these activities occur?
- Who is responsible for new teacher induction?
- What mentoring practices are used at the school, and how are mentors selected and trained?
- What teacher assessment instrument is being used in the school?
- How were school leaders trained?
- What supports are in place for teacher growth and development?
- What data is used to determine teacher growth needs?
- Do teachers have a voice regarding their own professional development needs?
- What is done to promote a professional culture in the school?
- How are teachers supported in their work?
- How do they support one another in the school environment?
- Are there opportunities for teachers to observe peers teaching?
- How are improvement plans developed and implemented for marginal teachers?
- What steps does the school leader take if a teacher is incompetent?
- How can teacher assessment processes be improved at the school?

## **EDLD 616—Data-informed Leadership**

**Course Description:** The leadership knowledge, skills, and dispositions necessary to improve teaching and learning by leading data-based decision making. This includes research methods, using both quantitative and qualitative data, assessments of teachers and students, and data analysis.

### **Standards:**

NELP—1.2, 4.3, 6.2

PSEL—4A, 4B, 4F, 4G, 9G, 10B

### **Ideas for Internship Activities:**

- Learn about the data management and collection systems utilized in the school (MSIS, SAM, SWIS, iReady, etc.)
- Review student assessment results to monitor academic progress and proficiency.
- Review and analyze state achievement test results; attendance, graduation, and dropout rates; ACT and advanced placement results. Determine where inequities exist (e.g., socioeconomic status, gender, race, language, etc.).
- Examine district-wide results to learn about trends with the following: achievement, attendance, graduation, drop-out, ACT, and AP. Explore how the trends are related to the school where you are.
- Review data for over- or under-representation of students by demographics in these areas: special education, gifted and talented education, bilingual education, and student discipline.
- Collaborate with teachers in reviewing student data for planning, instruction, and curricular decisions.
- Collect data on attendance and tardiness to determine which students may need interventions.
- Train teachers to effectively use data management systems to enhance planning and instruction.
- Analyze data and create data displays for grade levels or content areas to show trends, strengths, and/or areas for improvement.
- Shadow the school's testing coordinator as they develop testing schedules and protocols for assessments being administered (MAAP, LAS Links, CTE, etc.).

### **Questions for Intern Consideration during the Course:**

- How do the school leaders review and analyze data to improve the school outcomes?
- How does the school principal communicate data-based information to key stakeholders (students, parents, teachers, staff, community members)?
- Who is the test coordinator at the school, and what are his/her responsibilities in that role? How do they ensure assessment security and conducive testing environments for students?
- What types of qualitative data—interviews, focus groups, town halls, open-ended surveys—are collected to inform decisions?
- What types of quantitative (numeric data)—test scores, surveys, attendance rates, disciplinary infractions, drop-out rates, AP courses completed, etc.—are collected and used to inform decisions?
- What kinds of discussions occur among the school leaders and teachers about the reliability and validity of data that is collected?
- How is the data used to provide formative feedback for student instructional interventions (TST and MTSS processes)? How are student demographics considered so inequities can be addressed?
- How do groups of teachers (grade level, content area, or PLC) utilize and make decisions based off of formative and summative assessments?
- How is data collected on attendance and tardiness used to improve these aspects of students' opportunities to learn?

## **EDLD 617—School Law and Leadership**

**Course Description:** The purpose of this course is to introduce students to the area of education law to better equip them as instructional leaders within their schools. Candidates will read the seminal court cases impacting education, and understand the basic applications of those cases to practice and policy. Candidates will also develop the ability to work within established guidelines such as school board policies, state statutes, and federal laws.

### **Standards:**

NELP—2.2, 3.2, 6.3

PSEL—3C, 9H

### **Ideas for Internship Activities:**

- Attend school board meetings.
- Review the school board policies.
- Attend student disciplinary hearings (with appropriate permission).
- Attend IEP meetings, including those involving manifestation determinations (with appropriate permission).
- Attend budget hearings in the district.
- Familiarize yourself with the Mississippi Code of Ethics.
- Review guidelines from the United States Equal Employment Opportunity Commission.
- Review the student code of conduct and handbook to determine if it references the required federal and state statutes.
- Review Title 37 of the Mississippi Annotated Code.
- Watch state legislative sessions (online/livestreamed) when budget issues for education are being considered.
- Review legal precedent for student publications/newspapers.
- Interview district directors to learn about the most frequent and the most challenging legal issues they encounter in their work (directors of special education, human resources, finance, federal programs, transportation or maintenance).

### **Questions for Intern Consideration during the Course:**

- How are the student code of conduct and handbook developed or revised? Who is involved? How is it reviewed for legal precedent?
- What US Constitutional rights do students have in the school setting or at school-sponsored events?
- How does the school make efforts to offer all students equitable, non-discriminatory educational opportunities?
- What evidence do you see of due process being followed with students and employees? Under what circumstances does due process apply?
- Who oversees student disciplinary hearings at the district level for expulsion? What are the steps in the process and the documentation requirements?
- What steps does the school leader follow when an employee violates the code of ethics?
- How is compulsory attendance monitored in the school and district? Who is responsible for addressing and acting on violations of the requirements?
- How are searches conducted in the school setting or at school-sponsored events?
- What evidence do you see of separation of church and state?
- Are there issues which need to be addressed at the school related to following constitutional law?



# EDLD 618—Operations and Management of Leadership

**Course Description:** This course supports development of a comprehensive understanding and demonstrations of the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

## **Standards:**

NELP—6.1, 6.2, 6.3

PSEL—5A, 5E, 9A, 9B, 9C, 9D, 9E, 9F, 9I, 9J, 9K, 9L

## **Ideas for Internship Activities:**

- Audit employee and student handbooks.
- Assist with student registration and placement processes.
- Learn systems for reporting of attendance and grades.
- Review policies associated with each area.
- Read all discipline policies and procedures.
- Observe and assist with student discipline cases.
- Assist with creating schedules for classes, duties, assemblies, testing schedules, and other activities.
- Learn about processes for dealing with student tardiness and check-outs.
- Read safety policies and procedures, including crisis management plans, and assist with safety drills.
- Provide supervision at extracurricular events.
- Observe or participate in interviews with job applicants (staff or faculty)
- Spend time with the secretary and other office staff to learn procedures related to employees and students.
- Discuss with the school leader how to document an employee for violations of the code of ethics—standards of conduct.
- Meet with the school finance director or principal to learn about budgeting, purchasing, and accounting aspects.

## **Questions for Intern Consideration during the Course:**

- What policies are in place? (student discipline, grading, attendance, etc.)
- What procedural manuals are utilized (e.g., student handbook, employee handbook)?
- When were the procedural manuals last updated?
- Who was involved in developing handbooks and procedural manuals?
- How are schedules developed at the various levels (elementary, middle, and high)?
- How are students placed in classes, and who makes student placements?
- Do teachers or parents have a voice in student placements?
- Is the crisis management plan updated?
- How often are emergency drills conducted, and for what situations (fire, tornado, earthquake, etc.)?
- How are these drills documented and submitted to appropriate authorities?
- What are the budget lines for the school?
- From which accounts are the various services and resources purchased?
- What processes are followed for renewal and non-renewal of employees?
- How is disciplinary data recorded and tracked?
- How is attendance data recorded and tracked?

## **EDLD 619—School Turnaround**

**Course Description:** This course provides leadership knowledge, skills, and dispositions necessary to improve teaching and learning by driving and sustaining change in a collegial environment. The goals of this course center around preparing the educational leader to be able to turn around the direction of schools in areas identified in needs assessments. Following this course, leaders will have practical tools to use that would create positive academic and social change in schools to facilitate student learning.

### **Standards:**

NELP—1.1, 3.3, 4.3, 4.4, 5.1, 5.2, 5.3, 6.2, 7.2, 7.4

PSEL—1D, 7A, 7B, 7D, 7E, 7G, 7H, 10A, 10B, 10C, 10D, 10E, 10F, 10G, 10I, 10J

### **Ideas for Internship Activities:**

- Participate in strategic planning processes.
- Review achievement and programmatic data to determine areas in need of improvement as well as areas of strength.
- Conduct a needs assessment from various stakeholders (students, parents, teachers, staff, community members) around a problem of practice.
- Read about evidence-based practices for addressing specific problems or issues in the school.
- Attend department, grade-level, and PLC meetings to learn about and discuss issues which are hindering student performance.
- When possible, facilitate opportunities for teachers to participate in decision making around curriculum, instruction, and assessment.

### **Questions for Intern Consideration during the Course:**

- What are the problems of practice or issues which need to be addressed for student performance to improve?
- Does the school have a strategic plan to promote positive change? When was the plan written or last revised?
- Who was involved in the strategic plan?
- What changes are being made at the school?
- Why are the changes being made?
- Who is involved in change decisions?
- How are changes communicated to the students, parents, and community members?



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## Leadership & Counselor Education

### Documenting the Internship

Several forms are need to collect data required by the Mississippi Department of Education (MDE), the UM School of Education, and for program accreditation. Because the forms are needed for an effective internship experience, Advisor Holds will be placed on registration preventing candidates from registering as follows:

First Term of Program: [A1, A2, T1, T2](#)  
Second Term of Program: [PLAN](#)  
Fourth Term of Program: [MPR](#), Portfolio pass mid-program assessment  
Graduation: [FIA](#), Portfolio pass final assessment

Form	Title	Date	Link	Time	Person
<b>A1</b>	Site and Site Mentor Form	Prior to start	<a href="https://uofmississippi.qualtrics.com/jfe/form/SV_d5Ohv43uTTCux5c">https://uofmississippi.qualtrics.com/jfe/form/SV_d5Ohv43uTTCux5c</a>	5 min.	Site Mentor
<b>A2</b>	Internship Agreement Form	Prior to start	<a href="https://uofmississippi.qualtrics.com/jfe/form/SV_42OOxr4n3CFqHtA">https://uofmississippi.qualtrics.com/jfe/form/SV_42OOxr4n3CFqHtA</a>	5 min	Intern
<b>T1</b>	Internship Orientation	Prior to start	Under Construction	30 min	Intern
<b>T2</b>	Site Mentor Training	Prior to Start	Under Construction	30 min	Site Mentor
<b>PLAN</b>	Overview of Likely Internship Activities	6 weeks after start of program	Under Construction	Varies	Intern, Site Mentor
<b>P1</b>	Mid-Point Portfolio	After 6 Courses	Under Construction	30 min	UM Supervisor
<b>P2</b>	Final Portfolio	End of Program	Under Construction	30 min	UM Supervisor
<b>MPR</b>	Site Mentor Mid-Point Review	After 6 classes	<a href="https://uofmississippi.qualtrics.com/jfe/form/SV_71FMSUqM8RXH79A">https://uofmississippi.qualtrics.com/jfe/form/SV_71FMSUqM8RXH79A</a>	15 min	Site Mentor
<b>FIA</b>	Site Mentor Final Internship Assessment	End of program	<a href="https://uofmississippi.qualtrics.com/jfe/form/SV_71FMSUqM8RXH79A">https://uofmississippi.qualtrics.com/jfe/form/SV_71FMSUqM8RXH79A</a>	15 min	Site Mentor
<b>CHECK</b>	Required Documents Portfolio Check	End of program	Under Construction	15 min	UM Supervisor <b>Required for graduation</b>

## **Portfolio**

The purpose of the portfolio is for program candidates to share their development as PK-12 educational leaders. The portfolio provides evidence of the candidate's professional growth, demonstrates knowledge and skills proficiency in specific standards, and documents internship activities and experiences.

### **Developing an Electronic Portfolio in PK-12 Leadership**

#### **Portfolio School:**

The Portfolio School is a website designed for students in The University of Mississippi School of Education to create, author, and share their development as educators through an electronic portfolio. The website contains specific instructions, including video and podcast resources, for launching the educational leadership portfolio and resources such as podcasts, sample portfolios, and answers to frequently asked questions. Additionally, the website models the format of the portfolio. The link for the website is <https://sites.google.com/go.olemiss.edu/soeportfolio>

#### **Portfolio Platform:**

The Portfolio School is available in the Google platform. Each student enrolled in The University of Mississippi is assigned a Google email account (@go.olemiss.edu) for official UM communications. Students are encouraged to utilize Chrome as the web browser for accessing the Portfolio School. Instructions for downloading Chrome on your device are embedded in the Portfolio School website.

#### **Sections of the Portfolio:**

***Introduction and Contents:*** The main page of the Portfolio School provides a space for introducing oneself, inserting photos, and linking a resume. Additionally, the menu for the portfolio appears to outline the main sections of the portfolio. Within the basic format, each candidate may select design features to personalize his/her own portfolio.

***Artifacts:*** During the course of the educational leadership program, each candidate will complete 10 courses aligned with national standards for educational leadership preparation. As a candidate progresses through the program, he/she will be expected to identify, include, and describe two (2) artifacts per course which demonstrate his/her growth/development as an educational leader. The candidate will also explain how each artifact is linked to the most relevant leadership standard(s). Additionally, candidates will complete four (4) Mississippi Department of Education Common Assessments during the program.

***Professional Vision:*** From the start of the program, each candidate will develop a brief leadership vision statement which guides his/her professional practice. During each semester of coursework, candidates will revisit and/or update the professional vision statement and explain updates. This process is included to capture aspiring leaders' thoughts and reflections as they develop into visionary leaders for PK-12 schools.

***Standards:*** Candidates will reference the National Educational Leadership Preparation (NELP) Program Standards within this section and will link artifacts demonstrating the candidate's knowledge and skills in all standards. Additionally, these will be connected to reflections in the journal section of the portfolio.

***Journal:*** A common element among the 10 courses in the program is the process of reflective journal writing. The journal within the portfolio provides a way to write about the day-to-day events of the internship experience as well as connect the experiences to course learnings and professional standards

(NELP).

***Internship Logs:*** Throughout the program, candidates will complete a total of 400 internship hours. The activities and hours will be recorded on internship logs provided by the program advisor. These logs will be included in the Portfolio School as documentation of learning in the field of practice.



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## **Leadership & Counselor Education**

### **INTERNSHIP POLICIES**

#### **Code of Ethics**

Graduate students enrolled in the University of Mississippi K-12 educational leadership program shall abide by the code of ethics associated with the state in which they teach. Students completing graduate internships in Mississippi K-12 schools are expected to follow the Mississippi Department of Education (MDE) Code of Ethics—Standards of Conduct available at the link shown below:

[https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

The MDE Code of Ethics addresses 10 standards:

- Standard 1: Professional Conduct
- Standard 2: Trustworthiness
- Standard 3: Unlawful Acts
- Standard 4: Educator/Student Relationships
- Standard 5: Educator/Collegial Relationships
- Standard 6: Alcohol, Drug, and Tobacco Use or Possession
- Standard 7: Public Funds and Property
- Standard 8: Remunerative Conduct
- Standard 9: Maintenance of Confidentiality
- Standard 10: Breach of Contract or Abandonment of Employment

Graduate students completing internships in the state of Tennessee, please reference the code of ethics at this site: [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

#### **Academic Conduct and Discipline**

The University of Mississippi's policy regarding academic conduct and discipline establishes standards for academic integrity which its students are expected to follow. The policy also provides examples of academic misconduct, such as cheating and plagiarism, and outlines disciplinary processes for misconduct.

The full policy document is available at this link:

[file:///C:/Users/jdcabrer/Downloads/10817696\\_active\\_20180122.pdf](file:///C:/Users/jdcabrer/Downloads/10817696_active_20180122.pdf)

#### **Scope of Internship Site**

Internships will be completed within the school district which employs the graduate student, and a school leader from that district will serve as the student's Site Mentor.

If the graduate student is not employed within a K-12 school while completing the program, a student must work with the UM program advisor to obtain approval from a K-12 school leader who will agree in writing to mentor the student. If the UM School of Education does not already have a Memorandum of Understanding with the host school district, this will need to be approved by the school's district administration and/or board of education.



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### FREQUENTLY ASKED QUESTIONS

1. **What are the standards for the internship?** The standards for the internship are:  
A—The National Educational Leadership Preparation (NELP) standards:  
<https://www.npbea.org/nelp/>  
  
B—The Professional Standards for Educational Leaders (PSEL): [http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\\_2015.pdf](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)  
  
C—CAEP
2. **What are the overall internship expectations for the program?** The program requires 400 hours of internship hours (average of 40 hours per course).
3. **What courses cover each standard?** While there is some variation within courses, the following courses focus on the following standard:
  - a. EDLD 610, Mission, Vision, and Core Values, PSEL Standard 1
  - b. EDLD 611, Ethics and Professional Norms, Standard 2
  - c. EDLD 612, Equity and Cultural Responses, Standard 3
  - d. EDLD 613, Instructional Leadership, Standard 4
  - e. EDLD 614, Community and External Leadership, Standard 7 and 8
  - f. EDLD 615, Human Resources, Standard 6
  - g. EDLD 616, Data-Informed Leadership, Standard, (Mixed)
  - h. EDLD 617, School Law (Mixed)
  - i. EDLD 618, Operations and Management, Standard 9
  - j. EDLD 619, Standard 10
4. **Do I have to do 40 hours of activity in each course or for each standard?** No, but each course will have required internship activities. There needs to be 20 hours of activity aligned to each course. At the end of the program, you need to document proficiency and growth, and document the specific internship activities for each course.
5. **How can I identify possible internship activities?** The starting point is the list that goes with each course (pp. 11-22). You can select any of these to do at any time in the program. In addition, the

NELP and PSEL documents (including the sub-standards) provide an array of practical examples and possible activities. **All activities not in the list provided must be approved by an ELDL faculty member, course instructor, or UM Mentor.**

- 6. Is there a limit to the amount of time I can spend on a single activity?** Typically yes, we want your internship to include a variety of activities; however, if you are in a teacher leadership role or if you are filling a crucial leadership need at your school, you may need to spend considerable time on a single activity (thus, if you are filling a need in the school rather than simply collecting internship hours) with reasonable benefit related to administrative duties (providing a series of professional develop sessions, or assisting in managing discipline, riding on a bus to address a bus discipline issue), **a program faculty member may approve an activity for more than 10 hours.**
- 7. What if my administrator is not assigning me administrative duties or allow me to conduct sufficient internship activities?** Please contact the UM Mentor or your program advisor. The first step will be contacting your Site Mentor to discuss possible opportunities.
- 8. Can I do internship activities at other schools?** Yes, we encourage this; but, you will need written permission from the principal of the school you will visit, a clear description of what you will be observing or doing, and permission from an ELDL faculty member or course instructor.
- 9. Do course embedded activities (time writing) count as internship hours?** Yes, if the assignment is tied to the internship. The activity must be linked to the internship and include thoughtful reflection in discussing a standards-based activity or observations. Observations should be clearly related to leadership (shadowing a principal, superintendent, or SPED director; attending a school board meeting, observing an interview or discipline hearing, etc.) and be linked to one or more standard.
- 10. Can one activity be applied to more than one standard?** Yes, if the activity is clearly relevant to two or more standards or courses, it may be split up as appropriate to the focus of the activity and standard (for example, you might say 40% of the activity is related to standard 6 and 60% is related to Standard 4). You may not apply the same time to different standards (thus, if you spend five hours discussing professional development activities with teachers based on observation feedback you may, using the above ratio, you log two hours for Standard 6 and three hours for Standard 4; but, **you may not log six hours for each**).
- 11. If we engaged in possible internship activities before the program began, or between admission to the program and the start of the first course, may we include these activities?** Yes, as long as the activity is on the list, or approved by a faculty member or course instructor, and related to a specific standard.