



Southern[™]
Illinois University
Carbondale

Administrative Internship Guidelines

ELEMENTARY SCHOOL PRINCIPAL (EAHE 595a)

MIDDLE SCHOOL PRINCIPAL (EAHE 595b)

SECONDARY SCHOOL PRINCIPAL (EAHE 595c)

SUPERINTENDENT (EAHE 597)

2007-2008

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION**

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

ADMINISTRATIVE INTERNSHIP GUIDELINES

EAHE 595a, 595b, 595c and 597

COURSE OVERVIEW

The administrative internship is designed to integrate the theory that the student has learned in the classroom with the practical challenges of the actual educational organization. The Intern will participate, to the maximum extent possible, in a variety of administrative activities. The Intern is the individual who is primarily responsible for the quality of the internship. Beginning with the planning process and the development of the "Memorandum of Agreement," the Intern must take the lead in securing the approval of the On-Site and University Supervisors. Likewise, in all other phases of the Internship, the Intern must assume the leadership role.

Intern responsibilities include: a) accruing 180 clock hours under the supervision of the On-Site Administrator, b) scheduling and conducting on-site meetings, c) attending and participating in seminars, d) maintaining a log of activities, e) writing and submitting Significant Incident Reports, f) carrying out a range of administrative exercises, g) planning and carrying out a field experience project under the direction of the On-Site Supervisor, and h) any other duties which may be assigned to the Intern.

The administrative internship guidelines are in compliance with the standards provided by the Educational Leadership Constituent Council (ELCC). Specifically, ELCC Standard #7 contains six elements that provide "significant opportunities for candidates to synthesize and apply knowledge and practice" and develop skills through "standards-based work in real settings" (ELCC Standard #7).

PURPOSE

The Department of Educational Administration and Higher Education prepares educators to become school leaders who inspire outstanding learning and teaching, who develop teacher leadership, who build coalitions with the greater community on the behalf of children, and who continually mold a shared vision of the future for the students in their schools.

The purposes of the internship experience are as follows:

- 1) To provide "real-life" activities that allow Interns to apply theory and content knowledge, and to assess and reflect on their interactions.

- 2) To make the Intern's knowledge accessible for use in performing as a school leader.
- 3) To assess the Intern's ability to effectively perform the responsibilities associated with school leadership.

INTERNSHIP HOURS

The Internship course is designed to provide the student with a six-month experience covering a broad range of administrative activities. Observations and activities in schools other than the Intern's home district is strongly encouraged. It is understood that students cannot take off work to accrue hours. Therefore, students may design their own hours according to their needs and restrictions and the restrictions of their On-Site Supervisor. **One hundred eighty (180) clock hours are required.**

Listed below are the parameters under which Interns can earn hours:

1. A maximum of 20 hours of student supervision (e.g., cafeteria, bus lot, ball games).
2. At least 20 hours must be conducted at a site (outside own district) that can provide experience in cultural diversity as well as differing socio-economic status.
3. Students will be able to count a maximum of 20 hours toward attendance at seminars and professional meetings that relate to school administration (ie, Administrator Academy, SIUC School Law Conference).
4. Summer hours must be pre-approved by the University Supervisor, with a maximum of 20 hours calculated in the total hours.
5. Hours cannot accumulate until the Memo of Agreement is approved.
6. Time spent in preparation of internship materials/reports/portfolio should not be included in calculation of hours; however, students can count a maximum of 20 hours of background work on this Section, such as research or interview time.

MEMORANDUM OF AGREEMENT & PROJECT PLAN

The Memorandum of Agreement is a brief and concise description of the activities and tasks that the Intern and the On-Site Supervisor have agreed are appropriate for the upcoming Internship. The Intern is responsible for: developing the Memorandum, consulting with the On-Site Supervisor, and obtaining approval for the Memorandum from the On-Site and University Supervisors. The Memorandum should generally include the following and should be submitted to the University Supervisor as early as possible in the semester:

- I. Cover Page (Attachment #1)
- II. Description of Student Responsibilities and Activities
 - a. District & Building Profile (Attachments #2a & 2b)
 - b. Description of other potential administrative exercises (from listing in Attachment # 3 or create your own)
 - c. Description of possible problems or limitations and how you plan to address these (other than time limitations) (Attachment #4)
 - d. Overview of the proposed project, including (1) describing the proposed project, (2) listing the project's objectives, (3) listing the strategies/timelines, and (4) reviewing the evaluation criteria.
- III. Internship Data Form (Attachment #5)
- IV. Signature Page (Intern, On-Site Supervisor, University Supervisor) (Attachment #6)

MEETINGS AND SEMINARS

Orientation Seminar

The orientation seminar is designed to familiarize the student with: the requirements for the course, the assignments, and the due dates for completion of the various activities. This seminar will be held at SIUC.

On-Site Conference

An on-site conference may be held at the request of the University Supervisor or the Intern at the Intern's School placement site to permit the Intern, On-Site Supervisor, and University Supervisor to become better acquainted and to review the Memorandum of Agreement. The school context within which the internship will take place will also be reviewed as well as evaluative processes by which the course grade is determined.

Training Seminars

Training seminars will be conducted twice a semester (on Saturday mornings at SIUC) and attended by all Interns to discuss case studies and review special topics. These seminars will also serve as the basis for discussion of the critical incidents and the internship experience in general.

Exit Conference

This conference will be held between the Intern and the University Supervisor at SIUC, typically during finals week, for the purpose of submitting any remaining work products, reviewing evaluative findings, and preparing for certification processing.

ACTIVITIES LOG

The Activities Log is designed to keep a record of the date, time, and use of the 180 hours that are required to meet the three semester-hour internship guidelines. Record the information on a daily basis and submit to the University Supervisor (via email attachment) on a weekly basis. Possible administrative exercises to complete the 180-hour requirement are suggested if the Intern is unsure about appropriate activities (see Attachment #7).

ADMINISTRATIVE INTERNSHIP PROJECT

The Internship Project is a capstone experience that will assist the school in meeting educational objectives as well as serve to give the Intern experiences with administrative assignments. The Internship Project is agreed upon by the On-Site Supervisor, the Intern, and the University Supervisor. The progress on the Project should be reviewed at the On-Site Conference. All work products will be reviewed by the University Supervisor at the conclusion of the Internship.

SIGNIFICANT INCIDENT OBSERVATIONS

Another aspect of the administrative internship reporting activity will include Significant Incident Observations. A significant administrative incident includes any kind of critical, new, or different action or reaction that stands out from all those experienced. It should

involve some direct action or reaction on the part of the administrator. It may be a rather ordinary occurrence for the administrator, but new to the Intern. Efforts should be made to include incidents involving various combinations of individuals (e.g., student, parent, administrator, or community member). A maximum of four (4) student discipline observations is allowable.

A total of ten significant incidences are to be written up over the course of the typical fifteen-week experience. Completed observations should be submitted via email attachment throughout the semester, with all observations included in the final portfolio (see Attachment #8).

SUPERVISORS' ROLES AND RESPONSIBILITIES

Selection and Assignment of On-Site Supervisors

The On-Site Supervisor is a practicing school principal for the EAHE 595 (a-c) internship and a practicing superintendent of schools for the superintendency internship (EAHE 597). A key aspect for the On-Site Supervisor is to be a mentor. Mentoring is defined as a relationship between an On-Site Supervisor and Intern that allows the Intern to develop a greater confidence in becoming an effective leader, and allows the student to learn how to perform effectively the administrative and leadership functions and responsibilities of a quality administrator. The following are requirements for school administrators who serve as On-Site Supervisors:

- 1) They hold the appropriate administrative certification.
- 2) They are recognized for their effectiveness in providing leadership and are volunteers. Administrators may serve as mentors for more than one year if a need exists in their schools, or additional internship sites are required.
- 3) They will assume the roles and responsibilities expected of mentors. The site provides opportunities for leadership experiences with teachers, staff, students, and community members.
- 4) The School District, On-Site Supervisor, University Supervisor and Intern mutually agree to the selection of activities for the Intern.

On-Site Supervisor's Responsibilities

- 1) Works with the Intern to assist with the successful completion of the collaboratively agreed-upon projects.
- 2) Meets with the Intern to discuss strategies for improving the experience.
- 3) Assures that all agreed-upon commitments are met.
- 4) Meets with the Intern and University Supervisor as necessary.
- 5) Provides an evaluation of the Intern in conjunction with the University Supervisor.

University Supervisor's Responsibilities

- 1) Approves participation of students who apply for the Internship.
- 2) Approves On-Site Supervisors.
- 3) Meets with the Intern and On-Site Supervisor to establish the collaboratively agreed-upon activities.
- 4) Approves Interns' assignments as well as observes and provides feedback to the Intern.
- 5) Meets occasionally and as necessary during the semester at the Intern's assigned school with the Intern and On-Site Supervisor.
- 6) Assists in resolving problems that may arise.
- 7) Communicates with the Supervisor and Intern in the field.
- 8) Evaluates Interns in conjunction with the On-Site Supervisor.
- 9) Ensures the overall quality of the Internship experience is maintained, that all Internship guidelines are followed, and that any problems or conflicts regarding the Internship are resolved.

EVALUATION

The administrative task areas and individual activities are intended to help develop an Intern's skill and knowledge areas. The skill and knowledge areas are used as evaluative standards to determine each Intern's level of competency. They are also used by the On-Site and University Supervisors to assess the Intern's areas of strength and areas for further development and refinement.

Major skill and knowledge areas have been identified from state certification requirements, professional association reports, and research findings regarding administrative and leadership effectiveness.

The Intern receives a letter grade (i.e., "A," "B," etc.) at the conclusion of the Internship semester. This grade is holistic in nature and based upon the following: observations and evaluations of the On-Site and University Supervisors; written materials submitted by the Intern to the University Supervisor over the course of the semester, including the Intern's accurate accounting of time and activities as recorded on the Activities Log; and the Intern's ability to discuss, demonstrate, and utilize the projects, activities, and experiences identified in the Memorandum Agreement.

The On-Site Supervisor will complete the Evaluative Feedback Form (Attachment #9) at the conclusion of the semester and submit it directly to the University Supervisor. The Intern also completes the Self-Evaluation Report of performance in the Internship (Attachment #9) and common themes across the separate evaluations are given particular attention. During the Exit Conference, the Intern and University Supervisor discuss with the Intern his or her strengths as well as strategies for developing and improving the Intern's skill and knowledge base to accomplish this outcome.

CONFIDENTIALITY OF INTERNSHIP

During the Internship experience, the Intern typically has access to a variety of information and records, much of which may be of a confidential nature. The Intern is expected to comply with all legal requirements governing the confidentiality of various school records (e.g. student records, closed session minutes not approved for public inspection, etc.). While other records may clearly be in the public domain (e.g., budgets, collectively bargained contracts, board minutes, etc.), professional discretion is still expected in the use and dissemination of these types of documents. Failure to comply with confidentiality requirements serves as a basis for failing the Internship course.

ATTACHMENTS

[Cover Page]

Memorandum of Agreement

for

Secondary School Principal
Administrative Internship

by

Student Name

Submitted in Partial Fulfillment of the Requirements for
EAHE 595c

Department of Educational Administration and Higher Education
Southern Illinois University Carbondale
Spring 2007

DISTRICT PROFILE
[SAMPLE]

INSTRUCTIONS:

Type in all of the requested information and submit it as part of your **Memorandum Agreement and Project Plan** to the On-Site Supervisor and the University Supervisor. You must complete a profile for both the primary school district where you conduct most of your internship as well as the outside district where you choose to obtain other administrative experience.

School District: Springfield School District #186

Address: Administrative Center
(Superintendent) 1900 West Monroe
Springfield, IL 62704

Data from (year): 2005

Source: Interactive Illinois Report Card
<http://iirc.niu.edu/Scripts/district.asp?districtID=510841860&test=all>

Grade Levels: K-12

Number of Schools: 31

Elementary: 24 (1 K-8 Charter school; 1 K-6 Magnet school)

Middle: 5 (1 Magnet school)

High School: 3

Other: 2 Alternative/adult education centers

Number of Students: 13,960

Student Racial/Ethnic Background:

Caucasian/White 56.7%

African American/Black 20.3%

Hispanic 18.3%

Asian/Pacific Islander 3.7%

Native American 0.2%

Multiracial/Ethnic 0.7%

Low-Income: 40.0%

LEP: 6.6%

Mobility: 16.1%

In addition to the above demographic information, a narrative description of your district is expected that addresses the following questions:

1. Over the last five years, has the district experienced a significant fluctuation in enrollment (increase or decrease)? If so, why and what is currently being done by the district to address the issue?
2. Is the district financially stable? Explain the reason for the current financial status and what is being done to ensure the district's future financial well-being.
3. Is the district undergoing any major program change? (i.e. implementing or dismantling middle school concept, going to attendance centers, etc.). Briefly explain the district's plan to implement this change and describe any observed resistance or other impact the proposed change may have on the staff.
4. Are/were contract talks between the teacher union and board of education normal or contentious? Share any negative consequences that may have occurred as a result of contract talks over the years.
5. Are there any other existing issues that will or may affect you carrying out an internship or project in your proposed district at this time? Please explain.

Sources:

Illinois State Board of Education
<http://www.isbe.state.il.us/>

Illinois State Board of Education: eReport Card Public Site
Illinois School Profiles Search
<http://webprod1.isbe.net/ereportcard/publicsite/getProfileSearchCriteria.aspx>

Interactive Illinois Report Card

SCHOOL PROFILE

[Sample]

INSTRUCTIONS:

Type in all of the requested information and submit it as part of your **Memorandum Agreement and Project Plan** to the On-Site Supervisor and the University Supervisor. You must complete a profile for both the primary school where you conduct most of your internship as well as the school outside of your district where you choose to obtain other administrative experience.

School Name: Hazel Dell Elementary School

School District: Springfield School District #186

Address: 850 West Lake Shore Drive
Springfield, IL 62712

Data from (year): 2005

Source: Illinois School Profiles Search
<http://webprod1.isbe.net/ereportcard/publicsite/getProfileSearchCriteria.aspx>

Grade Levels: K-5

Number of Students: 196

Student Racial/Ethnic Background:

Caucasian/White	48.5%
African American/Black	46.9%
Hispanic	1.5%
Asian/Pacific Islander	0.5%
Native American	0.0%
Multiracial/Ethnic	2.6%

Low-Income: 62.2%

LEP: 0.5%

Mobility: 26.2%

Is school making AYP?

No

In Math: Yes

In Reading: Yes

Overall: Yes

Identified for NCLB School Improvement?

In addition to the above demographic information, a narrative description of your district is expected that addresses the following questions:

1. Over the last five years, has the district experienced a significant fluctuation in enrollment (increase or decrease)? If so, why and what is currently being done by the district to address the issue?
2. Is the district financially stable? Explain the reason for the current financial status and what is being done to ensure the district's future financial well-being.
3. Is the district undergoing any major program change? (i.e. implementing or dismantling middle school concept, going to attendance centers, etc.). Briefly explain the district's plan to implement this change and describe any observed resistance or other impact the proposed change may have on the staff.
4. Are/were contract talks between the teacher union and board of education normal or contentious? Share any negative consequences that may have occurred as a result of contract talks over the years.
5. Are there any other existing issues that will or may affect you carrying out an internship or project in your proposed district at this time? Please explain.

Sources:

Illinois State Board of Education
<http://www.isbe.state.il.us/>

Illinois State Board of Education: eReport Card Public Site
Illinois School Profiles Search
<http://webprod1.isbe.net/ereportcard/publicsite/getProfileSearchCriteria.aspx>

**POTENTIAL ADMINISTRATIVE EXPERIENCES
FOR PRINCIPAL AND SUPERINTENDENT**

- 1) Attends school board meetings.
- 2) Assists in preparing a district, school, or program budget.
- 3) Communicates with the public concerning the nature and rationale of various school programs.
- 4) Reviews the teacher evaluation process and conducts an observation of a teacher.
- 5) Supervises lunchroom, school bus area, playground, student extracurricular activities.
- 6) Develops a staff development program.
- 7) Chairs a school committee.
- 8) Organizes, supervises, and evaluates a school event such as cheerleaders, science fair, dance, athletics.
- 9) Assists in preparing furniture, equipment, supplies and materials orders.
- 10) Conducts a fire drill.
- 11) Reviews Health, Life-Safety codes; procedures; reports.
- 12) Observes parent conferences with the administrator.
- 13) Reviews staff candidates' portfolios and assists in interviews.
- 14) Analyzes discipline records, including tardy and absentees, for patterns and develops program for improving problems.
- 15) Analyzes school climate data and develops a plan for improvement.
- 16) Plans and conducts faculty meeting(s).
- 17) Inspects a school to evaluate the quality of maintenance of custodial services; recommends improvements without an increase in staff.

- 18) Surveys a group of parents or community about the type, nature, content, source, and adequacy of information they receive about the school; synthesizes and presents suggestions for improving communication methods.
- 19) Works with student leadership groups.
- 20) Assists in preparation of required reports.
- 21) Develops an orientation plan for substitute teachers.
- 22) Observes/participates in hiring of faculty and staff.
- 23) Monitors compliance of legal mandates about all aspects of education.
- 24) Reviews state report forms.
- 25) Observes/handles students sent to the office for discipline infractions.
- 26) Observes/handles students sent to the office for bus discipline infractions.
- 27) Observes a special educating staffing.
- 28) Attends PTA, booster meetings, or other parent meetings when appropriate.
- 29) Assists in preparing a master course schedule.
- 30) Plans activities to increase parent involvement.
- 31) Writes a grant to secure funding to support instructional program.
- 32) Prepares a news release or articles for various media.
- 33) Prepares a monthly newsletter to staff or parents.
- 34) Reviews and recommend changes, if appropriate, in the parent handbook and faculty handbook.
- 35) Organizes a school-wide activity.

- 36) Reviews internal accounts and control with the school secretary or bookkeeper.
- 37) Reviews school and district responsibilities involved with federally assisted programs, such as Title I.
- 38) Reviews curriculum plans for educational programs.
- 39) Works on school or district accreditation team.
- 40) Assists in developing and implementing procedures for involving students, faculty, staff, and parents in decision-making processes.
- 41) Monitors staff development plans.
- 42) Informs staff of upcoming events.
- 43) Assists in coordinating and supervising testing; analyze IGAP data for possible improvement strategies.
- 44) Studies the utilization of space for any suggestions about improved usage.

POTENTIAL PROBLEMS OR LIMITATIONS

Description of possible problems or limitations:

1. I am teaching a full load and coach after-school. Time will be a major obstacle.
2. I plan to complete much of my requirements in another district, so distance between the two locations is challenging.

How these limitations will be minimized or eliminated:

1. I will adjust my schedule by coming into work an hour earlier and use my lunch time to work on my internship requirements.
I will ask my assistant coach to assume more responsibility and secure parent-volunteers to assist.
2. I have arranged to work in the out-of-district site during my spring break and other days when they work and my school is not in session. I will also supervise nighttime activities when I am not coaching.
My employing principal has agreed to allow me to leave with my students on non-coaching days and he has agreed to approve my use of personal leave days to spend time in the other district.

INTERNSHIP DATA FORM

INSTRUCTIONS:

Type in all the information and submit it with a copy of the **Memorandum of Agreement** to the On-Site Supervisor and the University Supervisor at the Introductory Seminar.

1) **INTERN**

Name:

Course Number:

Home Address (**include zip code**):

Home phone: ())

Home E-mail:

Cell phone: ())

School:

Position:

School Address (**include zip code**):

School phone: ())

Times available for phone calls:

II. **ON-SITE SUPERVISOR**

Name:

Position:

Mailing Address (**include zip code**)

Work phone: ())

School E-mail:

III. **UNIVERSITY SUPERVISOR**

Name: Dr. Elizabeth Lewin & Dr. Brad Colwell

Position: University Supervisor

Address: Southern Illinois University Carbondale
Educational Administration and Higher Education
131 Pulliam Hall - Mailcode 4606
Carbondale, Illinois 62901-4606

Work Phone: (618) 536-4434 (Dept.) Fax: (618) 453-4338

Email: llewin@siu.edu, bcolwell@siu.edu

Signature Form

The following signatures verify that each person agrees to complete the duties and responsibilities outlined in the Administrative Internship Guideline Booklet.

Intern:

Printed Name: _____

Signature: _____

Date: _____

On-Site Supervisor:

Printed Name: _____

Signature: _____

Date: _____

University Supervisor:

Printed Name: _____

Signature: _____

Date: _____

EAHE 597 - Internship Activity Log of Student Name

Activity	Date	Time	Sub Total	Total
Project Research - Max 20 Hours				
			00 Hours	0

Activity	Date	Time	Sub Total	Total
Student Supervision - Max 20 Hours				
			00 hours	0

Activity	Date	Time	Sub Total	Total
Professional Development - Max 20 Hours				
Samples				
Administrator's Roundtable				
Illinois Law in the School				
School Administrators Legal Roundtable				
Internship Cohort Meeting				
Internship Cohort Meeting				
			0 hours	0

Activity	Date	Time	Sub Total	Total
Other Administrative Activities/Unlimited Hours				

total min	0
0.0	
Hours	0

Activity	Date	Time	Sub Total	Total
Outside of District Activities - Minimum 20 Hours				

0.0	
Hours	0

Activity	Date	Time	Sub Total	Total
Summer Activities - Maximum 20 Hours				

0 Hours	0
---------	---

Totals for Internship
Project Work
Student Supervision
Professional Seminars
Other Admin Activities
Out of District Obs/Supv
Summer School

Sub Total	
Total	Total

**Grand
Total**

**EVALUATIVE FEEDBACK FORM
ADMINISTRATIVE INTERNSHIP**

Intern _____

Supervisor/Rater _____

Date _____

Instructions:

Please rate the Intern on the items listed below. The definitions of the skills have been provided. This rating **WILL NOT** be used solely to determine the Intern's grade. It will be used primarily to provide feedback to the student. The ratings are as follows:

- Good Skill -----G**
- Fair Skill -----F**
- Practice recommended -----P**
- No opportunity to observe -----N**

1. PROBLEM ANALYSIS -----G F P N

Problem analysis is defined as the ability to seek out relevant data and analyze complex information to determine the important elements of a problem or situation; searching for information with a purpose. Learning to focus attention on information before taking action is important in problem analysis.

2. ORGANIZATIONAL ABILITY -----G F P N

Organizational ability is defined as the ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands upon one's time.

3. DECISIVENESS ----- G F P N

Decisiveness is defined as the ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly. It is imperative that principals respond to problems, people, and crisis in a timely manner.

4. LEADERSHIP-----G F P N

Leadership is defined as the ability to get others involved in solving problems; recognize when a group requires direction; interact with others effectively and to guide them to the accomplishment of a task. A willingness to be assertive and to direct the actions of individuals and groups is an essential characteristic of successful school administrators.

5. SENSITIVITY -----G F P N

Sensitivity is defined as the ability to perceive the needs and personal problems of others; skill in resolving conflict; tact in dealing with people from different backgrounds; knowing what information to communicate.

6. RANGE OF INTERESTS -----G F P N

Range of interest is defined as the competence to discuss a variety of subjects--educational, political, economic, current events; demonstrated participation in a variety of activities.

7. PERSONAL MOTIVATION -----G F P N

Personal motivation is defined as the need to achieve in all activities attempted; evidence that work is important to personal satisfaction; to be self-policing.

8. EDUCATIONAL VALUES -----G F P N

Educational values are defined as the possession of a well reasoned educational philosophy; receptiveness to new ideas and change. It is important that others know what it is that administrators believe.

9. STRESS TOLERANCE -----G F P N

Stress tolerance is defined as the ability to perform under pressure and when there is opposition; to think on one's feet

10. ORAL COMMUNICATION -----G F P N

Oral communication is defined as the ability to make a clear presentation of facts and ideas.

11. WRITTEN COMMUNICATION -----G F P N

Written communication is defined as the ability to express ideas clearly; to write appropriately for different audiences. It is equally important that written messages sent to school district or building level personnel be clear, polite, and succinct. Grammar, syntax, and spelling must be correct in all communications.

12. JUDGMENT -----G F P N

Judgment is defined as the ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and meeting priorities; evaluation the importance of information. Some issues and problems have higher priority than others and require caution by the administrator.

COMMENTS AND RECOMMENDATIONS:

Please make any recommendations that are necessary to enable the intern to develop these administrative skills and attach to this page. Comments must be provided for any area rated as "P".

