

Principal Internship Packet
University of Wyoming Educational Leadership Program

The 440-hour supervised internship for Principal Interns requires a minimum of 2 semesters to complete. Most students take a longer amount of time by spreading the requirements out over 1.5 to 2 years (including one or more summer sessions). There are two parts to the internship:

1. 6 credits of coursework in EDAD 5580 – Supervised Internship in Educational Administration

- a. 24 NELP standards-based internship activities are completed during weekly discussions (12 activities in the Fall course and 12 different activities in the Spring course) provide 80 of the 440 internship hours.
- b. Students must enroll in 2 semesters (Fall and Spring or Spring and Fall) as an active participant. Active class participants, complete, post, and discuss the 24 NELP standards-based internship activities. The activities are designed so they can be completed in your own school, in a field internship setting, or by reaching out to the appropriate personnel in any school/district setting.
- c. Additionally, students must be enrolled in EDAD 5580 during their final semester of the program to post the **ePortfolio**. This can be during your second semester as an active member of the EDAD 5580 course (if it is also your final semester in the program) or during another semester, as an inactive member of the EDAD 5580 course.
 - The ePortfolio Guide outlines the requirements of this professional portfolio which serves as the final, culminating project of the program
 - Be thoughtful when you are taking your final credit(s); you must have completed the elementary, middle school, and high school internships, 2 active semesters (fall and spring or spring and fall) of EDAD 5580 (completing, and discussing, and posting the 24 NELP standards-based internship activities), and all core educational leadership courses (EDAD 5010, EDAD 5020, EDAD 5030, and EDAD 5040) to post your ePortfolio and complete the program. Some typical ways of accomplishing the 6 credits of EDAD 5580 include:
 - 3 active hours in Fall, 3 active hours in Spring (final semester in program), and posting of ePortfolio in the Spring course
 - 2 active hours in Fall, 2 active hours in Spring, and 2 inactive hours in the semester coursework and internship hours are completed to post ePortfolio
 - 1 inactive hour any semester (Summer, Fall, or Spring) to complete internship paperwork and get approval to begin logging hours, 2 active hours in Fall or Spring, 2 active hours in Spring of Fall, and 1 inactive hour in the semester coursework and internship hours are completed (Summer, Fall, or Spring) to post the ePortfolio
 - **Registration in EDAD 5580 defaults to 1 credit hour. Once registered, students can change the number of credit hours by going to the "schedule and options" tab.*

2. Internship Fieldwork – Logged hours of internship at the elementary, middle school, and high school levels provide the remaining 360 internship hours

- a. 120 hours at the *elementary* level (K-6) for a total of 3 weeks
- b. 120 hours at the *middle school* level (7-9) for a total of 3 weeks
- c. 120 hours at the *high school* level (9-12) for a total of 3 weeks

The process for completing the Supervised Internship requirement is outlined below:

1. Complete at least 2 of the 4 core courses (EDAD 5010, EDAD 5020, EDAD 5030, and EDAD 5040) prior to completing the required paperwork needed to begin the Internship.
2. Contact the UW internship coordinator to communicate your plan for completing both parts of the internship: the EDAD 5580 course (minimum of 2 semesters) and the Internship Fieldwork (elementary, middle school, and high school levels). Submit the required internship paperwork listed on the **Internship Checklist for Principal Interns** (included on page 4 in this document) and get approval to log internship hours. **DO NOT BEGIN** your field internship work before having this conversation and getting approval.
3. **To receive approval to log internship hours:**
 - a. Acquire an internship permit from the Professional Teaching Standards Board before starting the internship – a link to PTSB is included in the internship paperwork. It can take up to 6 weeks or longer to receive from PTSB. The permit is valid for two years from the application date.
 - b. Create an **eInternship** Google site to house all of the internship paperwork as described in the eInternship Guide. Complete the forms required for approval to log hours, upload the forms to your eInternship Google site, and provide the link to the Internship Coordinator. The following forms must be included to receive approval:
 - Internship Plan – a brief plan for the internship (Schools, Mentors, Tentative Dates) that is also share with your mentors
 - PTSB Intern Permit
 - Intern Agreement Form
 - Internship Information Form
 - Pre-Internship Self-Assessment
 - School-University Agreement Forms (Elementary, Middle School, and High School)
4. Log of activities
 - a. ***Logging of hours without completed internship paperwork (see section 2 above) and approval from the internship coordinator will not be accepted and the hours will not count toward completion of the internship.***
 - b. You are responsible for documenting internship hours on a log sheet – this form is included in this document. Hours must be logged in 1-2 hour increments and linked to NELP standards.
 - c. The log of activities needs to be uploaded to your eInternship Google site – your mentor must sign log sheets every 50-60 hours.
 - d. You are expected to communicate frequently with your site mentor and UW supervisor about your experiences during the internship. Many issues with the internship can be avoided with a brief phone call.
5. Remaining Internship Paperwork
 - a. To complete the internship, the following documents need to be completed and uploaded to your eInternship Google site:
 - Intern Evaluations completed by mentors at each level (elementary, middle school, and high school)

- Internship Completion Form signed by mentors at each level (elementary, middle school, and high school)
 - Post-Internship Self-Assessment
6. The ePortfolio is the final item on the Internship Checklist for Principal Interns and the culminating project for the program.
 - a. It must be posted in EDAD 5580 during your final semester in the program. Your ePortfolio may only be posted if you have completed the following:
 - all elementary, middle school, and high school internship hours
 - 2 active semesters (fall and spring or spring and fall) of EDAD 5580 (completing, posting, and discussing the 24 NELP standards-based internship activities)
 - all core educational leadership courses (EDAD 5010, EDAD 5020, EDAD 5030, and EDAD 5040)
 7. The supervised internship for Principal Interns is a valuable and rigorous program with a great deal of flexibility. Please talk with the Internship Coordinator for more information on how to make the requirements work best for your unique situation.

Internship Checklist for Principal Interns

Intern: _____ UW Supervisor: _____

_____ Internship Plan (Schools, Mentors, Tentative Dates)

_____ Intern Permit-copy of permit sent to the Ed Leadership office

Application to apply for the permit is at

<http://ptsb.state.wy.us/Licensure/AdditionalSchoolPersonnel/OneYearInternshipPermit/tabid/167/Default.aspx>

_____ Internship Intern Agreement and Information Form..... p. 4 -5

_____ Pre-Internship Self Assessment p. 7-8

_____ School-University Agreement for Internship in Educationp.9 -11

One agreement form for each assignment

_____ Elementary (120 hours/3 weeks)

_____ Middle school (120 hours/3 weeks)

_____ High School (120 hours/3 weeks)

Date of Approval to Begin Logging Internship Hours: _____

Do not start your internship until you receive approval from your University of Wyoming Supervisor. Logs received without paperwork will not count and will need to be redone.

_____ Log of Activities (to be uploaded to your Google sitep. 12

(For every 40 internship hours completed, with signature of Mentor)

Please use separate log sheets for each level of internship, and circle the

Appropriate level (Elementary, MS, or HS) at the top of each log sheet

_____ Post-Internship Self-Assessment p. 13-14

_____ Intern Evaluation to be completed by all mentors: p. 15-17

_____ Elem Mentor _____ MS Mentor _____ HS Mentor

(These evaluations are to be completed when you are finished with your hours. Please review each evaluation with your mentor and upload the evaluation to your Google site.)

_____ Internship Completion Formp. 18

_____ Presentation of e-portfolio

_____ 6 Credits of EDAD 5580

_____ Active credit hours (Fall Semester)

_____ Active credit hours (Spring Semester)

_____ Inactive credit hours

_____ Internship completed as verified by: _____ UW Internship Supervisor _____ Date

INTERN AGREEMENT FORM

University of Wyoming Educational Leadership

I understand that I am participating in an internship sponsored by the Educational Leadership Program at the University of Wyoming and the _____ School District. I recognize that during the internship I am subject to the rules, regulations and policies of the University of Wyoming as well as those of the participating school district.

I understand that during the internship I will be representing both the University of Wyoming and the Educational Leadership Program. I will do nothing that will adversely affect the image of either unit. I agree that if any of my behavior is deemed improper and is determined to be detrimental to the University of Wyoming or the cooperating school district, I will withdraw from the internship and not receive credit.

I understand that failure to abide by the policies and procedures of the internship program will result in termination of the internship.

I further agree that I will:

- a. Avoid becoming involved in ideological disputes
- b. Maintain the confidentiality of records and internal matters at all times
- c. Not be in possession of or use any item which is considered a controlled substance (except under the direction of a physician), alcohol, or firearm, while on school or university property
- d. Always dress professionally in accordance with the participating school district policies
- e. Have obtained PTSB internship permit before beginning intern hours

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME, AND I AGREE TO ABIDE BY THEM.

Intern name _____ Date _____
(Printed)

Intern Signature _____

Internship Information Form

Principal Programs

PLEASE COMPLETE THE FOLLOWING AND RETURN

PRIOR TO START OF INTERNSHIP

Name: _____ W ID Number: _____

Home Address: _____

Home Phone: () _____ UW E-mail: _____

School & District: _____ School Phone: () _____

Position: _____ School Fax: () _____

UW email address: _____

District or Personal email address: _____

UW Program: Principal Preparation Master's _____

Principal Certificate) _____ Master's degree in _____

Internship – Role of the Mentor

The principal internship should balance the needs of the intern and the needs of the school/district. The intern should approach a mentor with a written plan for internship, which can then be negotiated with the mentor, and the UW supervisor. The mentor is invited to contact the University of Wyoming internship supervisor at any time.

The internship experience ideally should expose the intern to a wide variety of school leadership contexts, which he/she would not encounter as a classroom teacher.

Mentoring is the process by which an experienced person provides advice, support, and encouragement to a less experienced person. A mentor can provide encouragement, guidance, and support to the intern. Some of the most valuable things are to be a good listener, and share professional experiences, both positive and negative. Hallmarks of a successful mentor are a respect and appreciation for differences, confidentiality, and trust. The mentor can fulfill a variety of roles for the principal intern: guide, advocate, "critical friend", and reflective partner, all of which can be considered in light of the overall goals of the principal internship program, which are to prepare teachers for administrative roles in schools. The aim is to create a truly collegial relationship, inviting honesty, risk-taking, and self-reflection by the intern about the practice of school leadership.

Mentors will be asked by the intern to complete an internship evaluation and share their responses with the intern.

University of Wyoming Intern Self Evaluation - School Level (Pre)

Name _____

Date _____

Instructions: Please complete this self-evaluation at the start of the program.

The following 22 items are aligned to the National Educational Leadership Preparation (NELP) standards and describe leadership knowledge, skills, and dispositions. Please rate the degree to which you feel prepared in each of the following areas using a scale from 0 to 3:

0 = I am unprepared in leadership skills, knowledge, and dispositions on this item

1= My preparation in leadership skills, knowledge, and dispositions on this item is rudimentary/basic and requires further development

2 = My preparation of leadership skills, knowledge, and dispositions on this item is proficient

3 = I am well prepared in leadership skills, knowledge, and dispositions on this item and view my preparation as distinguished

Please note that this self-evaluation is so that you know where you are before the program, and so that we know what areas to concentrate on in our courses. It is not used to evaluate you!

Using the description of the scale above, please rate your preparation from 0 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
1. (1.1) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.				
2. (1.2) Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.				
3. (2.1) Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that supports the educational success and well-being of each student and adult.				
4. (2.2) Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.				
5. (2.3) Program completers understand and can demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.				
6. (3.1) Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.				
7. (3.2) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.				
8. (3.3) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.				
9. (4.1) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.				

Using the description of the scale above, please rate your preparation from 0 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
10. (4.2) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.				
11. (4.3) Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.				
12. (4.4) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.				
13. (5.1) Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.				
14. (5.2) Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.				
15. (5.3) Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.				
16. (6.1) Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.				
17. (6.2) Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.				
18. (6.3) Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.				
19. (7.1) Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.				
20. (7.2) Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.				
21. (7.3) Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.				
22. (7.4) Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.				

SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP
IN EDUCATION ADMINISTRATION
ELEMENTARY EXPERIENCE
University of Wyoming
Educational Leadership Program

Intern

Intern Name _____

Elementary Field Mentor

Mentor Name _____ Mentor Position _____

School _____ District _____

School Address _____

School Phone _____

Mentor e-mail _____

Specific Dates of Plan (Please be as accurate as possible. Send updates to plan dates to department office as they occur): _____

As the Field Mentor, I recommend the above named individual for acceptance into the Internship in Educational Leadership program. I understand this program will require the intern to spend time (**including out of the classroom**) **performing administrative activities** in the elementary school setting in order to fulfill the requirements of the internship. I will provide the individual with assistance and opportunities necessary to fulfill these requirements.

Field Mentor Signature

The above named individual is granted permission to complete the requirements for the Internship in Educational Leadership in this school district under the direction of the Elementary Field Mentor designated and the University of Wyoming.

Superintendent/Designate Signature

Intern Signature

SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP
IN EDUCATION ADMINISTRATION
MIDDLE SCHOOL EXPERIENCE
University of Wyoming
Educational Leadership Program

Intern

Intern Name _____

Middle School Field Mentor

Mentor Name _____ Mentor Position _____

School _____ District _____

School Address _____

School Phone _____

Mentor e-mail _____

Specific Dates of Plan (Please be as accurate as possible. Send updates to plan dates to department office as they occur): _____

As the Field Mentor, I recommend the above named individual for acceptance into the Internship in Educational Leadership program. I understand this program will require the intern to spend time **(including out of the classroom) performing administrative activities** in the middle school setting in order to fulfill the requirements of the internship. I will provide the individual with assistance and opportunities necessary to fulfill these requirements.

Field Mentor Signature

The above named individual is granted permission to complete the requirements for the Internship in Educational Leadership in this school district under the direction of the Middle School Field Mentor designated and the University of Wyoming.

Superintendent/Designate Signature

Intern Signature

SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP
IN EDUCATION ADMINISTRATION
HIGH SCHOOL EXPERIENCE
University of Wyoming
Educational Leadership Program

Intern

Intern Name _____

High School Field Mentor

Mentor Name _____ Mentor Position _____

School _____ District _____

School Address _____

School Phone _____ School Fax _____

Mentor e-mail _____

Specific Dates of Plan (Please be as accurate as possible. Send updates to plan dates to department office as they occur): _____

As the Field Mentor, I recommend the above named individual for acceptance into the Internship in Educational Leadership program. I understand this program will require the intern to spend time (**including out of the classroom**) **performing administrative activities** in the high school setting in order to fulfill the requirements of the internship. I will provide the individual with assistance and opportunities necessary to fulfill these requirements.

Field Mentor Signature

The above named individual is granted permission to complete the requirements for the Internship in Educational Leadership in this school district under the direction of the High School Field Mentor designated and The University of Wyoming.

Superintendent/Designate Signature

Intern Signature

University of Wyoming Intern Self Evaluation - School Level (Post)

Name _____ Date _____

Instructions: Please complete this self-evaluation at the end of the internship program.

The following 22 items are aligned to the National Educational Leadership Preparation (NELP) standards and describe leadership knowledge, skills, and dispositions. Please rate the degree to which you feel prepared in each of the following areas using a scale from 0 to 3:

- 0 = I am unprepared in leadership skills, knowledge, and dispositions on this item
- 1= My preparation in leadership skills, knowledge, and dispositions on this item is rudimentary/basic and requires further development
- 2 = My preparation of leadership skills, knowledge, and dispositions on this item is proficient
- 3 = I am well prepared in leadership skills, knowledge, and dispositions on this item and view my preparation as distinguished

Please note that this self-evaluation is for you to identify growth areas as you complete the program, and so that we know what areas to concentrate on in our courses. It is not used to evaluate you!

Using the description of the scale above, please rate your preparation from 0 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
1. (1.1) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.				
2. (1.2) Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.				
3. (2.1) Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that supports the educational success and well-being of each student and adult.				
4. (2.2) Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.				
5. (2.3) Program completers understand and can demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.				
6. (3.1) Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.				
7. (3.2) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.				
8. (3.3) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.				
9. (4.1) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.				

Using the description of the scale above, please rate your preparation from 0 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
10. (4.2) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.				
11. (4.3) Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.				
12. (4.4) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.				
13. (5.1) Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.				
14. (5.2) Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.				
15. (5.3) Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.				
16. (6.1) Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.				
17. (6.2) Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.				
18. (6.3) Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.				
19. (7.1) Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.				
20. (7.2) Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.				
21. (7.3) Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.				
22. (7.4) Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.				

University of Wyoming Mentor/Supervisor Evaluation for Internship

Intern's Name _____ Date _____

Mentor/Supervisor's Name _____

Level: Elementary Middle High School Please circle those that apply

Please complete this form and share with your intern. Thank you for your time/effort supporting an aspiring principal.

The following 22 items are aligned to the National Educational Leadership Preparation (NELP) standards and describe leadership knowledge, skills, and dispositions that your intern may have. Please rate the degree to which you feel your intern was prepared in each of the following areas was using a scale from 0 to 3:

0 = unprepared in leadership skills, knowledge, and dispositions

1= preparation of leadership skills, knowledge, and dispositions is rudimentary/basic and requires further development on this item

2 = preparation of leadership skills, knowledge, and dispositions is proficient on this item

3 = preparation in leadership skills, knowledge, and dispositions is distinguished on this item

If you have not observed any of these items, please check the NA box.

Using the description of the scale above, please rate your intern's preparation from 0 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3	NA
1. (1.1) Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.					
2. (1.2) Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.					
3. (2.1) Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that supports the educational success and well-being of each student and adult.					
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6. (3.1) Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.					
7. (3.2) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.					
8. (3.3) Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.					
9. (4.1) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.					

10. (4.2) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.					
11. (4.3) Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.					
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15. (5.3) Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.					
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17. (6.2) Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.					
18. (6.3) Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.					
19. (7.1) Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.					
20. (7.2) Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.					
21. (7.3) Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.					
22. (7.4) Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.					

Please add comments on the following page.

Intern's Name _____ **Date** _____

Mentor/Supervisor's Name _____

Mentor/Supervisor's Signature _____

Comments (Required):

UNIVERSITY OF WYOMING, COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP
EDAD 5580 INTERNSHIP COMPLETION FORM
To be completed as a recap of internship

Name of Intern _____ Date Internship Completed _____

School District/Agency where internship was performed _____

1. Elementary, 120 Hours/3 weeks

Internship Supervising Administrator/Mentor _____

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total Elementary Hours _____

Signature of Supervising Administrator/Mentor _____

2. Middle School, 120 Hours/3 weeks

Internship Supervising Administrator/Mentor _____

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total Middle School Hours _____

Signature of Supervising Administrator/Mentor _____

3. High School, 120 Hours/3 weeks

Internship Supervising Administrator/Mentor _____

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total High School Hours _____

Signature of Supervising Administrator/Mentor _____

Educational Leadership Program Internship Activities, ePortfolio, and Rubric (Building Level)

Interns will complete all of the internship activities listed, upload them in report form to your ePortfolio google site, and present them online in EDAD 5580 (either fall or spring).

Each activity should be written up to include:

- ✚ Context (5 points):
 - The activity you did and the NELP sub-standard it addresses.
 - When, Where, How, and Who you worked with on the activity (Use sub-heading to address each component).

- ✚ Activity (35 points):
 - Address each component of the activity (Use sub-headings to identify each component).

- ✚ Learning Reflection (12 points):
 - Reflection on your learning from the activity.

- ✚ Evaluation (8 points):
 - What went well/not well
 - What could have been done to improve the success of the activity.

- ✚ Discussion (30 points)
 - Respond to 2 posts

- ✚ Presentation (10 points)
 - Writing, grammar, spelling

- ✚ Optional Research/Resources (10 points)
 - Research and/or resources are provided to support the activity

Activities will be graded on a scale of 0-3, as defined by the rubric:

- 0 = (0-68) Not Submitted or Insufficient/Not Proficient
- 1 = (69-79) Approaching /Partially Proficient
- 2 = (80-90) Meets Standard/Proficient
- 3 = (91-110) Exceeds Standard/Distinguished

Please note that a grade of 2 or above for the activities is required for a satisfactory.

Internship Activities Rubric

	3 Exceeds Standard Distinguished	2 Meets Standard Proficient	1 Approaching Standard Partially Proficient	0 Not Submitted/Insufficient Not Proficient
Context: (5 points)		The activity is described clearly and details are specifically addressed. (5 points)	The activity is described and most details are addressed or all details are vaguely addressed. (3-4 points)	The activity is not submitted or is vaguely described. Few or no details are provided about the activity. (0-2 points)
Activity: (35 points)	The intern <ul style="list-style-type: none"> ✚ Clearly addresses each component of the activity (35 points)	The intern <ul style="list-style-type: none"> ✚ Clearly addresses most components or adequately addresses each component of the activity (30 points)	The intern <ul style="list-style-type: none"> ✚ Addresses most of the components of the activity or vaguely addresses components (20-25 points)	The intern <ul style="list-style-type: none"> ✚ Does not submit the activity or does not sufficiently address the components (0-15 points)
Learning Reflection: (12 points)	The intern provides a thorough and thoughtful reflection on the learning from the activity. (12 points)	The intern provides a thoughtful reflection on the learning from the activity. (10 points)	The intern provides some reflection on the learning from the activity. (8 points)	Does not submit the activity or provides insufficient reflection on the learning from the activity. (0-6 points)
Evaluation: (8 points)	The intern reflects in depth on the points below <ul style="list-style-type: none"> ✚ What went well/not well. ✚ What could have been done to improve the success of the activity. (8 points)	The intern reflects on the points below <ul style="list-style-type: none"> ✚ What went well/not well. ✚ What could have been done to improve the success of the activity. (6 points)	The intern reflects on most points below <ul style="list-style-type: none"> ✚ What went well/not well. ✚ What could have been done to improve the success of the activity. (4 points)	Does not submit the activity or reflects on some or none of the points below <ul style="list-style-type: none"> ✚ What went well/not well. ✚ What could have been done to improve the success of the activity. (0-2 points)
Discussion: (30 points)	The intern provides significant and thoughtful responses to 2 posts. (30 points)	The intern provides thoughtful responses to 2 posts. (25 points)	The intern provides a thoughtful response to 1 post or limited response to 2 posts. (15-20 points)	Does not provide responses. (0 points)
Presentation: (10 points)	Writing is free of grammar and spelling errors (10 points)	Few grammar and spelling errors (8 points)	Several grammar and spelling errors (6 points)	Does not submit activity or writing contains multiple grammar and spelling errors (0-4 points)
Optional Research and/or Resources: (5-10 points)	The intern provides research and/or resources supporting the activity or discussion. (5 points-1 resource 10 points-2+ resources)			