

Principal Internship Packet

- 1) The supervised internship is 435 hours total 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
 - d. 75 hours of *other* activities (25 activities within EDAD 5580 fall and spring online course)

- 2) All students are required to complete 6 credit hours of EDAD 5580. Students must enroll in 2 semesters as an active participant. Active class participants, complete, post, and discuss the 25 *other* internship activities. Additionally, students must be enrolled in EDAD 5580 during their final semester of the program to post the ePortfolio. 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 have to 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 25 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.

- 3) Internship Process
 - a. **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.
 - b. Contact the UW internship coordinator to go over paperwork/internship requirements on the **Internship Checklist for Principal Interns** (included on page 3 in this document) and get approval to log internship hours. **DO NOT BEGIN** your internship before having this conversation.
 - c. **To receive approval to log internship hours:**
 - Acquire an internship permit from the Professional Teaching Standards Board before starting the internship – a link to PTSB is included in the internship paperwork – this can take up to 6 weeks to receive from PTSB and is good for two years from application date.
 - 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 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)

- d. Most internship hours for the elementary, middle school, and high school should be completed in full day increments.
- e. The days can be spread throughout the semester or in a concentrated block of time within the semester.

4) Log of activities

- a. ***Logging of hours without completed internship paperwork (see section 3 above) 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.
- c. The log of activities needs to be uploaded to your eInternship Google site – your mentor must sign log sheets every 40 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. It must be posted in EDAD 5580 during your final semester in the program. Do not post your ePortfolio unless you have to 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 25 internship activities)
- all core educational leadership courses (EDAD 5010, EDAD 5020, EDAD 5030, and EDAD 5040)

Internship Checklist for Principal Interns

Intern: _____

UW Supervisor: _____

_____ 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 (3 weeks or 120 hours)
- _____ Middle school (3 weeks or 120 hours)
- _____ High School (3 weeks or 120 hours)

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 _____

UW Supervisor 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 Program: Principal Preparation Master's _____

Principal Certificate) _____

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 25 items describe leadership knowledge, skills, and dispositions that you may have. Please rate the degree to which you feel prepared in each of the following areas was using a scale from 0 to 3, where:

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 1 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
1. Develop, articulate, implement, and steward a shared school vision (1.1)				
2. Use data to identify school goals, assess effectiveness, and implement plans to achieve school goals (1.2)				
3. Promote continual and sustainable school improvement. (1.3)				
4. Understand and evaluate school progress and revise school plans supported by school stakeholders. (1.4)				
5. Sustain a school culture and instructional program conducive to student learning through collaboration, trust, with high expectations for students. (2.1)				
6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (2.2)				
7. Develop and supervise the instructional and leadership capacity of school staff. (2.3)				
8. Promote the most effective and appropriate technologies to support teaching and learning in a school environment. (2.3)				
9. Monitor and evaluate school management and operational systems. (3.1)				
10. Efficiently use human, fiscal, and technological resources to manage school operations. (3.2)				
11. Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (3.3)				

Using the description of the scale above, please rate your preparation from 1 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
12. Develop school capacity for distributed leadership. (3.4)				
13. Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (3.5)				
14. Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (4.1)				
15. Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (4.2)				
16. Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (4.3)				
17. Respond to community interests and needs by building and sustaining productive school relationships with community partners. (4.4)				
18. Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (5.1)				
19. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (5.2)				
20. Safeguard the values of democracy, equity, and diversity within the school. (5.3)				
21. Evaluate the potential moral and legal consequences of decision making in the school. (5.4)				
22. Promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (5.5)				
23. Advocate for school students, families, and caregivers. (6.1)				
24. Influence local, district, state, and national decisions affecting student learning in a school environment. (6.2)				
25. Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (6.3)				

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 (**full-time 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

UW Supervisor 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 (**full-time 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

UW Supervisor 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 (**full-time 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

UW Supervisor Signature

Principal Intern Log of Activities: EDAD 5580

Name _____ Beginning Date: _____ Ending Date: _____

Circle level for this log: Elementary Middle School High School

Date	Time	ELCC Standard & Sub Std.	Description of Activity
	One Hour to Two Hour Blocks (rounded to the ½ hour)		Brief Statement Describing Activity

Total Time: _____ I certify that, to the best of my knowledge, the intern has completed all of the above activities.

(Signature of intern)

(Signature of cooperating district administrator)

Signatures required at the end of every 40 hours

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

Name _____ Date _____

Please complete this self-evaluation at the end of your internship.

The following 25 items describe leadership knowledge, skills, and dispositions that you may have. Please rate the degree to which you now feel prepared in each of the following areas was using a scale from 0 to 3, where:

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 1 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
1. Develop, articulate, implement, and steward a shared school vision (1.1)				
2. Use data to identify school goals, assess effectiveness, and implement plans to achieve school goals (1.2)				
3. Promote continual and sustainable school improvement. (1.3)				
4. Understand and evaluate school progress and revise school plans supported by school stakeholders. (1.4)				
5. Sustain a school culture and instructional program conducive to student learning through collaboration, trust, with high expectations for students. (2.1)				
6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (2.2)				
7. Develop and supervise the instructional and leadership capacity of school staff. (2.3)				
8. Promote the most effective and appropriate technologies to support teaching and learning in a school environment. (2.3)				
9. Monitor and evaluate school management and operational systems. (3.1)				
10. Efficiently use human, fiscal, and technological resources to manage school operations. (3.2)				
11. Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (3.3)				

Using the description of the scale above, please rate your preparation from 1 (unprepared) to 3 (distinguished) in each of the following areas:	0	1	2	3
12. Develop school capacity for distributed leadership. (3.4)				
13. Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (3.5)				
14. Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (4.1)				
15. Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (4.2)				
16. Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (4.3)				
17. Respond to community interests and needs by building and sustaining productive school relationships with community partners. (4.4)				
18. Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (5.1)				
19. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (5.2)				
20. Safeguard the values of democracy, equity, and diversity within the school. (5.3)				
21. Evaluate the potential moral and legal consequences of decision making in the school. (5.4)				
22. Promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (5.5)				
23. Advocate for school students, families, and caregivers. (6.1)				
24. Influence local, district, state, and national decisions affecting student learning in a school environment. (6.2)				
25. Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (6.3)				

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 it with your intern. Thank you very much for your time and effort in working with our students.

The following 25 items 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, where:

0 = unprepared in leadership skills, knowledge, and dispositions

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

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

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

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

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. Develop, articulate, implement, and steward a shared school vision (1.1)					
2. Use data to identify school goals, assess effectiveness, and implement plans to achieve school goals (1.2)					
3. Promote continual and sustainable school improvement. (1.3)					
4. Understand and evaluate school progress and revise school plans supported by school stakeholders. (1.4)					
5. Sustain a school culture and instructional program conducive to student learning through collaboration, trust, with high expectations for students. (2.1)					
6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. (2.2)					
7. Develop and supervise the instructional and leadership capacity of school staff. (2.3)					
8. Promote the most effective and appropriate technologies to support teaching and learning in a school environment. (2.3)					
9. Monitor and evaluate school management and operational systems. (3.1)					
10. Efficiently use human, fiscal, and technological resources to manage school operations. (3.2)					

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
11. Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (3.3)					
12. Develop school capacity for distributed leadership. (3.4)					
13. Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. (3.5)					
14. Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (4.1)					
15. Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. (4.2)					
16. Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (4.3)					
17. Respond to community interests and needs by building and sustaining productive school relationships with community partners. (4.4)					
18. Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. (5.1)					
19. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (5.2)					
20. Safeguard the values of democracy, equity, and diversity within the school. (5.3)					
21. Evaluate the potential moral and legal consequences of decision making in the school. (5.4)					
22. Promote social justice within the school to ensure that individual student needs inform all aspects of schooling. (5.5)					
23. Advocate for school students, families, and caregivers. (6.1)					
24. Influence local, district, state, and national decisions affecting student learning in a school environment. (6.2)					
25. Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (6.3)					

Please add any further comments here.

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, 3 Weeks, 120 Hours

Internship Supervising Administrator/Mentor _____ Signature

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total Elementary Hours _____

2. Middle School, 2 Weeks, 120 Hours

Internship Supervising Administrator/Mentor _____ Signature

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total Middle School Hours _____

3. High School, 3 Weeks, 120 Hours

Internship Supervising Administrator/Mentor _____ Signature

Position _____ Dates _____

Site where internship was performed _____

Grade Span _____ Total High School Hours _____

Department of Educational Leadership Signature

Date

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

Interns will complete all the 25 internship activities listed, upload these up 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:

- ✚ The ELCC sub standard it addresses

- ✚ Approach:
 - The activity you did.
 - How you set it up.

- ✚ Deployment:
 - When and where you did the activity.
 - Who you worked with.
 - What you did.

- ✚ Evaluation:
 - What went well.
 - What did not go so well.
 - What could have been done to improve the success of the activity.
 - Reflection on your learning from the activity.

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

0 = unacceptable

1= basic

2= proficient

3= distinguished.

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

Internship Activities Rubric

	3 Distinguished	2 Proficient	1 Basic	0 Unacceptable
ELCC Standard Element is listed	Yes	Yes		No
Approach:	The activity is described clearly. Precise details are provided as to how the intern set this activity up	The activity is described clearly. Details are provided as to how the intern set this activity up	The activity is described. Vague details are provided as to how the intern set this activity up	The activity is described clearly. No details are provided as to how the intern set this activity up
Deployment	The intern clearly details <ul style="list-style-type: none"> ✚ when and where the activity took place ✚ the people with whom s/he worked ✚ what s/he did 	The intern details <ul style="list-style-type: none"> ✚ when and where the activity took place ✚ the people with whom s/he worked ✚ what s/he did 	The intern vaguely states <ul style="list-style-type: none"> ✚ when and where the activity took place ✚ the people with whom s/he worked ✚ what s/he did 	The intern does not state <ul style="list-style-type: none"> ✚ when and where the activity took place ✚ the people with whom s/he worked ✚ what s/he did
Evaluation	The intern reflects in depth on <ul style="list-style-type: none"> ✚ What went well. ✚ What did not go so well. ✚ What could have been done to improve the success of the activity. ✚ Learning from the activity. 	The intern reflects on <ul style="list-style-type: none"> ✚ What went well. ✚ What did not go so well. ✚ What could have been done to improve the success of the activity. ✚ Learning from the activity. 	The intern reflects in on less than 3 points below <ul style="list-style-type: none"> ✚ What went well. ✚ What did not go so well. ✚ What could have been done to improve the success of the activity. ✚ Learning from the activity. 	The intern reflects in on less than 2 points below <ul style="list-style-type: none"> ✚ What went well. ✚ What did not go so well. ✚ What could have been done to improve the success of the activity. ✚ Learning from the activity
Presentation	Writing is free of grammar and spelling errors	Few grammar and spelling errors	Several grammar and spelling errors	Multiple grammar and presentation errors

Principal Internship Activities Grading Rubric (4 pages)

Standard 1				
1.1 Develop, Articulate, Implement, and Steward a Shared Vision	3	2	1	0
1.1 Analyze your school’s vision and mission statement as it relates to the educational goals of the establishment. Reflect on the extent to which the vision and mission statements are being achieved, and suggest recommendations to improve the gap between theory and practice to promote the success of all students. (EDAD 5580 Fall online)				
1.2 Collection and Use of Data to Identify School Goals	3	2	1	0
1.2 Using your own school’s mission and vision statement, reflect how you use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. (EDAD 5580 Fall online)				
1.3 Promote Continual and Sustainable School Improvement	3	2	1	0
1.3 How does your school or internship site use professional development to increase the capacity of school staff to promote continuous and sustainable school improvement? What recommendations would you make for improvement of current practice? (EDAD 5580 Spring online)				
1.4 Evaluate School Progress and Revise School Plans supported by School Stakeholders	3	2	1	0
1.4 What will be the strategies you will use to monitor the implementation of your school or internship site school improvement plans? What will be your plan to evaluate and revise these plans? (EDAD 5580 Fall online)				
Standard 2				
2.1 Positive School Culture and Instructional Program	3	2	1	0
2.1 Assess the culture in your school using multiple methods. In your write up describe what you did, what you found, and reflect on how you might sustain a school culture and instructional plan through collaboration and trust. (EDAD 5580 Fall online)				
2.2 Provide Effective Instructional Program	3	2	1	0
2.2 Interview persons involved in the implementation of a district school curriculum. In your write-up, describe the implementation process and note successes and concerns/problems with implementation. Evaluate the process used and make recommendations for improvement to fully accommodate learners’ diverse needs. (EDAD 5580 Fall online)	3	2	1	0
2.3 Develop and Supervise the Instructional and Leadership Capacity of School Staff	3	2	1	0
2.3 How will you work collaboratively (as a principal) with school staff to improve teaching and learning? Describe the skills you will need to display. Compare these skills with the current level of collaboration at your internship site. (EDAD 5580 Spring online)				

2.4 Promote the most Effective and Appropriate Technologies Supporting	3	2	1	0
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Teaching and Learning				
2.4 Review the Technology Standards for Administrators (NETS 2009). http://www.iste.org/docs/pdfs/nets-a-standards.pdf?sfvrsn=2 Assess the compliance with these standards by leaders in your school. Write a plan to improve and monitor instructional practices to meet these standards. (EDAD 5580 Spring online)				
Standard 3				
3.1 Monitor and Evaluate School Management and Operational Systems	3	2	1	0
3.1 Locate the school’s policy book. Describe how these policies are developed and followed in your school or your internship site. What is the biggest challenge from the principal perspective while enforcing these policies? What recommendations would you make? (EDAD 5580 Fall online)				
3.2 Use Human, Fiscal, and Technological Resources to Manage School Operations	3	2	1	0
3.2 Review your school’s budget and financial status or the school where you are interning. Is the budget aligned to the school’s priorities and goals? What recommendations would you make? (EDAD 5580 Spring online)				
3.3 Promote School-based Policies and Procedures that Protect the Welfare and Safety of Students and Staff	3	2	1	0
3.3 Interview the principal and guidance counselor regarding harassment, and bullying in your school or your internship site. How are students and staff protected and made to feel safe? (EDAD 5580 Fall online)				
3.4 Develop School Capacity for Distributed Leadership	3	2	1	0
3.4 How does your school or the school you are interning in create and sustain distributed leadership? What would be your recommendations for involving staff in the decision making process? (EDAD 5580 Fall online)				
3.5 Ensure Teacher and Organizational Time Focuses on Supporting High-quality School Instruction and Student Learning				
3.5 Analyze the school schedule with reference to subject area, time, and staffing; make recommendations to maximize teacher instructional time and student learning. Present these findings to the person in charge of scheduling to discuss their feasibility and merit. The analysis, recommendations and comments from the person responsible for scheduling should be included in the activity write-up. (EDAD 5580 Spring online)				
Standard 4				
4.1 Collaborate with Families and Other Community Members	3	2	1	0
4.1 Investigate how your school or your internship site collects, analyzes, and interprets student, school, faculty and community input. How are these surveys or inputs used to improve teaching and learning? (EDAD 5580 Fall online)				

4.2 Promote an Understanding, Appreciation, and Use of the Diverse Cultural, Social, and Intellectual Resources within the School Community	3	2	1	0
4.2 Interview two diverse community leaders who reside in the school district. Focus on their perceptions of quality education, concerns and recommendations for school. Include summaries of the interview and your personal reflection. (EDAD 5580 Fall online)				
4.3 Build and Sustain Positive School Relationships with Families and Caregivers	3	2	1	0
4.3 Explore how a school other than your involves families and caregivers in decision-making processes at the school. Compare this school with your own school. (EDAD 5580 Spring online)				
4.4 Build and Sustain Positive School Relationships with Community Partners.				
4.4 Explore how a school other than your own uses community resources, including community partners, youth services, and social services to support student achievement, solve school problems, and achieve school goals. Compare this school with your own school. (EDAD 5580 Spring online)				
Standard 5				
5.1 Acts with Integrity and Fairness	3	2	1	0
5.1 Meet with a group of staff members to discuss their perspectives of integrity with regard to confidentiality, dignity and honest interactions employed by personnel in the school. Recommend policy changes that might ensure increased ethical practices in this area. (EDAD 5580 Spring online)				
5.2 Model Principles of Self Awareness, Reflective Practice, Transparency, and Ethical Behavior	3	2	1	0
5.2 Examine the school/district discipline policy and in your write-up provide an analysis of its strengths and weakness. Describe how it demonstrates impartiality, sensitivity to student diversity, and ethical behavior. Suggest how it could be improved so that it fully addresses the areas above. (EDAD 5580 Fall online)				
5.3 Safeguards the Values of Democracy, Equity, and Diversity	3	2	1	0
5.3 Review and analyze current policies and practices on Student Voice. Interview a sampling of students from various informal groups and assess different perspectives on how to effectively increase the rights of students to democracy, equity, and diversity. Include recommended actions in your activity write-up. (EDAD 5580 Spring online)				
5.4 Evaluates the Potential Moral and Legal Consequences of Decision Making in the School	3	2	1	0
5.4 Interview a building principal regarding the process of making tough decisions. Include in the interview how principals take the moral high ground (based on beliefs and ethics) and prevent legal issues for their school. (EDAD 5580 Spring online)				
5.5 Promotes social justice within the school to ensure that individual student needs inform all aspects of schooling	3	2	1	0

5.5 Define social justice and describe how your school policies and procedures ensure social justice, equity, confidentiality and respect between your students and faculty. (EDAD 5580 Spring online)				
Standard 6				
6.1 Advocate for School, Students, Families, and Caregivers.	3	2	1	0
6.1 Describe the economic factors that shape your local community and the effects economic factors have on local schools and how you will advocate for your school community. (EDAD 5580 Spring online)				
6.2 Influence Local, District, State, and National Decisions affecting Student Learning	3	2	1	0
6.2 Compile a list of current issues that affect teaching and learning; use the research literature and perspectives from administrators, teachers, students, parents, and caregivers in compiling the list. Your write up should include the issues identified by each source, and your reflection on the degree of importance/urgency of each issue. Include recommendations on how these issues might be addressed in ways that acknowledge input from each stakeholder group. (EDAD 5580 Fall online)				
6.3 Anticipate and Assess Emerging Trends and Initiatives	3	2	1	0
6.3 Identify and anticipate emerging trends and issues likely to affect your school or the school where you are completing your internship. How will you adapt your leadership strategies and practices to address these emerging school issues? (EDAD 5580 Spring online)				

- 3 = Distinguished – exceeds stated expectations
2 = Proficient – meets expectations
1 = Basic – needs improvement in several areas
0 = Unsatisfactory - unacceptable

Link to full set of ELCC Standards (please print this):

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ=&tabid=676>