# Superintendent Internship

1. **220 hours; 2 credit hours**
	1. Interns complete the 220 hours in two school districts. Complete at least 20% (44 logged hours in one school district and up to 80% (176 hours) in the other school district.
	2. Please ensure that you enroll in the final credit hour of internship in the semester in which you plan to complete the internship. **NOTE: EDAD 5580 is only offered during fall and spring semesters.**
2. **Before you start your internship hours**
	1. Arrange a time for a telephone conversation/meeting with your UW supervisor and yourself about the internship. If required or requested by your superintendent arrange a telephone conversation/meeting UW supervisor, site mentor, and yourself about the internship.
	2. Complete your internship paperwork and submit it for approval to the UW Ed Leadership Program by scanning and uploading it to your eInternship Google site. The School-University Agreement form requires a signature from your superintendent.
3. Outline a brief written plan for the internship and share with your mentor and UW supervisor. Upload to your Google site.
4. Complete the Pre-Internship self-evaluation and upload to your Google site.
5. **Log of activities**
	1. You are responsible for documenting internship hours on a log sheet – this form is included in the paperwork.
	2. The log needs to be scanned and uploaded to your eInternship Google site. Your site mentor or superintendent needs to sign the log when you have 50 to 60 hours.
	3. You are expected to communicate frequently with your site mentor and UW supervisor about your experiences during the internship.
	4. You will have 5 prescribed internship activities with a one-page write-up. For each of these activities, you can log up to three hours for a total of 15 logged hours. You will get these activities following your conversation with your UW supervisor.
6. **Internship Completion**
	1. At the end of the internship please complete a 1-2 page reflection paper about your internship experience and upload to your Google site.
	2. Provide one your mentor with the intern evaluation sheet. Please review the evaluation with your mentor and upload the evaluation to your Google site. Select the mentor where you completed the majority of your logged hours.
	3. Complete the post-internship self-evaluation and upload to your Google site.

Internship – Role of the Mentor

The superintendent 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’s internship supervisor at any time.

The internship experience ideally should expose interns to a wide variety of school leadership contexts that they would not encounter in their current leadership role.

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 to 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 intern: guide, advocate, "critical friend," and reflective partner, all of which can be considered in light of the overall goals of the internship program, which are to prepare interns for administrative roles in school districts and other local or state organizations. 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 assessment which will shared at the end of the internship and uploaded to a private google site that is shared only with Educational Leadership faculty.

Internship Checklist for Superintendents

Intern:

UW Supervisor:

Date Completed:

 (1) Your plan for the internship

 (2) School University Agreement for Internship in Educational Leadership

 (3) Intern Agreement (You will one form for each district.)

 (4) Meeting/conference call to review expectations of Intern a and plan internship activities.

 Internship Activities Plan submitted and approved before starting the internship

 (5) Pre-Internship Self Assessment

 (6) Logs of Activities (220 hours)

 (7) Five Activities

 (8) Post-Internship Self Assessment

 (9) Intern Evaluation– post internship

 Mentor

 (10) Internship summary/reflection

 (11) Internship completed as verified by:

UW Internship Supervisor

**Internship Plan**

1. Before starting the internship, arrange a time to meet/conference call with your UW supervisor to:
	* Review expectations of Intern, Field Mentor, and UW Internship Supervisor
	* Plan internship activities/projects
2. Submit the written Internship Plan to your UW Internship Supervisor for approval before starting the internship
	* The written outline (no longer than 1-2 pages) should include the activities/projects you will complete during the internship and indicate how these activities will address the 6 ELCC standards.

**SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP IN EDUCATIONAL LEADERSHIP**

**Educational Leadership**

**University of Wyoming**

**Intern Mentor Superintendent**

Name

Name

Position

Position

School

School

District

School Address

Home Address

School Phone

Home Phone

School Fax

School Phone

e-mail

e-mail address

As the Cooperating Administrator, I recommend the above named individual for acceptance into the Superintendent Internship in Educational Leadership program. I understand this program will require the intern to spend a portion of the **220 hours performing district level administrative activities** in order to fulfill the requirements of the internship. I will provide the individual with assistance and opportunities necessary to fulfill these requirements.

Superintendent/Designate Signature

**INTERN AGREEMENT FORM**

**The University of Wyoming**

# Educational Leadership Program

I understand that I am participating in an internship sponsored by UW’s Educational Leadership Program and the following 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 the University of Wyoming, the Educational Leadership Program, and the cooperating school district. 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:

1. Avoid becoming involved in ideological disputes
2. Maintain the confidentiality of records and internal matters at all times
3. 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
4. Always dress professionally in accordance with the participating school district policies

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

Intern Signature

**University of Wyoming Intern Self Evaluation – District 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!

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| **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. Collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) |  |  |  |  |
| 2. Collect and use data to identify district goals, assess organizational effectiveness, and implement district plans. (1.2) |  |  |  |  |
| 3. Promote continual and sustainable district improvement. (1.3) |  |  |  |  |
| 4. Evaluate district progress and revise district plans supported by district stakeholders. (1.4) |  |  |  |  |
| 5. Advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) |  |  |  |  |
| 6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) |  |  |  |  |
| 7. Develop and supervise the instructional and leadership capacity across the district. (2.3) |  |  |  |  |
| 8. Promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.3) |  |  |  |  |
| 9. Monitor and evaluate district management and operational systems. (3.1) |  |  |  |  |
| 10. Efficiently use human, fiscal, and technological resources within the district. (3.2) |  |  |  |  |
| 11. Promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) |  |  |  |  |

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| **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 |
| 12. Develop district capacity for distributed leadership. (3.4) |  |  |  |  |
| 13. Ensure that district 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 district’s educational environment. (4.1) |  |  |  |  |
| 15. Mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2) |  |  |  |  |
| 16. Respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) |  |  |  |  |
| 17. Respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) |  |  |  |  |
| 18. Act with integrity and fairness to ensure a district 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 district. (5.2) |  |  |  |  |
| 20. Safeguard the values of democracy, equity, and diversity within the district. (5.3) |  |  |  |  |
| 21. Evaluate the potential moral and legal consequences of decision making in the district. (5.4) |  |  |  |  |
| 22. Promote social justice within the district to ensure that individual student needs inform all aspects of schooling. (5.5) |  |  |  |  |
| 23. Advocate for district students, families, and caregivers. (6.1) |  |  |  |  |
| 24. Influence local, district, state, and national decisions affecting student learning in a district environment. (6.2) |  |  |  |  |
| 25. Anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) |  |  |  |  |

EDAD 5580

Superintendent Intern Log of Activities: EDAD 5580 Mentor:

**Intern Name**  Beginning Date: Ending Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time** | **ELCC****standard element e.g. 5.2** | **Description of Activity****Brief Statement Describing Activity** |
| 1 Hour to 2 Hour Blocks |
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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)

**Signature required at the end of every 50 - 60 hours (on last log page only for the 50 - 60 hours)**

**University of Wyoming Intern Self Evaluation – District Level (Post)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions: Please complete this self-evaluation at the end of the your internship**

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

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| --- | --- | --- | --- | --- |
| **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. Collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) |  |  |  |  |
| 2. Collect and use data to identify district goals,assess organizational effectiveness, and implement district plans. (1.2) |  |  |  |  |
| 3. Promote continual and sustainable district improvement. (1.3) |  |  |  |  |
| 4. Evaluate district progress and revise district plans supported by district stakeholders. (1.4) |  |  |  |  |
| 5. Advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) |  |  |  |  |
| 6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) |  |  |  |  |
| 7. Develop and supervise the instructional and leadership capacity across the district. (2.3) |  |  |  |  |
| 8. Promote the most effective and appropriate district technologies to support teaching and learning within the district.. (2.3) |  |  |  |  |
| 9. Monitor and evaluate district management and operational systems. (3.1) |  |  |  |  |
| 10. Efficiently use human, fiscal, and technological resources within the district. (3.2) |  |  |  |  |
| 11. Promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) |  |  |  |  |

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| **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 district capacity for distributed leadership. (3.4) |  |  |  |  |
| 13. Ensure that district 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 district’s educational environment. (4.1) |  |  |  |  |
| 15. Mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district. (4.2) |  |  |  |  |
| 16. Respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3) |  |  |  |  |
| 17. Respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4) |  |  |  |  |
| 18. Act with integrity and fairness to ensure a district 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 district. (5.2) |  |  |  |  |
| 20. Safeguard the values of democracy, equity, and diversity within the district. (5.3) |  |  |  |  |
| 21. Evaluate the potential moral and legal consequences of decision making in the district. (5.4) |  |  |  |  |
| 22. Promote social justice within the district to ensure that individual student needs inform all aspects of schooling. (5.5) |  |  |  |  |
| 23. Advocate for district students, families, and caregivers. (6.1) |  |  |  |  |
| 24. Influence local, district, state, and national decisions affecting student learning in a district environment. (6.2) |  |  |  |  |
| 25. Anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3) |  |  |  |  |

**University of Wyoming Intern Mentor Evaluation – District Level (Post)**

Intern: Please provide your district mentor with this evaluation form and upload it to your Internship Packet after your mentor has reviewed the form with you.

Intern Name

Mentor Name

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

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| **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 |
| 1. Collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1) |  |  |  |  |
| 2. Collect and use data to identify district goals, assess organizational effectiveness, and implement district plans. (1.2) |  |  |  |  |
| 3. Promote continual and sustainable district improvement. (1.3) |  |  |  |  |
| 4. Evaluate district progress and revise district plans supported by district stakeholders. (1.4) |  |  |  |  |
| 5. Advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1) |  |  |  |  |
| 6. Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2) |  |  |  |  |
| 7. Develop and supervise the instructional and leadership capacity across the district. (2.3) |  |  |  |  |
| 8. Promote the most effective and appropriate district technologies to support teaching and learning within the district.. (2.3) |  |  |  |  |
| 9. Monitor and evaluate district management and operational systems. (3.1) |  |  |  |  |
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| **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 |
| 11. Promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3) |  |  |  |  |
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