

## Principal Internship

- 1) 11 weeks or 440 hours
  - a. 3 wks. - 120 hours at the elementary level (k-6)
  - b. 2 wks. – 80 hours at the middle level (7-9)
  - c. 3 wks. – 120 hours at the high school level (9-12)
  - d. 3 wks. – 120 hours at the Central Office; Summer School; before/after regular school session
  - e. There is an option to do some internship out of state in year round schools
  - f. Interns **enroll in 1 or 2 hours of internship coursework along with each of the 4 core courses** (School Organization; Personnel & Communication; Instruction; and Curriculum) for a total of 6 hours of Internship to complete the program.
- 2) Compressed Video Sessions  
Attend two semesters of compressed video sessions to include 3 meetings each fall and spring semester
- 3) **Internship Process**
  - a. Contact your UW supervisor at the beginning your start semester to go over paperwork and internship requirements. **DO NOT START** your internship before having this conversation.
  - b. **Before you start your internship hours:**
    - Complete internship paperwork and submit for approval to the UW Ed Leadership Dept. by the 30<sup>th</sup> of the first month of the start of your program – this paperwork requires approval with signatures from your superintendent and from each of your mentors
    - 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
    - Outline a brief plan for the internship and share with your mentor and UW supervisor.
    - Arrange a time for a telephone conversation with your UW supervisor, site mentor and your about the internship plan, **before starting any internship.**
  - c. Internship activities will supplement coursework – concepts presented in class will be applied to the internship setting.
  - d. The internship hours for the elementary, middle school, and high school must 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) Students will be expected to complete an Internship Notebook of Activities
  - a. The activities are to be organized within the six ELCC Standards – activities are listed in the Internship Packet
  - b. Each standard has a number of activities to be addressed for a total of 38 activities
  - c. Each activity needs to be documented by identifying the standard and the activity, describing the experience, and evaluation of the activity – this can be completed in one page for each activity
  - d. The internship notebook of activities is to be completed and submitted to the UW Ed Leadership department office at the end of the program
- 5) Log of activities
  - a. Students are responsible for documenting internship hours on an activities log sheet – this form is included in the paperwork
  - b. The log of activities needs to be sent to the UW Ed Leadership department office when 40 hours have been logged – these can be faxed or mailed – log sheets must be signed by the mentor
  - c. Students are expected to communicate frequently with their site mentor and UW supervisor about their experiences during the internship

Educational Leadership Program,  
Dept of Professional Studies,  
College of Education, University of Wyoming,  
Dept 3374, 1000E University Avenue  
Laramie, WY. 82071

### 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 coordinator 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 may be asked by the intern to complete an internship assessment. In this case, the intern will provide the mentor with the assessment questionnaire, and a stamped and addressed envelope (Megan Fletcher, Dept. of Professional Studies: Educational Leadership, Dept 3374, University of Wyoming, 1000 E University Avenue, Laramie, WY, 82071).

Internship Checklist for Principal Interns

Intern: \_\_\_\_\_ UW Supervisor: \_\_\_\_\_

Date Completed:

- \_\_\_\_\_ Review expectations of Intern, Mentor, and UW Supervisor; and  
Syllabus Review prior to starting internship (this review must include the intern,  
mentor, and UW supervisor via a face-to-face conference, telephone conference,  
or WEN conference)
- \_\_\_\_\_ Internship Information Form .....p. 4
- \_\_\_\_\_ School-University Agreement for Internship in Education p. 6-9 ..... p. 5-8  
One agreement form for each assignment  
\_\_\_\_\_ Elementary (3 weeks or 120 hours)  
\_\_\_\_\_ Middle school (2 weeks or 80 hours)  
\_\_\_\_\_ High School (3 weeks or 120 hours)  
\_\_\_\_\_ Other (3 weeks or 120 hours)
- \_\_\_\_\_ Intern Agreement .....p. 9
- \_\_\_\_\_ Intern Permit-copy of permit sent to the Ed Leadership department office  
Application to apply for the permit is at  
<http://ptsb.state.wy.us/Licensure/AdditionalSchoolPersonnel/OneYearInternshipPermit/tabid/167/Default.aspx>
- \_\_\_\_\_ Pre-Internship Self Assessment ..... p. 10-12
- \_\_\_\_\_ Log of Activities (to be faxed to UW Ed Leadership department office.....p. 13  
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 at the top of each log sheet  
\_\_\_\_\_ 1)                    \_\_\_\_\_ 6)                    \_\_\_\_\_ 11)  
\_\_\_\_\_ 2)                    \_\_\_\_\_ 7)                    \_\_\_\_\_ 12)  
\_\_\_\_\_ 3)                    \_\_\_\_\_ 8)                    \_\_\_\_\_ 13)  
\_\_\_\_\_ 4)                    \_\_\_\_\_ 9)                    \_\_\_\_\_ 14)  
\_\_\_\_\_ 5)                    \_\_\_\_\_ 10)                    \_\_\_\_\_ 15)
- \_\_\_\_\_ Post-Internship Self Assessment ..... p. 14-16
- \_\_\_\_\_ Intern Evaluation to be completed by all mentors:..... p. 17-19  
\_\_\_\_\_ Mentor 1            \_\_\_\_\_ Mentor 2            \_\_\_\_\_ Mentor 3            \_\_\_\_\_ Mentor 4  
\_\_\_\_\_ UW Supervisor

(Please provide each mentor with a stamped addressed envelope addressed to: UW - Dept. of Ed. Leadership.; Dept. 3374; 1000 E. Univ. Ave.; Laramie, WY 82071)

\_\_\_\_\_ Internship Completion Form .....p. 20

\_\_\_\_\_ Internship Activities Table ..... p. 23-27

\_\_\_\_\_ Internship Activities Notebook

\_\_\_\_\_ Internship completed as verified by: \_\_\_\_\_ UW Internship Supervisor

# Internship Information Form

## Principal Programs

PLEASE COMPLETE THE FOLLOWING AND RETURN

PRIOR TO START OF INTERNSHIP

Name: \_\_\_\_\_ W ID Number: \_\_\_\_\_

SS #: \_\_\_\_\_ (used only for internal reporting)

Home Address: \_\_\_\_\_

Home Phone: ( ) \_\_\_\_\_ UW E-mail: \_\_\_\_\_

School & District: \_\_\_\_\_ School Phone: ( ) \_\_\_\_\_

Position: \_\_\_\_\_ School Fax: ( ) \_\_\_\_\_

UW Program: Principal Preparation Master's (PPP) \_\_\_\_\_

Principal Endorsement (PEP) \_\_\_\_\_

Other \_\_\_\_\_ (i.e. internship only)

**SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP  
IN EDUCATION ADMINISTRATION  
ELEMENTARY EXPERIENCE**

**Department of Educational Leadership  
The University of Wyoming**

**Intern**

Intern Name \_\_\_\_\_

**Elementary 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 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**

**Department of Educational Leadership  
The University of Wyoming**

**Intern**

Intern Name \_\_\_\_\_

**Middle 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 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**

**Department of Educational Leadership  
The University of Wyoming**

**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

**SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP  
IN EDUCATION ADMINISTRATION  
OTHER EXPERIENCE**

**Department of Educational Leadership  
The University of Wyoming**

**Intern**

Intern Name \_\_\_\_\_

**Other Field Experience 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 an “other” 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 Other Field Mentor designated and The University of Wyoming.

\_\_\_\_\_  
Superintendent/Designate Signature

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
UW Supervisor Signature



## INTERN AGREEMENT FORM

### The University of Wyoming Department of Educational Leadership

I understand that I am participating in an internship sponsored by the Department of Educational Leadership 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 Department of Educational Leadership. 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 PTSTB 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 \_\_\_\_\_

**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 40 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 1 to 5, where:

- 1 = I am unprepared in leadership skills, knowledge, and dispositions on this item
- 2 = My preparation in leadership skills, knowledge, and dispositions on this item is rudimentary and requires further development;
- 3 = My preparation of in leadership skills, knowledge, and dispositions on this item is satisfactory;
- 4 = I am well prepared in leadership skills, knowledge, and dispositions on this item;
- 5 = I am very prepared in leadership skills, knowledge, and dispositions on this item.

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!

<b>I feel.....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 - unprepared; 5 - very well prepared to</b>					
1. Develop a school vision that supports success of all students. (1.1a, b)					
2. Use data-based research strategies that are focused on student learning to inform the vision. (1.2b)					
3. Communicate the vision to staff, parents, community and stakeholders. (1.2c)					
4. Develop processes that build shared commitment to the vision. (1.3b)					
5. Understand the role effective communication skills play in building a shared commitment to the vision. (1.4a)					
6. Design a system that uses data to monitor, evaluate, and revise the vision. (1.4b)					
7. Use assessment to capitalize on the benefits that diversity brings to the school community to improve school programs and culture. (2.1a)					
8. Apply effective learning principles to improve instructional practices and materials. (2.2a)					
9. Use technology to enrich curriculum and to assist staff in improving instruction. (2.2c)					
10. Assist school personnel in understanding and applying best practices for student learning. (2.3a)					
11. Use appropriate research strategies to promote an environment for improved student learning. (2.3c)					

<b>I feel ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 - unprepared; 5 - very well prepared to</b>					
12. Promote professional growth plans with teachers and other school personnel by using research-based strategies. (2.4b)					
13. Implement personal professional growth plans that reflect a commitment to life-long learning. (2.4c)					
14. Optimize the learning environment for all students by applying appropriate organization and management models. (3.1a)					
15. Manage time and resources in ways that promote student achievement. (3.1c)					
16. Involve staff in using group process skills to build consensus so that resources can be aligned with the organizational vision. (3.2a)					
17. Apply legal principles to promote equity and provide a safe environment. (3.2c)					
18. Use problem-solving skills and knowledge of strategic planning to enhance learning and teaching. (3.3a)					
19. Creatively seek new resources to facilitate and improve learning. (3.3b)					
20. Involve families as partners in the education of their children based on the belief they have the best interests of their children in mind. (4.1b)					
21. Collaborate with families and community members. (4.1c)					
22. Develop methods of outreach aimed at various business organizations. (4.1e)					
23. Involve families and other stakeholders in school decision-making processes. (4.1f)					
24. Collaborate with community agencies to integrate health, social, and other services. (4.1g)					
25. Use appropriate assessment strategies and research methods to accommodate diverse school and community dynamics. (4.2b)					
26. Provide leadership to programs serving students with special and exceptional needs. (4.2c)					
27. Use school resources and social service agencies to serve the community. (4.3b)					
28. Encourage communities to provide new resources to address emerging student problems. (4.3c)					
29. Show respect for the rights of others with regard to confidentiality and dignity. (5.1a)					

Assessment #4 All elements: Intern Evaluation Form (Pre) Building Level

<b>I feel...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 - unprepared; 5 - very well prepared to</b>					
30. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others. (5.2a)					
31. Make and explain decisions based on ethical and legal principles. (5.3a)					
32. Understand educational theory and concepts appropriate to school contexts. (6.1a)					
33. Understand how the legal and political systems shape the school and community to provide opportunities for children and families. (6.1b)					
34. Understand laws that affect schools, particularly those that provide educational and social opportunities. (6.1d)					
35. Analyze and describe the cultural diversity in a school community. (6.1f)					
36. Demonstrate the ability to explain theories of change as well as their application to specific communities. (6.1h)					
37. Communicate with a school community about changes in the school's environment. (6.2a)					
38. Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. (6.3a)					
39. Understand how legal, political, social, economic, and cultural systems can benefit students and their families. (6.3b)					
40. Advocate for policies and programs that promote equitable learning opportunities and success for all students. (6.3c)					



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

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

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

The following 40 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 1 to 5, where:

- 1 = I am unprepared in leadership skills, knowledge, and dispositions on this item
- 2 = My preparation in leadership skills, knowledge, and dispositions on this item is rudimentary and requires further development;
- 3 = My preparation of in leadership skills, knowledge, and dispositions on this item is satisfactory;
- 4 = I am well prepared in leadership skills, knowledge, and dispositions on this item;
- 5 = I am very prepared in leadership skills, knowledge, and dispositions on this item.

Please note that this self-evaluation is so that you know where you after completing the program, and can see the progress you have made in different areas. It is not used to evaluate you!

<b>I feel.....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 - unprepared; 5 - very well prepared to</b>					
1. Develop a school vision that supports success of all students. (1.1a, b)					
2. Use data-based research strategies that are focused on student learning to inform the vision. (1.2b)					
3. Communicate the vision to staff, parents, community and stakeholders. (1.2c)					
4. Develop processes that build shared commitment to the vision. (1.3b)					
5. Understand the role effective communication skills play in building a shared commitment to the vision. (1.4a)					
6. Design a system that uses data to monitor, evaluate, and revise the vision. (1.4b)					
7. Use assessment to capitalize on the benefits that diversity brings to the school community to improve school programs and culture. (2.1a)					
8. Apply effective learning principles to improve instructional practices and materials. (2.2a)					
9. Use technology to enrich curriculum and to assist staff in improving instruction. (2.2c)					
10. Assist school personnel in understanding and applying best practices for student learning. (2.3a)					
11. Use appropriate research strategies to promote an environment for improved student learning. (2.3c)					

Assessment #4 All elements: Intern Evaluation Form (Post) Building Level

<b>I feel ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1 - unprepared; 5 - very well prepared to</b>					
12. Promote professional growth plans with teachers and other school personnel by using research-based strategies. (2.4b)					
13. Implement personal professional growth plans that reflect a commitment to life-long learning. (2.4c)					
14. Optimize the learning environment for all students by applying appropriate organization and management models. (3.1a)					
15. Manage time and resources in ways that promote student achievement. (3.1c)					
16. Involve staff in using group process skills to build consensus so that resources can be aligned with the organizational vision. (3.2a)					
17. Apply legal principles to promote equity and provide a safe environment. (3.2c)					
18. Use problem-solving skills and knowledge of strategic planning to enhance learning and teaching. (3.3a)					
19. Creatively seek new resources to facilitate and improve learning. (3.3b)					
20. Involve families as partners in the education of their children based on the belief they have the best interests of their children in mind. (4.1b)					
21. Collaborate with families and community members. (4.1c)					
22. Develop methods of outreach aimed at various business organizations. (4.1e)					
23. Involve families and other stakeholders in school decision-making processes. (4.1f)					
24. Collaborate with community agencies to integrate health, social, and other services. (4.1g)					
25. Use appropriate assessment strategies and research methods to accommodate diverse school and community dynamics. (4.2b)					
26. Provide leadership to programs serving students with special and exceptional needs. (4.2c)					
27. Use school resources and social service agencies to serve the community. (4.3b)					
28. Encourage communities to provide new resources to address emerging student problems. (4.3c)					
29. Show respect for the rights of others with regard to confidentiality and dignity. (5.1a)					

Assessment #4 All elements: Intern Evaluation Form (Post) Building Level

<b>I feel...</b> <b>1 - unprepared; 5 - very well prepared to</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
30. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others. (5.2a)					
31. Make and explain decisions based on ethical and legal principles. (5.3a)					
32. Understand educational theory and concepts appropriate to school contexts. (6.1a)					
33. Understand how the legal and political systems shape the school and community to provide opportunities for children and families. (6.1b)					
34. Understand laws that affect schools, particularly those that provide educational and social opportunities. (6.1d)					
35. Analyze and describe the cultural diversity in a school community. (6.1f)					
36. Demonstrate the ability to explain theories of change as well as their application to specific communities. (6.1h)					
37. Communicate with a school community about changes in the school's environment. (6.2a)					
38. Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. (6.3a)					
39. Understand how legal, political, social, economic, and cultural systems can benefit students and their families. (6.3b)					
40. Advocate for policies and programs that promote equitable learning opportunities and success for all students. (6.3c)					



**University of Wyoming Mentor/Supervisor Evaluation for Internship**

**Intern's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor/Supervisor's Name** \_\_\_\_\_

**Level:** Elementary Middle Secondary Other UW Please circle those that apply

**Please note that your response to this survey is completely confidential. The intern will provide you with a stamped addressed envelope, which can be mailed directly to Megan Fletcher, Professional Studies Department - Ed Leadership Program, Dept 3374, 1000 E. University Avenue, Laramie, WY, 82071. Thank you very much for your time.**

**Instructions:**

The following 40 items describe leadership knowledge, skills, and dispositions that the intern may have. Please rate the degree to which you feel the intern is prepared in each of the following areas was using a scale from 1 to 5, where:

- 1 = unprepared in leadership skills, knowledge, and dispositions;
- 2 = preparation in leadership skills, knowledge, and dispositions is rudimentary and requires further development;
- 3 = preparation of in leadership skills, knowledge, and dispositions is satisfactory;
- 4 = well prepared in leadership skills, knowledge, and dispositions;
- 5 = very well prepared in leadership skills, knowledge, and dispositions.

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

<b>The intern can...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
<b>1 - not prepared; 5 - very prepared</b>						
1. Develop a school vision that supports success of all students. (1.1a, b)						
2. Use data-based research strategies that are focused on student learning to inform the vision. (1.2b)						
3. Communicate the vision to staff, parents, community and stakeholders. (1.2c)						
4. Develop processes that build shared commitment to the vision. (1.3b)						
5. Understand the role effective communication skills play in building a shared commitment to the vision. (1.4a)						
6. Design a system that uses data to monitor, evaluate, and revise the vision. (1.4b)						
7. Use assessment to capitalize on the benefits that diversity brings to the school community to improve school programs and culture. (2.1a)						
8. Apply effective learning principles to improve instructional practices and materials. (2.2a)						
9. Use technology to enrich curriculum and to assist staff in improving instruction. (2.2c)						

Assessment #4 All elements: Mentor and Supervisor Intern Evaluation Form Building Level

<b>The intern can ...</b> <b>1 - not prepared; 5 - very prepared</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
10. Assist school personnel in understanding and applying best practices for student learning. (2.3a)						
11. Use appropriate research strategies to promote an environment for improved student learning. (2.3c)						
13. Implement personal professional growth plans that reflect a commitment to life-long learning. (2.4c)						
14. Optimize the learning environment for all students by applying appropriate organization and management models. (3.1a)						
15. Manage time and resources in ways that promote student achievement. (3.1c)						
16. Involve staff in using group process skills to build consensus so that resources can be aligned with the organizational vision. (3.2a)						
17. Apply legal principles to promote equity and provide a safe environment. (3.2c)						
18. Use problem-solving skills and knowledge of strategic planning to enhance learning and teaching. (3.3a)						
19. Creatively seek new resources to facilitate and improve learning. (3.3b)						
20. Involve families as partners in the education of their children based on the belief they have the best interests of their children in mind. (4.1b)						
21. Collaborate with families and community members. (4.1c)						
22. Develop methods of outreach aimed at various business organizations. (4.1e)						
23. Involve families and other stakeholders in school decision-making processes. (4.1f)						
24. Collaborate with community agencies to integrate health, social, and other services. (4.1g)						
25. Use appropriate assessment strategies and research methods to accommodate diverse school and community dynamics. (4.2b)						
26. Provide leadership to programs serving students with special and exceptional needs. (4.2c)						
27. Use school resources and social service agencies to serve the community. (4.3b)						
28. Encourage communities to provide new resources to address emerging student problems. (4.3c)						

Assessment #4 All elements: Mentor and Supervisor Intern Evaluation Form Building Level

<b>The intern can...</b> <b>1 - not evident; 5 - very evident</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
29. Show respect for the rights of others with regard to confidentiality and dignity. (5.1a)						
30. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others. (5.2a)						
31. Make and explain decisions based on ethical and legal principles. (5.3a)						
32. Understand educational theory and concepts appropriate to school contexts. (6.1a)						
33. Understand how the legal and political systems shape the school and community to provide opportunities for children and families. (6.1b)						
34. Understand laws that affect schools, particularly those that provide educational and social opportunities. (6.1d)						
35. Analyze and describe the cultural diversity in a school community. (6.1f)						
36. Demonstrate the ability to explain theories of change as well as their application to specific communities. (6.1h)						
37. Communicate with a school community about changes in the school's environment. (6.2a)						
38. Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. (6.3a)						
39. Understand how legal, political, social, economic, and cultural systems can benefit students and their families. (6.3b)						
40. Advocate for policies and programs that promote equitable learning opportunities and success for all students. (6.3c)						
Please add any further comments here.						

UNIVERSITY OF WYOMING, COLLEGE OF EDUCATION  
DEPARTMENT OF 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, 80 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 \_\_\_\_\_

**4. Other Experience, 3 Weeks, 120 Hours**

Internship Supervising Administrator/Mentor \_\_\_\_\_ Signature

Position \_\_\_\_\_ Dates \_\_\_\_\_

Site where internship was performed \_\_\_\_\_

Grade Span \_\_\_\_\_ Total Other Hours \_\_\_\_\_

Total Internship Hours \_\_\_\_\_

\_\_\_\_\_  
Department of Educational Leadership Signature

\_\_\_\_\_  
Date

## **Educational Leadership Program Internship Activities, Notebook, and Rubric (Principal Level)**

Note: 3 activities are embedded in each core EDAD course.

Interns should complete all the 26 internship activities listed, type these up in report form as per the instructions below, and present in a notebook. When all activities are completed, please send the completed notebook to Megan Fletcher.

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.

Notebooks 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 notebook is required to pass this class.**

Internship Activities Notebook Rubric  
This is how your notebook with be evaluated.

	3 Distinguished	2 Proficient	1 Basic	0 Unacceptable
ELCC Standard Element is listed	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"> <li>✚ when and where the activity took place</li> <li>✚ the people with whom s/he worked</li> <li>✚ what s/he did</li> </ul>	The intern details <ul style="list-style-type: none"> <li>✚ when and where the activity took place</li> <li>✚ the people with whom s/he worked</li> <li>✚ what s/he did</li> </ul>	The intern vaguely states <ul style="list-style-type: none"> <li>✚ when and where the activity took place</li> <li>✚ the people with whom s/he worked</li> <li>✚ what s/he did</li> </ul>	The intern does not state <ul style="list-style-type: none"> <li>✚ when and where the activity took place</li> <li>✚ the people with whom s/he worked</li> <li>✚ what s/he did</li> </ul>
Evaluation	The intern reflects in depth on <ul style="list-style-type: none"> <li>✚ What went well.</li> <li>✚ What did not go so well.</li> <li>✚ What could have been done to improve the success of the activity.</li> <li>✚ Learning from the activity.</li> </ul>	The intern reflects on <ul style="list-style-type: none"> <li>✚ What went well.</li> <li>✚ What did not go so well.</li> <li>✚ What could have been done to improve the success of the activity.</li> <li>✚ Learning from the activity.</li> </ul>	The intern reflects in on less than 3 points below <ul style="list-style-type: none"> <li>✚ What went well.</li> <li>✚ What did not go so well.</li> <li>✚ What could have been done to improve the success of the activity.</li> <li>✚ Learning from the activity.</li> </ul>	The intern reflects in on less than 2 points below <ul style="list-style-type: none"> <li>✚ What went well.</li> <li>✚ What did not go so well.</li> <li>✚ What could have been done to improve the success of the activity.</li> <li>✚ Learning from the activity.</li> </ul>
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) – print off and send with internship notebook

<b>Standard 1</b>				
<b>1.1 Develop a Vision</b>	3	2	1	0
<b>1.1 a.</b> 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. <b>[Fall video conference 1]</b>				
<b>1.2 Articulate a Vision</b>	3	2	1	0
<b>1.2 a.</b> Using your own school’s mission and vision statement, reflect on the leadership processes necessary to implement and support this vision. <b>[Fall video conference 1]</b>				
<b>Standard 2</b>				
<b>2.1 Positive School Culture</b>	3	2	1	0
<b>2.1 a [embedded in 5030]</b> 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 implement context appropriate strategies that reflect the diversity of your school community to improve school programs and culture.				
<b>2.2 Provide Effective Instructional Program</b>	3	2	1	0
<b>2.2 b. [embedded in 5010]</b> 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.	3	2	1	0
<b>2.3 Apply Best Practice to Student Learning</b>	3	2	1	0
<b>2.3 a [embedded in 5040]</b> <b>Student assessment.</b> Randomly select a group of students and elicit their recommendations for how to improve their preparation for tests and the ways in which they are tested. In your activity write-up, compile and critique the student recommendations, address the issue of student input into the assessment process, and discuss how as a school leader you might use this data with teachers to improve student learning.				
<b>2.3 c. [embedded in 5040]</b> Explore how a school other than your own uses data and research strategies to promote an environment for improved student achievement. Compare with your own school.				
<b>2.4 Comprehensive Professional Growth Plans</b>	3	2	1	0
<b>2.4 a/b. [embedded in 5040]</b> <b>Supervision of Instruction/Instructional Strategies:</b> With the permission of the principal, observe one instructional assistant. Note duties, time, and experience in academic assistance to the students. Include in the activity write-up a summary of the observations and recommendations for well-planned, context-appropriate professional development to help improve student learning.				
<b>Standard 3</b>				

<b>3.1 Manage the Organization</b>	3	2	1	0
<p><b>3.1 b.</b> Meet with the head custodian to review job responsibilities and schedules of staff. Your write-up should include an evaluation of the needs and concerns of the person interviewed with respect to student learning and safety, as well as an action plan to focus on effective use of human resources in this area. <b>[Fall video conference 2]</b></p> <p><b>3.1 c. [embedded in 5020]</b> Analyze the school schedule with reference to subject area, time, and staffing; make recommendations for meeting student needs. 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.</p>				
<b>3.2 Manage Operations</b>	3	2	1	0
<b>3.2 b. [Embedded in 5030]</b> Develop a communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.				
<b>3.3 Manage Resources</b>	3	2	1	0
<p><b>3.3 a/2.2 c.</b> Review the policy and budget for technology in the school. Address current and future needs that focus on technology to improve teaching and learning. <b>[Fall video conference 2]</b></p> <p><b>3.3 c.</b> Review the Technology Standards for Administrators (NETS 2009). <a href="http://www.iste.org/standards/nets-for-administrators.aspx">http://www.iste.org/standards/nets-for-administrators.aspx</a> Assess the compliance with these standards by leaders in your school. Write a plan for actions to meet these standards. <b>[Fall video conference 2]</b></p>				
<b>Standard 4</b>				
<b>4.1 Collaborate with Families and Other Community Members</b>	3	2	1	0
<b>4.1a/b/f.</b> Explore the ways in which the different schools in which you intern involve parents in their children’s learning, as well as school decision-making, and evaluate the extent to which these initiatives succeed. <b>[Fall video conference 3]</b>				



<b>4.2 Respond to Community Interests and Needs</b>	3	2	1	0
<b>4.2 a.</b> 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. <b>[Fall video conference 3]</b>				
<b>4.2 c.</b> Explore in the schools in which you intern how principals provide leadership to programs serving students with special and exceptional needs. <b>[Spring video conference 1]</b>				
<b>4.3 Mobilize Community Resources</b>	3	2	1	0
<b>4.3 a.</b> Explore how a school other than your own uses community resources, including youth services, and social services to support student achievement, solve school problems, and achieve school goals. Compare this school with your own school. <b>[Spring video conference 2]</b>				
<b>Standard 5</b>				
<b>5.1 Acts with Integrity</b>	3	2	1	0
<b>5.1 a.</b> 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. <b>[Spring video conference 1]</b>				
<b>5.2 Acts Fairly</b>	3	2	1	0
<b>5.2 a [embedded in 5020]</b> 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 considerations. Suggest how it could be improved so that it fully addresses the areas above.				
<b>5.3 Acts Ethically</b>	3	2	1	0
<b>5.3 a. [embedded in 5030]</b> 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 respect, dignity and honesty. Include recommended actions in your activity write-up.				
<b>Standard 6</b>				
<b>6.1 Understand the Larger Context</b>	3	2	1	0
<b>6.1 c.</b> Interview the guidance counselors, social workers or others about the most prevalent causes of poverty and other disadvantages and their effects on families, communities, children, and learning in one of your intern sites. <b>[Spring video conference 3]</b>				
<b>6.1 e.</b> Describe the economic factors that shape your local community and the effects economic factors have on local schools. <b>[Spring video conference 3]</b>				
<b>6.1 f.</b> Analyze and describe the cultural diversity in one of the school communities in which you intern. <b>[Spring video conference 2]</b>				

<b>6.1 g.</b> Discuss with a principal how community norms and values relate to the leadership role in one of your intern schools. <b>[Spring video conference 2]</b>				
<b>6.2 Respond to the Larger Context</b>	3	2	1	0
<b>6.2 a [embedded in 5010] Current Issues Affecting Teaching and Learning:</b> Compile a list of current issues that affect teaching and learning; use the research literature and perspectives from administrators, teachers, students, parents, and community members 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.				
<b>6.3 Influence the Larger Context</b>	3	2	1	0
<b>6.3 b.</b> Explore in a school other than your own the activities and policies that benefit low socio-economic status students and their families. In your write-up describe the context of the school, as well as comment on the polices and activities. <b>[Spring video conference 3]</b>				

- 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.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)