

Superintendent Internship

1. 220 hours; 2CH; 2 districts

- a. Interns complete the 220 hours in two districts.
- b. Please ensure that you enroll in the final CH of internship in the semester in which you plan to complete the internship.

2. Before you start your internship hours:

- a. Arrange a time for a telephone conversation/meeting with your UW supervisor, site mentor and yourself about the internship
- b. Complete internship paperwork and submit for approval to the UW Ed Leadership Dept. This paperwork requires signatures from your superintendent and from each of your mentors
- c. Outline a brief written plan for the internship and share with your mentor and UW supervisor.
- d. Complete the Pre-internship self evaluation

3. 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

4. Internship Completion

- a. At the end of the internship please complete a 5-6 page summary reflection of your internship activities and how they relate to the ELCC standards. A rubric is provided in the paperwork.
- b. Provide both mentors with the intern evaluation sheet and an envelope - stamped and addressed to Tiffany Le Gal, School of Counseling, Leadership, Advocacy, & Design, Dept. 3374, 1000E University Avenue, Laramie, WY 80071. You may email it to tlegal@uwyo.edu.
- c. Complete the post-internship self evaluation
- d. Send all paper work to Tiffany Le Gal, School of Counseling, Leadership, Advocacy, & Design., Dept. 3374, 1000 E University Avenue, Laramie, WY 80071. You may also email it to tlegal@uwyo.edu.

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 internship coordinator at any time.

The internship experience ideally should expose interns to a wide variety of school leadership contexts which 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 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 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 Tiffany Le Gal, School of Counseling, Leadership, Advocacy, & Design, Dept 3374, University of Wyoming, 1000 E University Avenue, Laramie, WY, 82070. Or email it to tlegal@uwyo.edu.

Internship Checklist for Superintendents

Intern: _____ UW Supervisor: _____

Date Completed:

- _____ (1) Administration Internship Pre-Enrollment Form

- _____ (2) School-University Agreement for Internship in Education
One agreement form for each district/organization – you will need at least 2
internship sites

- _____ (3) Intern Agreement

- _____ (4) Meeting/conference call to review expectations of Intern, Field Mentor, and UW
Regional Internship Supervisor and plan internship activities.

- _____ Internship Activities Plan submitted and approved before starting the internship

- _____ (5) Pre-Internship Self Assessment

- _____ (6) Logs of Activities

- _____ (7) Post-Internship Self Assessment

- _____ (8) Intern Evaluation– post internship
 - _____ Mentor
 - _____ Mentor
 - _____ UW Supervisor

- (Please provide a stamped addressed envelope for the mentor addressed to: Tiffany Le Gal,
School of Counseling, Leadership, Advocacy, & Design, Dept. 3374; 1000 E. University
Ave.; Laramie, WY 82070. You may also email it to tlegal@uwyo.edu.
- _____ (9) Internship summary/reflection

- _____ (10) Internship completed as verified by: _____
UW Internship Supervisor

**SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP
IN EDUCATION ADMINISTRATION
DISTRICT ONE**

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

**Intern
Administrator**

Cooperating District/Organization

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 total **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

**SCHOOL-UNIVERSITY AGREEMENT FOR INTERNSHIP
IN EDUCATION ADMINISTRATION
DISTRICT/ORGANIZATION TWO**

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

Intern

Name_____

Position_____

School_____

District_____

Home Address_____

Home Phone_____

School Phone_____

E-mail address_____

Cooperating District Administrator

Name_____

Position_____

School_____

School Address_____

School Phone_____

School Fax_____

e-mail_____

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 total **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

(2b)

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 following school districts:

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 Department of Educational Leadership, 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:

- 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

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 _____

UW Supervisor Signature _____

Internship Plan

1. Before starting the internship, arrange a time to meet/conference call with your mentors and 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 (1-2 pages) should include the activities/projects you will complete during the internship and indicate how these activities will cover the 6 ELCC standards.

A: Self Assessment – Pre- internship for District Level Internship Experience

Please complete this at the beginning of your internship. The following 39 items describe knowledge, skills, and dispositions that may be present in University of Wyoming, Department of Educational Leadership interns. Please place a checkmark to indicate the extent you feel prepared in each of the following areas was using a scale from 1 to 5, where 1=not well prepared and 5=very well prepared.

Intern name:						
Element	Descriptor	1	2	3	4	5
1.1	1. Work with a board of education to develop a school vision that supports success of all students, including diverse learners.					
1.2	2. Use data-based research strategies that are focused on student learning to inform the vision.					
1.2	3. Communicate the vision to school boards, staff, parents, community and stakeholders.					
1.3	4. Plan programs that build a shared commitment to the district’s vision.					
1.4	5. Align administrative policies and practices to implement a district’s vision.					
1.5	6. Understand the research required to assess progress toward a district’s vision.					
2.1	7. Use assessment to capitalize on the benefits that diversity brings to the school community to meet the learning needs of all students.					
2.2	8. Use quantitative and qualitative data and methods to develop a long-range plan that assesses district improvement.					
2.2	9. Use technology to enrich curriculum and to enrich district curriculum and instruction.					
2.3	10. Assist school and district personnel in understanding and applying best practices for student learning.					
2.3	11. Understand the use of appropriate research based strategies to profile student performance in a district.					
2.4	12. Use strategies that help form comprehensive professional growth plans for district and school personnel and that reflect commitment to life-long learning and best practices.					
3.1	13. Use financial and human resources in a way that promotes student achievement.					
3.1	14. Apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.					
3.2	15. Involve staff in setting priorities using needs assessment, research-based data, and group process skills to better communicate in an effort to align resources with the district vision.					
3.2	16. Develop a plan to promote and support collaboration of community and district personnel					
3.3	17. Use problem-solving skills and knowledge of strategic planning in the effective use of resources that focus on teaching and learning.					
3.3	18. Creatively seek new resources to facilitate and improve learning.					
4.1	19. Facilitate planning of programs that bring together resources of families and the community to positively affect student learning.					

Element	Descriptor	1	2	3	4	5
4.1	20. Collaborate with families and community members.					
	21. Develop methods of outreach aimed at various business organizations.					
	22. Involve families and other stakeholders in district decision-making processes.					
	23. Collaborate with community agencies to integrate health, social, and other services.					
4.2	24. Use appropriate assessment strategies and research methods to accommodate diverse school and community dynamics.					
	25. Provide leadership to programs serving students with special and exceptional needs.					
4.3	26. Use school resources and social service agencies to serve the community.					
	27. Interact with individuals and groups that represent differing perspectives.					
5.1	28. Show respect for the rights of others with regard to confidentiality and dignity.					
5.2	29. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.					
5.3	30. Make and explain decisions based on ethical and legal principles.					
6.1	31. Use research to improve district operations.					
	32. Understand how poverty and other disadvantages affect families and their children's learning					
	33. Understand and apply laws that affect districts, particularly those that provide educational and social opportunities.					
	34. Explain the system for financing public schools and how it affects the equitable distribution of educational opportunities within a district.					
	35. Demonstrate the ability to work with political leaders at all levels.					
6.2	36. Engage with students, parents, school board, and others to advocate for adopting improved policies.					
	37. Demonstrate an understanding of the larger political, social, economic, legal, and cultural context by developing activities that benefit the district.					
6.3	38. Demonstrate an understanding of how to communicate with local, state, and federal authorities to advocate for improved policies and laws.					
	39. Advocate for policies and programs that promote equitable learning opportunities and success for all students.					

(Response scale: 1 to 5 where 1 = not well prepared, 5 = very well prepared)

B: Self Assessment – Post- internship for District Level Internship Experience

Please complete this at the end of your internship. The following 39 items describe knowledge, skills, and dispositions that may be present in University of Wyoming, Department of Educational Leadership interns. Please place a checkmark to indicate the extent you feel prepared in each of the following areas was using a scale from 1 to 5, where 1=not well prepared and 5=very well prepared.

Intern name						
Element	Descriptor	1	2	3	4	5
1.1	1. Work with a board of education to develop a school vision that supports success of all students, including diverse learners.					
1.2	2. Use data-based research strategies that are focused on student learning to inform the vision.					
1.2	3. Communicate the vision to school boards, staff, parents, community and stakeholders.					
1.3	4. Plan programs that build a shared commitment to the district's vision.					
1.4	5. Align administrative policies and practices to implement a district's vision.					
1.5	6. Understand the research required to assess progress toward a district's vision.					
2.1	7. Use assessment to capitalize on the benefits that diversity brings to the school community to meet the learning needs of all students.					
2.2	8. Use quantitative and qualitative data and methods to develop a long-range plan that assesses district improvement.					
2.2	9. Use technology to enrich curriculum and to enrich district curriculum and instruction.					
2.3	10. Assist school and district personnel in understanding and applying best practices for student learning.					
2.3	11. Understand the use of appropriate research based strategies to profile student performance in a district.					
2.4	12. Use strategies that help form comprehensive professional growth plans for district and school personnel and that reflect commitment to life-long learning and best practices.					
3.1	13. Use financial and human resources in a way that promotes student achievement.					
3.1	14. Apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.					
3.2	15. Involve staff in setting priorities using needs assessment, research-based data, and group process skills to better communicate in an effort to align resources with the district vision.					
3.2	16. Develop a plan to promote and support collaboration of community and district personnel					
3.3	17. Use problem-solving skills and knowledge of strategic planning in the effective use of resources that focus on teaching and learning.					
3.3	18. Creatively seek new resources to facilitate and improve learning.					
4.1	19. Facilitate planning of programs that bring together resources of families and the community to positively affect student learning.					

	Element	1	2	3	4	5
4.1	20. Collaborate with families and community members.					
	21. Develop methods of outreach aimed at various business organizations.					
	22. Involve families and other stakeholders in district decision-making processes.					
	23. Collaborate with community agencies to integrate health, social, and other services.					
4.2	24. Use appropriate assessment strategies and research methods to accommodate diverse school and community dynamics.					
	25. Provide leadership to programs serving students with special and exceptional needs.					
4.3	26. Use school resources and social service agencies to serve the community.					
	27. Interact with individuals and groups that represent differing perspectives.					
5.1	28. Show respect for the rights of others with regard to confidentiality and dignity.					
5.2	29. Combine impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.					
5.3	30. Make and explain decisions based on ethical and legal principles.					
6.1	31. Use research to improve district operations.					
	32. Understand how poverty and other disadvantages affect families and their children's learning					
	33. Understand and apply laws that affect districts, particularly those that provide educational and social opportunities.					
	34. Explain the system for financing public schools and how it affects the equitable distribution of educational opportunities within a district.					
	35. Demonstrate the ability to work with political leaders at all levels.					
6.2	36. Engage with students, parents, school board, and others to advocate for adopting improved policies.					
	37. Demonstrate an understanding of the larger political, social, economic, legal, and cultural context by developing activities that benefit the district.					
6.3	38. Demonstrate an understanding of how to communicate with local, state, and federal authorities to advocate for improved policies and laws.					
	39. Advocate for policies and programs that promote equitable learning opportunities and success for all students.					

(Response scale: 1 to 5 where 1 = not well prepared, 5 = very well prepared)

C Mentor and Supervisor Evaluation for District Level Internship Experience

Intern: Please provide each of your 2 district mentors with an envelope for return, stamped and addressed to Tiffany Le Gal, School of Counseling, Leadership, Advocacy, & Design, Dept. 3374, 1000 E University Avenue, Laramie, WY 82070. Or email it to tlegal@uwyo.edu.

The following 39 items describe knowledge, skills, and dispositions that may be present in University of Wyoming, Department of Educational Leadership interns. Please rate the degree to which you believe the intern was prepared after completing the internship in each of the following areas using a scale from 1 to 5, where 1=not well prepared and 5=very well prepared. If you saw no evidence of preparation in a particular area, please check the box labeled NA (not applicable).

Intern Name _____ Mentor Name _____

Element	Descriptor	1	2	3	4	5	NA
1.1	1. Work with a board of education to develop a school vision that supports success of all students, including diverse learners.						
1.2	2. Use data-based research strategies that are focused on student learning to inform the vision.						
	3. Communicate the vision to school boards, staff, parents, community and stakeholders.						
1.3	4. Plan programs that build a shared commitment to the district's vision.						
1.4	5. Align administrative policies and practices to implement a district's vision.						
1.5	6. Understand the research required to assess progress toward a district's vision.						
2.1	7. Use assessment to capitalize on the benefits that diversity brings to the school community to meet the learning needs of all students.						
2.2	8. Use quantitative and qualitative data and methods to develop a long-range plan that assesses district improvement.						
	9. Use technology to enrich curriculum and to enrich district curriculum and instruction.						
2.3	10. Assist school and district personnel in understanding and applying best practices for student learning.						
	11. Understand the use of appropriate research based strategies to profile student performance in a district.						
2.4	12. Use strategies that help form comprehensive professional growth plans for district and school personnel and that reflect commitment to life-long learning and best practices.						
3.1	13. Use financial and human resources in a way that promotes student achievement.						
	14. Apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.						
3.2	15. Involve staff in setting priorities using needs assessment, research-based data, and group process skills to better communicate in an effort to align resources with the district vision.						
	16. Develop a plan to promote and support collaboration of community and district personnel						

Element	Descriptor	1	2	3	4	5
3.3	17. Use problem-solving skills and knowledge of strategic planning in the effective use of resources that focus on teaching and learning.					
	18. Creatively seek new resources to facilitate and improve learning.					
4.1	19. Facilitate planning of programs that bring together resources of families and the community to positively affect student learning.					
	20. Collaborate with families and community members.					
	21. Develop methods of outreach aimed at various business organizations.					
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	23. Collaborate with community agencies to integrate health, social, and other services.					
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6.2	36. Engage with students, parents, school board, and others to advocate for adopting improved policies.					
	37. Demonstrate an understanding of the larger political, social, economic, legal, and cultural context by developing activities that benefit the district.					
6.3	38. Demonstrate an understanding of how to communicate with local, state, and federal authorities to advocate for improved policies and laws.					
	39. Advocate for policies and programs that promote equitable learning opportunities and success for all students.					

(Response scale: 1 to 5 where 1 = not well prepared, 5 = very well prepared)

Internship Summary and Reflection

Please provide a 5-6 page written summary of the activities/ projects that you completed during your internship. Relate the activities to the 6 ELCC standards.

Set out the activities in the following format

Approach: Brief description of the activity completed to meet the standard identified.

Deployment: Description of the experience associated with completing the activity to include details and resources used to complete the activity

Evaluation/reflection: Report outcomes, how results were measured, and reflect on the experience, and on what you learned about district leadership and yourself as a leader

Use the following rubric (next page) as a guide

Internship Activities/Project Assessment Rubric

	4 Distinguished	3 Proficient	2 Basic	1 Unacceptable
Approach Brief description of the activity completed to meet the standard	All required activities meet the standard and exceed expectations	All required activities meet the standard	Some of the required activities do not meet the standard and need to be revised	Unacceptable: Many of the activities do not meet the standard
Deployment Description of the experience associated with completing the activity to include details and resources used to complete the activity	Describes all experiences in detail to include resources used to complete each activity – description exceeds expectations	Describes all experiences in detail to include resources used to complete each activity	Describes some experiences in detail to include resources used to complete each activity – activities not meeting expectations need to be revised	Unacceptable: Many experiences need to be revised
Evaluation/Reflection Reports outcomes, how results were measured, and reflects on the experience	Reports outcomes of each activity, how results were measured, and reflects on experience- exceeds expectations	Reports outcomes of each activity, how results were measured, and reflects on experience	Reports some outcomes, results, and reflects little on experience – evaluations not meeting expectations need to be revised	Unacceptable: Evaluation of many activities does not meet expectations

This rubric is used for each of the six standards.