

**DIVISION OF EDUCATIONAL ADMINISTRATION  
SCHOOL OF EDUCATION  
UNIVERSITY OF SOUTH DAKOTA**

**Graduate Internship Program  
EDAD 794 (M.A.) - EDAD 894S (Ed.S.) - EDAD 894D (Ed.D.)  
PK-12 School Principal**

**A. INTRODUCTION**

Putting theory into practice and applying your developing knowledge base are the objectives of the internship experience. All individuals earning a degree in educational administration at the University of South Dakota and desiring administrative licensure must participate in a minimum three-hour internship in their area of licensure under the direction of university faculty and a field supervisor. This internship is to occur within a maximum 12-month period of time and a minimum six-month period of time, and must include activities completed at both the elementary and secondary school settings.

Please remember at all times that:

1. The internship is a professional learning experience that involves much more than observation. It involves active participation in administrative tasks during the internship under the direction of the field supervisor.
2. You are working under the direct supervision of the field site supervisor who, in most cases, is either the building principal or the superintendent of schools. Your field supervisor must hold certification in the area of secondary administration for the state in which they practice. The field site supervisor and the University of South Dakota supervisor are working cooperatively in the administration of the internship program and the supervisor of each intern.
3. Any information you gain about the school system (its problems, its administration, its teachers, its pupils, its parents) is to be treated confidentially and professionally. Such information is to be discussed, in the appropriate context, only with your field site supervisor and the University of South Dakota supervisor.
4. The culminating activity of the internship is the intern's presentation of the leadership portfolio to a panel comprised of a member of the Educational Administration faculty and practitioners from the field. Panel presentations will be arranged by the USD EDAD internship coordinator.

**B. COMPETENCIES FOR THE ADMINISTRATIVE INTERNSHIP**

The Division of Educational Administration has adopted the leadership competencies for the internship developed by the National Policy Board for Educational Administration. The Educational Leadership Constituent Council (ELCC) *Standards for Advanced Programs in Educational Leadership* serve as the knowledge base for the internship. Each student entering the administrative internship program in the Division is expected to engage in a series of field experiences that include elements of each of the six standards and indicators included in this knowledge base. Internship projects selected should be integrated across multiple standards.

**Standard 1: A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a**

**vision of learning that is shared and supported by the school community. (Visionary Leadership)**

1.1.a	Develops a vision of learning for a school that promotes the success of all students.
1.1.b	Base the vision of learning on relevant knowledge and theories, including an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.
1.2.a	Demonstrate the ability to articulate the components of the vision of learning for a school and the leadership processes necessary to implement and support the vision.
1.2.b	Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
1.2.c	Demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories and other activities.
1.3.a	Formulate the initiatives necessary to motivate staff, students, and families to achieve the school's mission.
1.3.b	Develop plans and processes for implementing the vision (e.g. articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
1.4.a	Demonstrate an understanding of the role effective communication skills plays in building a shared commitment to the vision.
1.4.b	Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
1.4.c	Assume stewardship of the vision through various methods.
1.5.a	Demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
1.5.b	Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

**Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Instructional Leadership)**

2.1.a	Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, and socio-economic) of the school community to improve school programs and culture.
2.2.a	Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
2.2.b	Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
2.2.c	Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
2.3.a	Demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
2.3.b	Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
2.3.c	Demonstrate an understanding of how to use appropriate research strategies to promote and environment for improved student achievement.
2.4.a	Design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals,
2.4.b	Demonstrate the ability to use strategies such as observation, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
2.4.c	Develop and implement personal professional growth plans that reflect a commitment to life-long learning.

**Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Organizational Leadership)**

3.1.a	Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management including research and data-driven decision making with attention to indicators of equity, effectiveness and efficiency.
3.1.b	Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
3.1.c	Demonstrate an ability to manage time effectively, and deploy financial and human resources in ways that promote student achievement.
3.2.a	Demonstrate the ability to involve staff in conducting operations and setting priorities using effective and appropriate needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
3.2.b	Demonstrate communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
3.2.c	Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.
3.3.a	Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
3.3.b	Creatively seek new resources to facilitate learning.
3.3.c	Apply and assess current technologies for school management, business procedures and scheduling.

**Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Collaborative Leadership)**

4.1.a	Demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
4.1.b	Demonstrate an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.
4.1.c	Demonstrate the ability to use public information and research-base knowledge of issues and trends to collaborate with families and community members.
4.1.d	Apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships.
4.1.e	Develop various methods of outreach aimed at business, religious, political, and service organizations.
4.1.f	Demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
4.1.g	Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
4.1.h	Develop a comprehensive program of community relations and demonstrate the ability to work with the media.
4.2.a	Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
4.2.b	Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
4.2.c	Provide leadership to programs serving students with special or exceptional needs.
4.2.d	Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.
4.3.a	Demonstrate an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals,
4.3.b	Demonstrate how to use school resources and social service agencies to serve the community.
4.2.c	Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address student problems.

**Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethical Leadership)**

5.1.a	Demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions
5.2.a	Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their dealing with

	others
5.3.a	Make and explain decisions based upon ethical and legal principles

**Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (Political Leadership)**

6.1.a	Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
6.1.b	Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
6.1.c	Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.
6.1.d	Demonstrate and understanding of the policies, laws and regulations enacted by local state and federal authorities that affect schools, especially those that might improve educational and social opportunities
6.1.e	Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools
6.1.f	Demonstrate the ability to analyze and describe the cultural diversity in a school community.
6.1.g	Describe community norms and values and how they relate to the role of the school in promoting social justice.
6.1.h	Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
6.2.a	Demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
6.3.a	Demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws
6.3.b	Apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
6.3.c	Advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

**C. EXPECTATIONS**

Students in the Educational Administration program at the University of South Dakota are expected to complete an internship at the level of endorsement sought. The internship is to be an engaging process that the intern will put into practice skills learned through the classes at the University of South Dakota.

The internship experience is focused on the competency areas noted above. Each intern is expected to demonstrate application of the skills associated with each of the areas. In each licensure area, some experiences are required of all interns while other experiences are selected from a menu of options. Each internship activity is expected to include experiences in a variety of the noted competencies.

A minimum of three semester hours of credit is expected in the administrative internship for the PK-12 endorsement level. ***Please note that the PK-12 internship experience must be divided between an elementary setting and a secondary setting, with the middle school being applicable toward either internship level. A minimum of 60 hours of activity must be accrued at each of these two levels, with the total for the two levels being a minimum of 180 hours. Each credit hour requires a minimum of 60 hours of internship experience. At least several of the required activities must be completed at each setting, with all of the required activities being completed among the two settings.*** The internship experience may include additional credit hours beyond the three to a maximum of six credit hours. It is expected that the internship will occur within one twelve-

month period. Interns are encouraged to identify the required internship hours of other states in which they wish to pursue administrative endorsement.

## **D. INTERNSHIP ACTIVITIES**

Internship activities will consist of two types—required and elective. Interns are expected to complete each of the required activities. A portfolio will be developed to illustrate competency in each of the standards.

### **REQUIRED ACTIVITIES**

1. The intern will maintain a reflective journal included within the portfolio throughout the internship. Each of the events and activities of the internship must be included with both description and reflective analysis. Journal entries are to be done each day the intern participates in the internship experience with amount of time spent in the internship experience noted for that day. Each of the internship activities should be compiled under one or more of the standards described in Part B. The mentor is expected to review and sign the completed journal record. The reflective journal will be recorded as a Microsoft Word document that will be e-mailed to the advisor or designee at least one week prior to the portfolio defense.
2. The intern will conduct a minimum of three staff evaluations (at least one elementary and one secondary) on professional and classified staff (at least one of each) using the district-approved instruments. It should be understood that these evaluations are voluntary activities on the part of the staff evaluated and will not become part of district personnel files. An alternative may include evaluation of student teachers. A copy of the evaluation along with a description of the process is to be shared with the mentor and submitted to the university supervisor.
3. The intern will develop an annual cycle of the mentor's responsibilities noting, in a calendar-like format, what they are, when (and if) they are to be on the School Board agenda, and where on the calendar work direction must be given to ensure completion of that responsibility. The calendar will include tasks and events, timelines, and budgetary planning information.
4. The intern will attend a minimum of three meetings that will include at least one school board meeting and one administrative meeting at the elementary and secondary level. The intern will provide an analysis of the agenda, actions taken by the body, information learned, and reflection on what occurred.
5. Activities – Develop an annual cycle of student activities' programs at the elementary and/or secondary school level. Include extra and co-curricular activities as well as school assemblies and 'spirit' activities. Identify the policies and procedures that apply to each category of activities. Determine the budget and staffing considerations for each group of programs. The intern will develop an overview of the student activity program of the school. This overview will include all activities (athletics, music, speech/drama, academic, and service). The intern will prepare a reflective analysis of the role and management of the school's activity program.
6. Master schedule – The intern will understand the construction of an elementary and/or secondary school master schedule. The intern will append a copy of the school's master schedule and describe the construction of that schedule from the initial steps to final implementation.
7. The intern will shadow a practicing administrator in a school district that is a diverse school culture\* from her or his experiences. The selection of the site for shadowing is to be discussed with your university supervisor. The intern will journal the activities of the shadowing experience and respond to the following reflective questions:

- a. What did you observe that is different from your current school culture?
- b. Describe the differences in the environment in school culture that you observed and your current school culture?
- c. What impact does diversity have on the school culture?
- d. How will this shadowing experience impact your professional practice as a school leader in the future?

***(See Guidelines for Diverse Shadowing Experience)***

8. The intern will follow a school improvement process. The elements in the improvement plan will include:
  - a. vision, mission or goals;
  - b. objectives that the organization must accomplish and put into operation to accomplish the goal;
  - c. tasks and timeline outline;
  - d. the planning process inclusive of internal and external stakeholders and their roles and responsibilities;
  - e. resources available to accomplish the goals.

### **ELECTIVE ACTIVITIES** (Choose one for each hour of internship)

1. Proposal Presentation – Prepare and present a report or proposal to one of the following groups– the school board; the district administrative council; a PTA/PTO group. The report must be done in writing as well as orally during a regular group meeting. Follow and describe the same steps as would be taken if the administrator was preparing the report or making the proposal, analyze what went well or not according to plan, and how you would change things if it all could be done over again.
2. Run a Meeting – Sit in the administrator’s seat conducting all or part of three separate meetings. Set forth in advance what you think should and will happen, analyze after-the-fact what you think did happen, and assess what changes, if any, you would make the next time regarding advance preparation and delivery.
3. Technology Use – Identify ‘state-of-the-art’ use of technology for your school/district, that is, describe what an outside observer would expect to see in a school setting where technology has been given high priority over a ten-year period. Include in this the student outcomes/behaviors that you want to see occurring and how this will enhance student learning. Next develop an evaluation tool or instrument to help you determine the extent to which a given school measures up to this ‘state-of-the-art’ reference point. Finally, apply your instrument to the school/district where you are assigned as an intern, analyze results, and formulate recommendations.
4. Student focused meeting – The intern will attend and provide an analysis of at least three student-focused meetings during the school day. Examples of these meetings can be IEP, TAT, and Student Council. The student will provide a description of the events and a reflection/analysis of the intern’s experiences must be submitted.
5. School Improvement–The intern will serve as a member of the peer review team during a NCA evaluation visit to another school or serve in a leadership capacity for one’s own school. The student will provide a description and an analysis of the intern’s experiences must be submitted.
6. Leadership role – The intern will serve in a leadership capacity for a major committee assignment for the school or district. Examples of this include: curriculum committee, bond issue planning committee, school improvement committee. The student will provide a description, and a

reflection/analysis of the intern's experiences must be submitted along with any reports produced by the committee.

7. Conflict resolution (adult) – The intern will, at minimum, serve as an observer to a situation where the mentor is charged with resolving a conflict between adults. The intern will provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. The intern will analyze the methods used for resolution and make suggestions as to alternate approaches available. If the intern is actively involved in the resolution process, the intern will describe the nature of his/her involvement and the effects of that involvement.
8. Conflict resolution (adult/student) – The intern will, at minimum, serve as an observer to three situations where the mentor is charged with resolving a conflict between an adult and a student, between two students, or with a student charged with violating a school rule. The intern will provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. The intern will analyze the methods used for resolution and make suggestions as to alternate approaches available. If the intern is actively involved in the resolution process, the intern will describe the nature of his/her involvement and the effects of that involvement.
9. Student behavior management – The intern will describe the discipline plan for the school/district and compare that with the plan in effect for 2-3 other schools/ districts. The intern will then construct a discipline plan based on the review of these plans, noting one's own philosophical base, nature of the plan, involvement strategies for the necessary publics, and written proposal to one's superior for adoption of this plan.
10. Community Relations – The intern will serve as the school representative on a major school-community assignment such as school-business partnership, chamber of commerce, police, library, PTA, cooperative board. The intern will describe his/her role as the representative including actions taken by the committee, intern's participation on that committee, and analysis of the committee's work with suggestions for enhancing the school's/district's participation on that committee.
11. Event-coordination – The intern will coordinate a major school-community event such as college night, school carnival, vocational night. The intern will describe the event, the people who were involved in making the event happen, methods of soliciting help in carrying out the event, budget information, sources of necessary funding, and evaluation of the event, with recommendations for the school/district for future events of this nature.
12. Parent-involvement – The intern will review and analyze the degree of parent involvement. From the analysis suggest a plan to increase the amount and degree of engagement of parental involvement in the school/district.
13. Staffing – The intern will work with the principal/superintendent to establish the steps and timelines to determine the number of staff required for all aspects of the building/district program. What are the determining factors used to arrive at the allocations? If increases are projected, what steps will be taken to fill the positions? If decreases are projected, what criteria will be used to make the cuts? What is the plan for maintaining morale during the downsizing?
14. Hot Spots – Identify five 'hot spots' in the school/district where controversy has a high probability of surfacing. Title all five and list in your report. Write an up to one page summary of each, identifying what steps, if any, can be taken to reduce the likelihood of such controversy. Identify what course of action should be followed in the event such controversy arises in spite of all efforts to the contrary.

15. Community Presentation – Prepare a speech (motivational or informational) on some aspect of education and give it to a group in the community such as an awards assembly audience, parent group, athletic recognition, or student assembly. Identify sensitive issues in advance and analyze the effectiveness of the presentation and what you would change the next time.
16. Instructional Styles – Select a cross-section of five teachers at random from the teacher population of the building/district. Do a walk-through observation 3 times within one class period for each teacher, noting the instructional strategy, which is being utilized at that time. Categorize the variety of instructional strategies observed according to learning styles addressed through each. Analyze the data and make recommendations addressing implementation strategies to ensure equity in educational opportunity.
17. Personnel Selection – Write a posting for a vacant licensed position. Participate in the screening of applicants. Identify the stakeholder groups who will be represented on the interview committee and write your reason(s) for including each of them. Propose not less than 10 interview questions. Indicate what sort of answers you will be looking for and the reasons for those types of answers. Also, identify subjects about which questions may not be asked. Prepare a rating scale for candidate comparison.
18. Innovations – Gather and analyze data to identify building/district needs for extended learning programs (e.g. summer school, extended day) to address remediation and reinforcement concerns. Design a plan to meet those needs. Analyze the political implications and the financial requirements of such a plan including the ramifications for staffing, transportation, and facilities.
19. Assessment – Select one of the standardized assessments used in your school/district. Disaggregate the data and analyze the results. What natural groups sort out? What common characteristics define the groups? What generalizations about student achievement within the groups can be drawn and defended based on the data? What policy, procedure, and program adjustments would you recommend based on the data? How would you communicate the analysis results and the recommendations to your staff, central office administration, the school board, and the community?
20. Physical Plant Health and Safety – List no less than ten external health and safety issues that must be addressed on school property (for example, playground equipment, bus loading, traffic patterns, signage). List no less than ten inside-the-school building health and safety issues (for example, blind spots in supervision, bathrooms, air quality, traffic patterns). From each list of ten, select five that theoretically need to be changed, identify the district personnel who need to be involved, and cite the procedures that must be followed to facilitate the change. Differentiate the processes used for emergency versus routine changes.
21. Facilitating Change – Design a model (building level, multi-building, district wide) to structure teamwork time for staff that facilitates ongoing curriculum planning, implementation of strategies, or staff development. Analyze the contractual and internal political implications and considerations of your model.
22. Professionalism – Join the state organization associated with your administrative post. Study the services your organization offers and note how they may be accessed. Participate in at least two of the following: statewide and/or division meetings, seminars or workshops sponsored by the association. Provide a summary of each of these activities.
23. Auxiliary Services – Select one situation in which the administrator must work with an auxiliary provider and/or supervisor to resolve conflicts or implement related services. Some examples are food service, custodial, special education, police liaison, community education, and transportation. Analyze the internal political implications and considerations of the situation and its resolution.

24. Special Education – Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or moving to the next level of education? What are the policies, procedures, and attitudes that the parent has found helpful in working with the school to meet the child's needs? What are the policies, procedures, or attitudes that the parent has encountered that have made it difficult for the parent and child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in dealing with special education students. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, the budget, space allocation in the physical plant, transportation, scheduling, and public relations.
25. Choice Project – Carry out a proposal or project developed in conjunction with the principal/superintendent that will serve building/district purposes, do the leg-work involved, and carry out an evaluation as appropriate. The University coordinator must approve the above in advance.

**University of South Dakota**  
**Division of Educational Administration**  
**Elementary/Secondary/PK-12 Principal Internship**  
**Field-based Supervisor Assessment**

Intern's Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Listed below are the ELLC Standards and Elements for candidates for PK-12 principal certification. Below each Element is a set of statements that describe specific activities within that Element. Based on your observations, please use the following scale to rate the intern on each element and overall standard.*

<b>3</b>	<b>Area of Significant Strength:</b>	The intern demonstrated extensive knowledge and/or skills related to this element as evidenced through completion of all or most of the associated behavioral indicators.
<b>2</b>	<b>Area of Moderate Strength:</b>	The intern demonstrated some degree of knowledge and/or skills related to this element as evidenced through completion of some of the associated behavioral indicators.
<b>1</b>	<b>Area Needing Further Development:</b>	The intern failed to demonstrate knowledge and/or skills related to this element as evidenced through completion of none / few of the associated behavioral indicators.
<b>NA</b>	<b>Not Observed/ Not Applicable:</b>	You did not have the opportunity to observe the intern's knowledge and/or skills related to this element or this element was not applicable to the intern's experience

*Evidence: For each Element that you rate you will need to provide evidence for your rating. Evidence will be a brief listing or description of the activities or experiences that support your numerical rating for that Element.*

<b>Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of district vision of learning supported by the school community.</b>				
<b>1.1 Develops a Vision</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Develops a vision of learning for a school that promotes the success of all students.</li> <li>• Bases the vision of learning on relevant knowledge and theories, including an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</li> </ul> <p><i>Evidence:</i></p>				
<b>1.2 Articulates a Vision</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to articulate the components of the vision of learning for a school and the leadership processes necessary to implement and support the vision</li> <li>• Uses data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</li> <li>• Demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories and other activities.</li> </ul> <p><i>Evidence:</i></p>				
<b>1.3 Implements a Vision</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Develops plans and processes for implementing the vision (e.g. articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</li> <li>• Formulates the initiatives necessary to motivate staff, students, and families to achieve the school's mission.</li> </ul> <p><i>Evidence:</i></p>				
<b>1.4 Stewards a Vision</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates understandings of the role effective communication skills play in building a shared commitment to the vision.</li> </ul>				

- Designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
- Assumes stewardship of the vision through various methods

*Evidence:*

**1.5 Promotes Community Involvement in the Vision** **3**      **2**      **1**      **NA**

- Demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts.
- Acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.

*Evidence:*

**Overall Rating for Standard 1.0** **3**      **2**      **1**      **NA**

**Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

**2.1 Promotes Positive School Culture** **3**      **2**      **1**      **NA**

- Assesses school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, and socio-economic) of the school community to improve school programs and culture.

*Evidence:*

**2.2 Provides Effective Instructional Program** **3**      **2**      **1**      **NA**

- Demonstrates the ability to facilitate activates that apply principles of effective instruction to improve instructional practices and curricular materials.
- Demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- Demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

*Evidence:*

**2.3 Applies Best Practice to Student Learning** **3**      **2**      **1**      **NA**

- Demonstrates the ability to assist school personnel in understanding and applying best practices for student learning.
- Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- Demonstrates an understanding of how to use appropriate research strategies to promote and environment for improved student achievement.

*Evidence:*

**2.4 Designs Comprehensive Professional Growth Plans** **3**      **2**      **1**      **NA**

- Designs and demonstrates an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- Demonstrates the ability to use strategies such as observation, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
- Develops and implements personal professional growth plans that reflect a commitment to life-long learning.

*Evidence:*

<b>Overall Rating for Standard 2.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>				
<b>3.1 Manages the Organization</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management including research and data-driven decision making with attention to indicators of equity, effectiveness and efficiency.</li> <li>• Develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</li> <li>• Demonstrates an ability to manage time effectively, and deploy financial and human resources in ways that promote student achievement.</li> </ul> <p><i>Evidence:</i></p>				
<b>3.2 Manages Operations</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to involve staff in conducting operations and setting priorities using effective and appropriate needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</li> <li>• Demonstrates communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</li> <li>• Demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</li> </ul> <p><i>Evidence:</i></p>				
<b>3.3 Manages Resources</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</li> <li>• Creatively seeks new resources to facilitate learning</li> <li>• Applies and assesses current technologies for school management, business procedures and scheduling.</li> </ul> <p><i>Evidence:</i></p>				
<b>Overall Rating for Standard 3.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b>				
<b>4.1 Collaborates with Families and Other Community Members</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.</li> <li>• Demonstrates an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</li> <li>• Demonstrates the ability to use public information and research-base knowledge of issues and trends to collaborate with families and community members.</li> </ul>				

- Applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- Develops various methods of outreach aimed at business, religious, political, and service organizations.
- Demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- Demonstrates the ability to collaborate with community agencies to integrate health, social, and other services.
- Develops a comprehensive program of community relations and demonstrate the ability to work with the media.

*Evidence:*

**4.2 Responds to Community Interests and Needs** **3** **2** **1** **NA**

- Demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- Demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- Provides leadership to programs serving students with special or exceptional needs.
- Demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

*Evidence:*

**4.3 Mobilizes Community Resources** **3** **2** **1** **NA**

- Demonstrates an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals.
- Demonstrates how to use school resources and social service agencies to serve the community.
- Demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address student problems.

*Evidence:*

**Overall Rating for Standard 4.0** **3** **2** **1** **NA**

**Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

**5.1 Acts with Integrity** **3** **2** **1** **NA**

- Respects the rights of others with regard to confidentiality and dignity and engage in honest interactions.

*Evidence:*

**5.2 Acts Fairly** **3** **2** **1** **NA**

- Able to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others.

*Evidence:*

**5.3 Acts Ethically** **3** **2** **1** **NA**

- Makes and explains decisions based upon ethical and legal principles.

*Evidence:*

<b>Overall Rating for Standard 5.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
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**Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

<b>6.1 Understands the Larger Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
---	----------	----------	----------	-----------

- Demonstrates an understanding of the policies, laws and regulations enacted by local, state, and federal authorities affecting a specific district.
- Demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- Demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.
- Demonstrates an understanding of the policies, laws and regulations enacted by local state and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- Demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
- Demonstrates the ability to analyze and describe the cultural diversity in a school community.
- Describes community norms and values and how they relate to the role of the school in promoting social justice.
- Demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

*Evidence:*

<b>6.2 Responds to the Larger Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
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- Demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

*Evidence:*

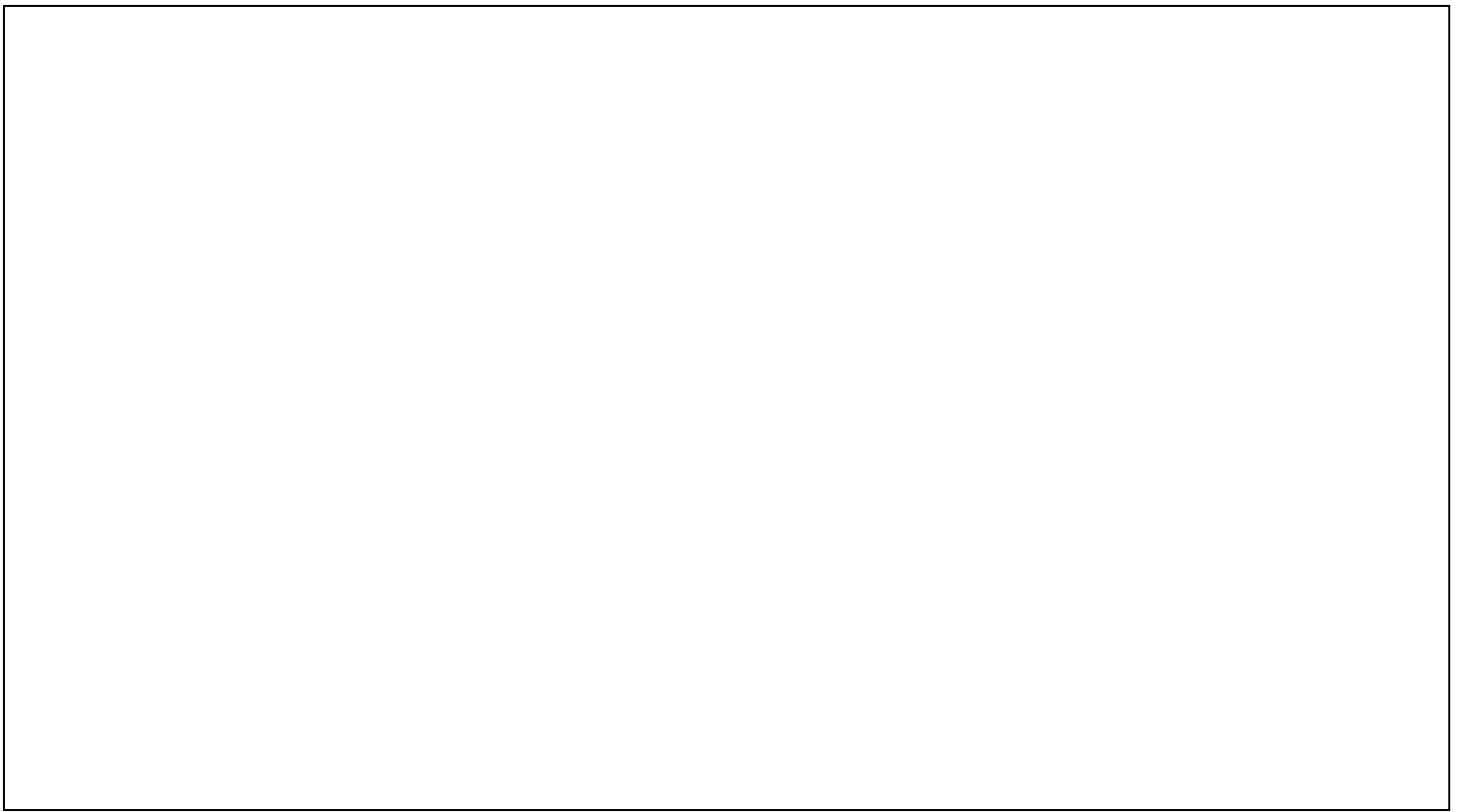
<b>6.3 Influences the Larger Context</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
--	----------	----------	----------	-----------

- Demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- Applies their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
- Advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

*Evidence:*

<b>Overall Rating for Standard 6.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
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**COMMENTS:**



**University of South Dakota**  
**Division of Educational Administration**  
**Elementary/Secondary/PK-12 Principal Internship**  
**Self-Assessment**

Intern's Name: \_\_\_\_\_

School District: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Listed below are the ELLC Standards and Elements for candidates for PK-12 principal certification. Below each Element is a set of statements that describe specific activities within that Element. Based on your internship experience, rate yourself on each of the Elements (by circling the number that best represents your experience).

<b>3</b>	<b>Substantial Experience:</b>	You were able to experience this element frequently during the internship.
<b>2</b>	<b>Moderate Experience:</b>	You had an opportunity to work with this element intermittently in the internship.
<b>1</b>	<b>Limited Experience:</b>	You had one or two occasions to work with this element during the internship.
<b>NA</b>	<b>No Experience/ Not Applicable:</b>	There was not an opportunity to work with this element during the internship.

**Evidence:** For each Element that you rate you will need to provide evidence for your rating. Evidence will be a brief listing or description of the activities or experiences that support your numerical rating for that Element.

**Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of district vision of learning supported by the school community.**

**1.1 Develop a Vision** **3      2      1      NA**

- Develops a vision of learning for a school that promotes the success of all students.
- Base the vision of learning on relevant knowledge and theories, including an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

**Evidence:**

**1.2 Articulate a Vision** **3      2      1      NA**

- Demonstrate the ability to articulate the components of the vision of learning for a school and the leadership processes necessary to implement and support the vision
- Use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- Demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories and other activities.

**Evidence:**

**1.3 Implement a Vision** **3      2      1      NA**

- Develop plans and processes for implementing the vision (e.g. articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
- Formulate the initiatives necessary to motivate staff, students, and families to achieve the school's mission.

**Evidence:**

**1.4 Steward a Vision** **3      2      1      NA**

- Demonstrate understandings of the role effective communication skills play in building a shared commitment to the vision.

- Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
- Assume stewardship of the vision through various methods

*Evidence:*

**1.5 Promote Community Involvement in the Vision** **3** **2** **1** **NA**

- Demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
- Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

*Evidence:*

**Overall Rating for Standard 1.0** **3** **2** **1** **NA**

**Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

**2.1 Promote Positive School Culture** **3** **2** **1** **NA**

- Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, and socio-economic) of the school community to improve school programs and culture.

*Evidence:*

**2.2 Provide Effective Instructional Program** **3** **2** **1** **NA**

- Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

*Evidence:*

**2.3 Apply Best Practice to Student Learning** **3** **2** **1** **NA**

- Demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- Demonstrate an understanding of how to use appropriate research strategies to promote and environment for improved student achievement.

*Evidence:*

**2.4 Design Comprehensive Professional Growth Plans** **3** **2** **1** **NA**

- Design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- Demonstrate the ability to use strategies such as observation, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
- Develop and implement personal professional growth plans that reflect a commitment to life-long learning.

*Evidence:*

<b>Overall Rating for Standard 2.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>				
<b>3.1 Manage the Organization</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management including research and data-driven decision making with attention to indicators of equity, effectiveness and efficiency.</li> <li>• Develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</li> <li>• Demonstrate an ability to manage time effectively, and deploy financial and human resources in ways that promote student achievement.</li> </ul> <p><i>Evidence:</i></p>				
<b>3.2 Manage Operations</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrate the ability to involve staff in conducting operations and setting priorities using effective and appropriate needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</li> <li>• Demonstrate communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</li> <li>• Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</li> </ul> <p><i>Evidence:</i></p>				
<b>3.3 Manage Resources</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</li> <li>• Creatively seek new resources to facilitate learning</li> <li>• Apply and assess current technologies for school management, business procedures and scheduling.</li> </ul> <p><i>Evidence:</i></p>				
<b>Overall Rating for Standard 3.0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<b>Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b>				
<b>4.1 Collaborate with Families and Other Community Members</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</li> <li>• Demonstrate an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</li> <li>• Demonstrate the ability to use public information and research-base knowledge of issues and trends to collaborate with families and community members.</li> <li>• Apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communication theory to create frameworks for school, family, business, community, government, and higher education</li> </ul>				

partnerships.

- Develop various methods of outreach aimed at business, religious, political, and service organizations.
- Demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- Develop a comprehensive program of community relations and demonstrate the ability to work with the media.

*Evidence:*

**4.2 Respond to Community Interests and Needs**

**3**

**2**

**1**

**NA**

- Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- Provide leadership to programs serving students with special or exceptional needs.
- Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

*Evidence:*

**4.3 Mobilize Community Resources**

**3**

**2**

**1**

**NA**

- Demonstrate an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals.
- Demonstrate how to use school resources and social service agencies to serve the community.
- Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address student problems.

*Evidence:*

**Overall Rating for Standard 4.0**

**3**

**2**

**1**

**NA**

**Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

**5.1 Acts with Integrity**

**3**

**2**

**1**

**NA**

- Respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

*Evidence:*

**5.2 Acts Fairly**

**3**

**2**

**1**

**NA**

- Ability to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others.

*Evidence:*

**5.3 Acts Ethically**

**3**

**2**

**1**

**NA**

- Make and explain decisions based upon ethical and legal principles.

*Evidence:*

**Overall Rating for Standard 5.0**

**3**

**2**

**1**

**NA**

**Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**6.1 Understand the Larger Context**

**3**

**2**

**1**

**NA**

- Demonstrate an understanding of the policies, laws and regulations enacted by local, state, and federal authorities affecting a specific district.
- Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.
- Demonstrate an understanding of the policies, laws and regulations enacted by local state and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
- Demonstrate the ability to analyze and describe the cultural diversity in a school community.
- Describe community norms and values and how they relate to the role of the school in promoting social justice.
- Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

*Evidence:*

**6.2 Respond to the Larger Context**

**3**

**2**

**1**

**NA**

- Demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

*Evidence:*

**6.3 Influence the Larger Context**

**3**

**2**

**1**

**NA**

- Demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- Apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
- Advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

*Evidence:*

**Overall Rating for Standard 6.0**

**3**

**2**

**1**

**NA**

**COMMENTS:**



**University of South Dakota  
Division of Educational Administration  
Administrative Internship  
Diversity Experience Guidelines & Assessment**

Intern's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site of Diversity Experience: \_\_\_\_\_

**Explanation:** The intern will shadow a practice administrator in a school district that is a diverse school culture\* from her or his experiences. The selection of the site for shadowing is to be discussed with your university supervisor. This shadowing experience must be for at least one half day or 4 hours.

**\*Diverse School Culture:** The shadowing experience should provide the intern with a diverse experience from their current professional practices and experience. Diverse school culture could include; school size, racial composition, ethnicity, socio economic status, students with disabilities, English language learners, etc.

The intern will detail the activities of the shadowing experience in the reflective journal and respond to the following questions:

- a. What did you observe that is different from your current school culture?
- b. Describe the differences in the environment in school culture that you observed and your current school culture?
- c. What impact does diversity have on the school culture?
- d. How will this shadowing experience impact your professional practice as a school leader in the future?

**Assessment:** The diversity shadowing experience will be evaluated as part of the written portfolio and also the portfolio presentation. The following section on the written portfolio rubrics will be utilized by the university supervisor to evaluate the diversity shadowing experience:

**The intern completed a four hour diversity shadowing experience and the reflective questions related to that experience:**

<b>0</b>	The written description of the diverse shadowing experience and the responses to the reflective questions (or the lack of a written description and responses) indicate the intern did not attempt to meet the intent this required activity.
<b>1</b>	The written description of the diverse shadowing experience and the responses to the reflective questions indicate the intern attempted but did not fully meet the intent this required activity. There is little evidence that the intern developed insight into understanding diverse learners and communities.
<b>2</b>	The written description of the diverse shadowing experience and the responses to the reflective questions indicate the intern fulfilled this required activity adequately. There is evidence that the intern has made some connections to the understanding diverse learners and communities.
<b>3</b>	The written description of the diverse shadowing experience and the responses to the reflective questions was thorough and provided a clear picture that the experience enhanced the interns appreciation and respect for diverse learners. The intern provides insightful reflections and clear connections to the complexities of diverse communities.

## EDAD INTERNSHIP APPLICATION FORM

**Instructions:** Please arrange a meeting with your program advisor and obtain the internship packet. Complete the internship application form in conference with your advisor. Return this application form to the EDAD Division Office or your advisor. The application form should be returned one week prior to the beginning of the semester or summer session.

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone (Work) \_\_\_\_\_ (Home) \_\_\_\_\_

E-mail address \_\_\_\_\_

Degree Program:

M.A.

Ed.S.

Ed.D.

Program Option:

Elementary Principal

Secondary Principal

PK-12 Principal

Superintendent.

SPED Director

Curriculum Director

Semester:

Fall

Spring

Summer

Internship:

EDAD 794 (M.A.)

EDAD 894S (Ed.S.)

EDAD 894D (Ed.D.)

Semester Hours: \_\_\_\_\_ Program Advisor: \_\_\_\_\_

**Where will you complete the internship? Please identify the field supervisor, their highest degree earned, their licensure information and the school or agency, address, and telephone. If you will be interning at several sites, list all of them.**

1. Name \_\_\_\_\_ Highest Degree Earned \_\_\_\_\_

School District \_\_\_\_\_ Building \_\_\_\_\_

School Address \_\_\_\_\_

Telephone (Field Supervisor) \_\_\_\_\_

Licensure Information \_\_\_\_\_ Source \_\_\_\_\_

2. Name \_\_\_\_\_ Highest Degree Earned \_\_\_\_\_

School District \_\_\_\_\_ Building \_\_\_\_\_

School Address \_\_\_\_\_

Telephone (Field Supervisor) \_\_\_\_\_

Licensure Information \_\_\_\_\_ Source \_\_\_\_\_

Internship dates:\* Begin \_\_\_\_\_ End \_\_\_\_\_

(\*Internship must span 6 calendar months)

Site for Diverse Shadowing Experience\*: \_\_\_\_\_

(\*See Diverse Shadowing Experience Guidelines for further explanation)