

**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.)
Director of Special Education**

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 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 12-month period of time.

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 director of special education, building principal or the superintendent of schools. 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)

1.1a	Develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
1.1b	Base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
1.1c	Use data-driven research strategies to create a vision that takes into account the diversity of learners in a district.
1.1d	Demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
1.2a	Demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
1.2b	Demonstrate the ability to use data-driven 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, students and family demographic data, and an analysis of community needs.
1.2c	Demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, stories and other activities.
1.3a	Demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
1.3b	Candidates design research-based processes to effectively implement a district vision throughout an entire school district community.
1.4a	Demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
1.4b	Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
1.5a	Demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization 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)

2.1a	Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
2.2a	Demonstrate an understanding of a variety of instructional research methodologies and can analyze the compare strengths and weaknesses of each method
2.2b	Able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
2.2c	Demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
2.2d	Demonstrate the ability to allocate and justify resources to sustain the instructional program.
2.3a	Demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
2.3b	Demonstrate an ability to assist school and district personnel in understanding and applying best practices for students learning.
2.3c	Understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
2.3d	Understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.
2.4a	Demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
2.4b	Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
2.4c	Develop personal professional growth plans that reflect commitment to life-long learning and best practices.

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)

3.1a	Demonstrate the ability to use research-based knowledge of learning, teaching, student development. Organizational development, and data management to optimize learning for all students.
3.1b	Demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
3.1c	Demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
3.1d	Demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
3.1e	Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.
3.2a	Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
3.2b	Can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
3.2c	Develop staff communication plans for integrating district's schools and divisions.
3.2d	Develop a plan to promote and support community collaboration among district personnel.
3.3a	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 that focuses on teaching and learning.
3.3b	Creatively seek new resources to facilitate learning.
3.3c	Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
3.3d	Apply and assess current technologies for 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)

4.1a	Demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
4.1b	Demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
4.1c	Apply an understanding of community relations models, marketing strategies and processes, Data driven decision making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
4.1d	Demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
4.1e	Demonstrate the ability to involve community members, groups, and other stakeholders in district decisions making, reflecting and understanding of strategies to capitalize on the district's integral role in the larger community.
4.1f	Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.
4.1g	Demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
4.1h	Develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
4.2a	Facilitate and engage in activities that reflect an ability to inform district decision making by collecting and organizing formal and informal information from multiple stakeholders.
4.2b	Demonstrate the ability to promote maximum involvement with, and visibility within the community.
4.2c	Demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
4.2d	Demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

4.2e	Demonstrate the ability to advocate for students with special and exceptional needs.
4.3a	Demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement to solve district problems and accomplish district goals.
4.3b	Demonstrate how to use district resources to the community to solve issues of joint concern.
4.3c	Demonstrate an understanding of way to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging 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)

5.1a	Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2a	Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others.
5.3a	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)

6.1a	Demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
6.1b	Demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.
6.1c	Demonstrate an understanding of the policies, laws and regulations enacted by local, state, and federal authorities affecting a specific district.
6.1d	Can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.
6.1e	Demonstrate the ability to work with political leaders at the local, state, and national level.
6.1f	Can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.
6.1g	Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
6.2a	Demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
6.2b	Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities, and policies that benefit their district and its students.
6.2c	Demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
6.3a	Demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
6.3b	Demonstrate the ability to 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 ten 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 each endorsement level. Each credit hour requires a minimum of 60 hours of internship experience. 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 a maximum of one twelve month period and a minimum of one six 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 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 – particularly as it relates to special education.
3. The intern will attend a minimum of three meetings that will include at least one school board meeting and one state/regional special education or related meeting. The intern will provide an analysis of the agenda, actions taken by the body, information learned, and reflection on what occurred.
4. Community Relations – The intern will observe or participate as a 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.
5. The intern will describe and analyze the budgeting process for the district from planning revenue and expenditure budgets – particularly special education-related items and issues – through the budget's adoption by the school board, and monitoring of the budget through the school year.
6. The intern will develop a reflective analysis on the role of the special education director. This piece will be based on discussion with school board members, field-based mentor, other local special education practitioners, attendance at state/regional meetings for special educators, and reading publications/communications from appropriate organizations.

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 strategic planning process. The elements in the strategic 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. 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.
5. 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.

6. 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.
7. 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.
8. 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?
9. 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.
10. 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.
11. 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 ten 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.
12. 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.
13. 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.

14. 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.
15. Clarifying Job Descriptions – Determine what expectations a cross section of stakeholders* in the school district hold for the position you are serving in the internship. Develop open-ended questions to be asked of these stakeholders. Obtain answers from all stakeholders by one or more of the following means: telephone interviews, written surveys, or in-person interviews. At least three of the interviews must be done in person. Use the same open-ended questions in each case; map out those expectations, which are common to all stakeholder groups and those, which seem to be unique. Identify what the person in this administrative position should and can do to meet these expectations. (*Stakeholders who must be interviewed are: a school board member, a principal and a teacher each school level, a PTO/PTA president, an employee union president, a classified employee, a person who owns and operates a business in the community, a citizen-at-large with no children currently in school, a middle school student, a high school student, a parent of a student—one from each level).
16. 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.
17. 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.
18. 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
Superintendent/SPED Director/Curriculum Director Internship Internship
Field-based Supervisor Assessment

Intern's Name: _____

School District: _____ Date: _____

Directions: Listed below are the ELLC Standards and Elements for candidates for superintendent 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.

3	Area of Significant Strength:	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.
2	Area of Moderate Strength:	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.
1	Area Needing Further Development:	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.
NA	Not Observed/ Not Applicable:	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.

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 Develops a Vision	3	2	1	NA
<ul style="list-style-type: none"> • Works with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. • Bases development of the vision on relevant knowledge and theories applicable to school level leaders applied to a school district context. • Uses data-based research strategies to create a vision that takes into account the diversity of learners in a district. • Uses a district's vision to mobilize additional resources to support the vision. <p><i>Evidence:</i></p>				
1.2 Articulates a Vision	3	2	1	NA
<ul style="list-style-type: none"> • Articulates the components of this vision for a district and the leadership processes necessary to implement and support the vision. • 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. • Demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. <p><i>Evidence:</i></p>				
1.3 Implements a Vision	3	2	1	NA
<ul style="list-style-type: none"> • Plans programs to motivate staff, students, and families to achieve a school district's vision. • Designs research-based processes to effectively implement a district vision throughout an entire school district and community. <p><i>Evidence:</i></p>				

1.4 Stewards a Vision	3	2	1	NA
<ul style="list-style-type: none"> Aligns and, as necessary, redesigns administrative policies and practices required for full implementation of a district vision. Understands the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals. <p><i>Evidence:</i></p>				
1.5 Promotes Community Involvement in the Vision	3	2	1	NA
<ul style="list-style-type: none"> Brings together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. <p><i>Evidence:</i></p>				
Overall Rating for Standard 1.0	3	2	1	NA
<p>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.</p>				
2.1 Promotes Positive School Culture	3	2	1	NA
<ul style="list-style-type: none"> Implements a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. <p><i>Evidence:</i></p>				
2.2 Provides Effective Instructional Program	3	2	1	NA
<ul style="list-style-type: none"> Understands a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. Uses qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. Uses and promotes technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. Able to allocate and justify resources to sustain the instructional program. <p><i>Evidence:</i></p>				
2.3 Applies Best Practice to Student Learning	3	2	1	NA
<ul style="list-style-type: none"> Able to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. Able to assist school and district personnel in understanding and applying best practices for student learning. Applies human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. Uses appropriate research strategies to profile student performance in a district and analyze differences among subgroups. <p><i>Evidence:</i></p>				
2.4 Designs Comprehensive Professional Growth Plans	3	2	1	NA
<ul style="list-style-type: none"> Demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new 				

knowledge and skills in the workplace.

- Able to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Interns develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Evidence:

Overall Rating for Standard 2.0	3	2	1	NA
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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.

3.1 Manages the Organization	3	2	1	NA
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- Able to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
- Demonstrates effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
- Able to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- Able to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. Interns demonstrate an understanding of how to apply legal principles to promote educational equity provide a safe, effective, and efficient facilities.
- Demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.

Evidence:

3.2 Manages Operations	3	2	1	NA
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- Demonstrates the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- Uses appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
- Develops staff communication plans for integrating district's schools and divisions. Interns develop a plan to promote and support community collaboration among district personnel.
- Develop a plan to promote and support community collaboration among district personnel.

Evidence:

3.3 Manages Resources	3	2	1	NA
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- 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 that focuses on teaching and learning. Interns creatively seek new resources to facilitate learning.
- Creatively seeks new resources to facilitate learning.
- Applies an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
- Applies and assesses current technologies for management, business procedures, and scheduling.

Evidence:

Overall Rating for Standard 3.0	3	2	1	NA
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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.

4.1 Collaborates with Families and Other Community Members **3 2 1 NA**

- Able to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
- Able to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.
- Understands community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
- Demonstrates an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
- Able to involve community members, groups, and other stakeholders in decision- making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.
- Demonstrates the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
- Able to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. Interns demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
- Develops and implements strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

Evidence:

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

- Facilitates and engages in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
- Able to promote maximum involvement with, and visibility within the community.
- Able to interact effectively with individuals and groups that reflect conflicting perspectives.
- Able to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
- Able to advocate for students with special and exceptional needs.

Evidence:

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

- Understands and able to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
- Uses district resources to the community to solve issues of joint concern.
- Understands ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging 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 <ul style="list-style-type: none"> Respects the rights of others with regard to confidentiality and dignity and engage in honest interactions. <i>Evidence:</i>	3	2	1	NA
5.2 Acts Fairly <ul style="list-style-type: none"> Demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others. <i>Evidence:</i>	3	2	1	NA
5.3 Acts Ethically <ul style="list-style-type: none"> Makes and explains decisions based upon ethical and legal principles. <i>Evidence:</i>	3	2	1	NA
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 Understands the Larger Context <ul style="list-style-type: none"> Able to use appropriate research methods, theories, and concepts to improve district operations. Understands the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Understands the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. Explains the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. Able to work with political leaders at the local, state, and national level. Interns can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. Able to apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. Espouses positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. <i>Evidence:</i>	3	2	1	NA
6.2 Responds to the Larger Context <ul style="list-style-type: none"> Able to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. Understands the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. Able to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. <i>Evidence:</i>	3	2	1	NA

6.3 Influences the Larger Context**3****2****1****NA**

- Understands how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- Able to 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
Director of Special Education Internship
Self-Assessment

Intern's Name: _____

School District: _____ Date: _____

Directions: Listed below are the ELLC Standards and Elements for candidates for superintendent 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).

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

- Work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
- Base development of the vision on relevant knowledge and theories applicable to school level leaders applied to a school district context.
- Use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
- Use a district's vision to mobilize additional resources to support the vision.

Evidence:

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

- Articulate the components of this vision for a district 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 school boards, 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**

- Plan programs to motivate staff, students, and families to achieve a school district's vision.
- Design research-based processes to effectively implement a district vision throughout an entire school district and community.

Evidence:

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

- Align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
- Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

Evidence:

1.5 Promote Community Involvement in the Vision 3 2 1 NA

- Bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization 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

- Sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Evidence:

2.2 Provide Effective Instructional Program 3 2 1 NA

- Understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
- Use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.
- Use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
- Ability to allocate and justify resources to sustain the instructional program.

Evidence:

2.3 Apply Best Practice to Student Learning 3 2 1 NA

- Ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
- Ability to assist school and district 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.
- Use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Evidence:

2.4 Design Comprehensive Professional Growth Plans 3 2 1 NA

- Knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

- Ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. Interns develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Evidence:

Overall Rating for Standard 2.0	3	2	1	NA
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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.

3.1 Manage the Organization	3	2	1	NA
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- Ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
- Effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
- Ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.
- Ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. Interns demonstrate an understanding of how to apply legal principles to promote educational equity provide a safe, effective, and efficient facilities.
- Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.

Evidence:

3.2 Manage Operations	3	2	1	NA
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- Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
- Use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
- Develop staff communication plans for integrating district's schools and divisions. Interns develop a plan to promote and support community collaboration among district personnel.
- Develop a plan to promote and support community collaboration among district personnel.

Evidence:

3.3 Manage Resources	3	2	1	NA
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- 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 that focuses on teaching and learning. Interns creatively seek new resources to facilitate learning.
- Creatively seek new resources to facilitate learning.
- Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
- Apply and assess current technologies for management, business procedures, and scheduling.

Evidence:

Overall Rating for Standard 3.0	3	2	1	NA
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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.

4.1 Collaborate with Families and Other Community Members **3 2 1 NA**

- Ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
- Ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.
- Understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
- Demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
- Ability to involve community members, groups, and other stakeholders in decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.
- Demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
- Ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. Interns demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
- Develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

Evidence:

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

- Facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
- Ability to promote maximum involvement with, and visibility within the community.
- Ability to interact effectively with individuals and groups that reflect conflicting perspectives.
- Ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
- Ability to advocate for students with special and exceptional needs.

Evidence:

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

- Understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
- Use district resources to the community to solve issues of joint concern.
- Understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging 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 <ul style="list-style-type: none"> • Respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. <i>Evidence:</i>	3	2	1	NA
5.2 Acts Fairly <ul style="list-style-type: none"> • Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others. <i>Evidence:</i>	3	2	1	NA
5.3 Acts Ethically <ul style="list-style-type: none"> • Make and explain decisions based upon ethical and legal principles. <i>Evidence:</i>	3	2	1	NA
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 <ul style="list-style-type: none"> • Ability to use appropriate research methods, theories, and concepts to improve district operations. • Understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. • Understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. • Explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. • Ability to work with political leaders at the local, state, and national level. Interns can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. • Can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. • Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. <i>Evidence:</i>	3	2	1	NA
6.2 Respond to the Larger Context <ul style="list-style-type: none"> • Ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. • Understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. • Ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. <i>Evidence:</i>	3	2	1	NA

6.3 Influence the Larger Context**3****2****1****NA**

- Understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.
- Ability to 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:

0	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.
1	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.
2	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.
3	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, the school or agency, address, and telephone. If you will be interning at several sites, list all of them.

1. Name _____

School District _____ Building _____

School Address _____

Telephone (Field Supervisor) _____

2. Name _____

School District _____ Building _____

School Address _____

Telephone (Field Supervisor) _____

Internship dates:* Begin _____ End _____

(*Internship must span 6 calendar months)

Site for Diverse Shadowing Experience*: _____

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

