

**INTERNSHIP HANDBOOK**

**M.Ed. in Educational Leadership**

**School of Education & Human Services**

**Oakland University**

*Preparing practice-ready school leaders*

*through a mentored & sustained internship*

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**INTERNSHIP MISSION STATEMENT**

M.Ed. in Educational Leadership

School of Education & Human Services

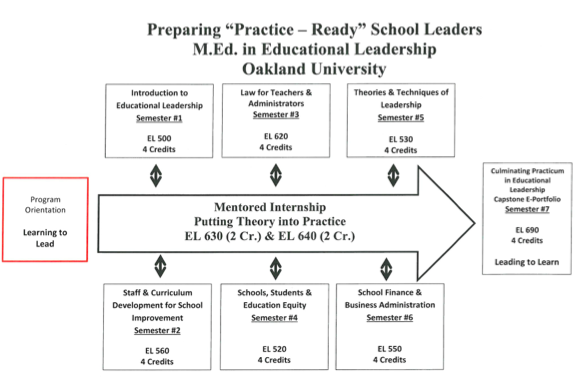
Oakland University

***PREPARING PRACTICE-READY SCHOOL LEADERS***

***THROUGH A MENTORED & SUSTAINED INTERNSHIP***

Our mission at Oakland University is to design, implement and support an internship experience where all candidates have an opportunity to master the knowledge, skill and behavior necessary to improve student achievement in the schools they lead. To the extent that we can, our goal is to prepare school leaders who are ready to assume a leadership position upon graduation and, more importantly, make a difference in their school community. Thus, we aim to prepare graduates who can impact learning outcomes for all students, especially those who are chronically underserved. These same graduates are equally skilled and committed to impacting teaching practice and connecting with families and the larger community.

To accomplish this mission, we have designed the M.Ed. in Educational Leadership program around an extended internship. Unlike traditional programs where candidates take coursework and then complete a limited-term internship experience, candidates enrolled in OU’s M.Ed. in Educational Leadership participate in a sustained and mentored internship that runs the length of the 22-month program. Viewed this way, required coursework should support and extend leadership understandings and skills practiced through the field-based internship. Additionally, each semester candidates have the opportunity to participate in a series of campus-based clinical field experiences.



**MI SCHOOL LEADER STANDARDS**

*In 2012, the Michigan State Board of Education adopted the state-modified Educational Leadership Constituents Council (ELCC) Standards for the explicit purpose of guiding principal preparation programs. The resulting Michigan School Leader Standards are comprised of seven standard areas and thirty elements or sub-standards, which are further divided by content knowledge and performance. Today, all approved school leader preparation programs in Michigan must provide evidence of a standards-based curriculum with standards-aligned performance assessments. In the M.Ed. in Educational Leadership, these standards are used to guide Plans of Work, which outline the internship experience and also serve as a tool for both formative and summative assessments. The intern’s Plan of Work should include planned experiences that involve observing, participating, and leading for each of the standards.*

*A complete guide and description of the standards can be found at*

*[*[*http://www.michigan.gov/documents/mde/Item\_C\_Proposed\_Revision\_of\_the\_MI\_Standards\_for\_Principal\_Preparation\_Board\_Item\_-\_sv\_rev\_2\_27\_13\_413212\_7.pdf*](http://www.michigan.gov/documents/mde/Item_C_Proposed_Revision_of_the_MI_Standards_for_Principal_Preparation_Board_Item_-_sv_rev_2_27_13_413212_7.pdf)*]*

**Standard 1.0** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2 Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

1.5 Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

**Standard 2.0** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand hiring practices of qualified and appropriate certification areas; as well as foster, develop, and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**Standard 3.0** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate teacher instruction, school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**Standard 4.0** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. In so doing, the building level leader ensures effective and ample use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

4.5 Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.0** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self- awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision- making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, advocating for student learning, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

**RESEARCH ON HIGH-QUALITY INTERNSHIPS**

*A quality, rigorous internship that is aligned to the program’s coursework and supervised by experienced and effective school leaders is “critically important to helping principal [candidates] learn to implement sophisticated practices”* (Darling-Hammond et al., 2009, p. 17).

High-quality, rigorous internships are characterized by:

* Ongoing reflection, supported by an experienced and effective supervisor or mentor;
* Projects meaningfully related to the complex and integrated nature of principal work (rather than discrete tasks or activities not centered on improving instructional practice);
* Integration of coursework, strengthening transfer of learning from classroom to application in the field of knowledge and skill;
* A range of learning experiences that includes the opportunity to engage in authentic leadership practice through observation, participation and leadership.

Historically, internships have been a long-standing component of professional preparation in fields such as medicine, social work, law, counseling and education (Cunningham, 2007). Researchers have explored effective internships in the context of school leadership preparation and view this essential experience as an opportunity for “reciprocal sharing between aspiring candidates and practicing leaders that can expand the leadership capacity of both the mentor as well as the mentee” (Browne-Ferrigno & Muth, 2004).

Darling Hammond et al. (2009) speak directly to the importance of integrating coursework and the internship, stating: Courses are “more powerful if they are wrapped around reinforcing clinical experiences that illustrate the principles under study and employ field-based inquiries, action research, case studies and other tools that connect theory and practice.”

At Oakland University, the internship is seen as an important clinical experience which provides the aspiring leader with “challenging problem-solving assignments related to student achievement, extensive field experiences integrated throughout the program and mentored by expert school leaders, and performance assessments requiring demonstration in authentic contexts” (Norton, 2012). The Southern Regional Education Board (2012) describes this as immersion in “real-world leadership experiences where they [leadership candidates] can be challenged to excel.”

**BRIDGING THEORY TO PRACTICE**

In the internship experiences for the M.Ed. in Educational Leadership students will find:

* A high quality school-based experience overseen by a field mentor,
* Organized around authentic, real-world problems,
* Tied to state leadership standards,
* Featuring multiple and ongoing opportunities to observe, participate and lead,
* Complemented by carefully designed coursework,
* Supplemented by clinical experiences structured and led by OU faculty.

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***Students always come first, but you will need to be conscientious about managing your time, prioritizing between your classroom, grad school assignments, and your family/personal commitments. Once you get a good plan in place that works for you, stick to it.***

***- M.Ed. Graduate***

***Try not to get ahead of yourself and feel overwhelmed. All of your instructors are aware that you are working full time and have commitments at your job. Manage your time wisely and don’t wait until the last minute to complete your paperwork, then you’ll be fine!***

***- M.Ed. Graduate***

**THE FIELD-BASED INTERNSHIP**

**Internship Goals**

The field-based internship requirement (EL 630/640) provides principal candidates with a structured and sustained opportunity to develop leadership skill and competency prior to assuming a building-level leadership role. Through the mentored internship, candidates will…

* *practice leadership and communication skills;*
* *provide organizational oversight and management;*
* *develop as instructional leaders;*
* *work with parents and the community;*
* *engage in problem solving;*
* *demonstrate sound judgment;*
* *practice ethical decision-making.*

Integrated with coursework, the 4-credit internship provides candidates with an opportunity to test and apply new understandings and ideas about school leadership in an authentic school setting. Supplementary campus-based “clinical field experiences” are designed to complement and extend candidates’ experiences in the field, thereby ensuring all candidates gain practice with essential school leadership skills and understandings in a structured learning environment.

**Internship Structure & Expectations**

Working under the guidance of the internship supervisor, principal candidates will select a practicing administrator to serve as their mentor for the 22-month internship. In collaboration with the mentor, candidates will develop a Plan of Work that includes a set of required leadership experiences, as well as individually determined goals and activities, that are collectively designed to support leadership growth and development as outlined in Michigan’s School Leader Standards. Each activity will include an estimated timeline and mentor support needed to carry out the planned activity. Additionally, campus-based course instructors will provide opportunities for candidates to connect or “bridge” coursework with the internship. Candidates will regularly report progress toward their goals through submission of activity logs and written reflections.

## Internship Expectations

1. Interns will complete and document all required and planned activities, including the achievement of goals, to the satisfaction of the administrative mentor and university instructor.
2. Interns will participate actively in any scheduled seminars and clinical field experiences as well as all online support.
3. Interns are expected to complete an e-portfolio that documents internship accomplishments using Michigan’s School Leader Standards as a guide.

**MENTOR & SITE SELECTION**

*A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting* ***and is monitored by a qualified, on-site mentor.*** *– MI School Leader Standard 7.0*

Interns will be asked to identify and secure a mentor who will work with them to design and implement the standards-based Plan of Work. The mentor must be a certified school administrator and have a minimum of three (3) years of administrative experience.

Ideally, the mentor and intern would work in the same building and share a similar leadership style or professional disposition, however this is not often possible or even realistic. When selecting a mentor and a site, the intern must consider accessibility of the mentor, both during work hours and outside of the school day. The intern must also consider the willingness of the mentor to allow the intern to observe, participate, and lead activities that will fulfill the Plan of Work.

While it is the responsibility of the intern to select a mentor, the University Supervisor will assist by suggesting alternatives, should unusual circumstances arise.

***Select someone who you feel comfortable around, and comfortable asking questions or favors. If they are not easily approachable you might find yourself having a hard time working with them. If the mentor you select has a hard time letting you take things on, you’ll find yourself having a hard time meeting the standards for the field hours.***

***–M.Ed. Graduate***

***Don’t be afraid to ask to be included on things, you might be surprised with what your mentor will be willing to let you be involved with, and how much you can learn. Also, keep communication open. The more you communicate and share things about the program and other activities you are involved with, the easier it will be for them to fill out recommendation forms, etc.***

***–M.Ed. Graduate***

**REQUIRED INTERNSHIP ACTIVITIES**

The Plan of Work is an intern’s opportunity to intentionally (and proactively) design the learning experiences that will prepare him or her to become a practice-ready administrator. As the intern moves through the two-year internship experience, activities should progress from observation and participation roles, to a leadership role.

In addition to individually selected internship goals and activities, candidates will complete a set of required tasks. These activities were identified with the help of graduating students, who were asked what kinds of internship tasks they found most useful. It is expected that these activities will be woven into the Plan of Work. Some of the requirements, especially those suggested for fall of year one in the internship, will be documented as reflection papers required for EL 630.

**Fall, Year 1: Required Activities**

* Interview and shadow a practicing administrator
* Review and “audit” your school and district improvement plans
* Review and “audit” how your school and district communicates with the community through school and district websites, newsletters or other communications
* Review and “audit” your school and district technology plan. This could include an interview with the person in charge of district technology.
* Obtain demographic information for your school and your school district, including number of students, staff, grade levels, racial and ethnic make-up, per-pupil spending, and SES information for the community.
* Attend a school board meeting

**Other Required Activities and Suggested Timeline**

* Observe and participate in the school improvement process (Winter Year 1, Year 2)
* Attend, participate and lead in events held for high-needs populations, such as Title I, ELL, homeless families (Winter Year 1, Year 2)
* Attend an IEP (Year 1 or 2)
* Lead a student assembly or parent program (Year 1 or 2)
* Assist with state or district required test administration (Year 1 or 2)
* Review current and proposed budgets and budgeting software tools (Year 1 or 2)
* Assist with scheduling and student enrollment (Between Years 1 & 2)
* Participate in interviewing and hiring a new staff member (Between Years 1 & 2)
* Plan and deliver PD (Year 2 or before)
* Mentor a new teacher (Year 2 or before)
* Observe or participate in a student disciplinary hearing (Year 2 or before)

**CLINICAL FIELD EXPERIENCES**

To further support and guide candidate development as “practice-ready” leaders, candidates are expected to actively participate in a series of planned clinical field experiences. These clinical field experiences are designed as an extension to coursework and as a complement to the required field-based internship. Designed and facilitated by program faculty as authentic, problem-based learning opportunities, these half- and full-day campus-based activities ensure that all candidates experience essential leadership understandings and skills in a purposeful and structured learning environment.

Sample Clinical Experiences:

* Mock Negotiations
* Practice Interviews
* Data-based Decision-making & School Improvement Goal-setting
* Financial Mismanagement & Fraud Detection
* Developing an Instructional Technology Vision, e.g. 1:1 Computing
* Structured School Visits

Clinical experiences will be designed for active learning, e.g. simulations, case studies, role playing. Embedded within these activities will be opportunities to practice ethical decision-making and communication, especially with regard to difficult conversations, and sensitive or controversial issues.

NOTE: In addition to clinical field experiences scheduled outside of the Plan of Work, required activities within the Plan will include experiences that link coursework to the field. These experiences, as well as the above sample experiences, will serve as performance assessments based on the MI School Leader Standards.



**ROLE EXPECTATIONS**

The purpose of the administrative internship is to equip students with practical workplace experiences that develop their leadership understanding and skill. At the beginning of the program, students will select a practicing administrator to serve as their mentor for the 22-month internship. Together, they will develop a standards-based Plan of Work that will include specific goals and activities, timelines and needed resources/support. It is further expected that the goals and activities selected for the internship will address all of Michigan’s School Leader Standards.

**Mentor Expectations**

* Work with the intern to develop a standards-based Plan of Work.
* Guide the intern through experiences included in the Plan of Work that allow the intern to observe, participate, and lead in regular administrative responsibilities.
* Meet regularly with the intern to review this Plan of Work and make adjustments, as needed.
* Be willing to engage in candid conversations with the intern regarding school issues.
* Be willing to devote before/after school time, and time in the summer, to meet with and guide the intern in completing the Plan of Work.
* Assist the intern in accessing documents such as building and district school improvement plans, technology plans, or budgetary documents.
* Include the intern as you engage in a variety of leadership activities across the year.
* Notify staff that you are mentoring the intern as part of his or her university coursework, and frame the intern’s work in this way to avoid misperceptions regarding the intern’s “status.”
* Advocate for the intern so that s/he has time and resources to accomplish his or her internship-related goals.
* Discuss the intern’s progress toward identified goals.
* Serve as a critical friend and coach to the intern as s/he strives to develop his or her leadership understanding and skill.
* Complete two written assessments of the intern, one at the middle of the internship and another at the end of the internship.
* Communicate any questions or concerns to the university supervisor.

**Intern Expectations**

* Take the lead in scheduling meeting times with the mentor, and plan topics of conversation ahead of time. Offer to meet before or after school, or during the summer or days when school is not in session.
* Review the school calendar and look for opportunities to observe, participate, or lead at various activities. With the mentor’s approval, include these in your Plan of Work.
* Take the lead in developing a draft Plan of Work that will be finalized with the mentor.
* Provide your mentor and university supervisor regular updates on your progress toward internship goals and activities.
* Be open to feedback and demonstrate a willingness to learn and improve.
* Openly share concerns and questions about your progress.
* Notify colleagues and community members of your internship, and frame your work in this way to avoid misperceptions regarding your status as an intern.
* Be a conduit between OU’s M.Ed. Program and your internship site.
* Communicate any questions or concerns to the university supervisor.

**University Supervisor Expectations**

* Clarify role and expectations for mentors and interns.
* Communicate regularly with interns regarding progress in the development and implementation of a Plan of Work that is aligned with the standards.
* Assist in planning and implementing Clinical Field Experiences.
* Assist in resolving issues or problems that might arise during the internship experience.
* Meet at least one time with the mentor and the intern to review and discuss the intern’s Plan of Work.
* Communicate regularly with the Cohort Coordinator and/or Program Coordinator regarding intern progress.



***When you begin working with your mentor don't say "no" to anything. Help your school community in any way you can because we're all in this together for kids. Others will see you stepping up and your circle of influence will increase in meaningful ways.***

***–M.Ed. Graduate***

**Internship Goal-Setting**

Internship goals will be based on the *MI School Leader Standards,* adopted in 2012 by the Michigan Board of Education. During the internship, students are to engage in activities that lead to growth in each of these standards. In addition to the required activities:

* Candidates are expected to identify TWO goals for Standards 2 and 3, and ONE goal for all other standards.
* Candidates’ level of involvement for each goal will range from observation to participation and/or leadership.
* The suggestions provided here should not limit the selection of goals. Please review the standards for additional goal activities.

Suggested Areas for Developing Goals & Activities:

**Standard 1: Articulation, implementation, and stewardship of a vision**

Observation, participation, and/or leadership in the:

* *School improvement process*
* *North Central or MDE accreditation process*
* *Technology planning process*
* *Communicating school vision to stakeholder groups*
* *Utilization of appropriate technology to effectively communicate school vision to stakeholder groups*
* *Monitoring/revising/developing vision*
* *Review student data to inform vision*
* *Other options???*

**Standard 2: Sustaining a school culture and instructional program**

Observation, participation, and/or leadership in the:

* *Teacher supervision/evaluation process*
* *Assessment of the school culture & climate*
* *Evaluation & development of curriculum*
* *Provision of dual enrollment options*
* *Planning & delivery of professional development*
* *Implementation of a new teacher induction program*
* *Mentor or work with new teacher(s)*
* *Coach teachers in developing improvement plans*
* *Development & implementation of a staff, student or parent recognition plan*
* *Expansion of intervention programs to ensure achievement for all students*
* *Implementation of summer school and/or credit recovery options*
* *Planning & delivery of PD to enhance the use of technology as an instructional tool*
* *Research electronic recordkeeping systems for curriculum and assessment*
* *Develop and implement online and blended learning programs for students or teachers*
* *Utilize survey or other tools to assess current culture*
* *Other options???*

**Standard 3: Management of organization, operations, and resources**

Observation, participation, and/or leadership in the:

* *State required activities & reports*
* *Gathering and analyzing of data on student performance*
* *Development of the school budget & bookkeeping*
* *Assessment of current technology & its use for instructional & management purposes*
* *Development of the master class schedule*
* *Review & updating of school safety, security, & crises procedures*
* *Opening & closing of the school year*
* *Writing of a grant proposal to obtain additional resources*
* *Planning of systems to improve school attendance or discipline problems*
* *Conducting of a faculty meeting*
* *Participate in the interview and hiring process*
* *Planning & conducting of a student assembly or special student event*
* *System to support and supervise substitute teachers*
* *Planning & conducting of a school-wide fundraiser*
* *Participation in the collective bargaining or negotiation process*
* *Other options???*

**Standard 4: Collaborating with community and responding to diversity**

Observation, participation, and/or leadership in the:

* *Assessment of parent engagement in your school*
* *Identify and implement use of appropriate technology to effectively communicate with diverse stakeholder groups*
* *Planning & delivery of parent orientations*
* *Creation of a parenting course*
* *Development of diversity activities*
* *Attendance at feeder school parent meetings*
* *Efforts to address the achievement gap*
* *Expansion of a school volunteer system*
* *Presentation of a school program to a community service organization*
* *Initiation of a school-business partnership within the community*
* *Participation in student support/crisis/intervention team*
* *Development of a multi-lingual communication plan for the district*
* *Outreach to diverse stakeholder groups*
* *Others???*

**Standard 5: Acting with integrity, fairness, and in an ethical manner**

Observation, participation, and/or leadership in the:

* *Application of the Student Code of Conduct*
* *Application of the union grievance procedures*
* *Development of a school Code of Ethics & Ethics Committee*
* *Operation of a district, student discipline appeal*
* *Represent the views of an under-represented group*
* *Analyze and advise the school on a legal issue*
* *Advocacy for disenfranchised groups, e.g. ELL, Special Education*
* *Others???*

**Standard 6: Advocating for student learning**

Observation, participation, and/or leadership in the:

* *Representation of the school in the community (e.g. service organizations)*
* *Role of the district school board*
* *Role of the press and information technology as it applies to schools and school employees*
* *Services of the regional I.S.D.*
* *Role & services of the state Department Of Education*
* *Role of the state legislature*
* *Role of the local & state unions*
* *Role & services of professional organizations*
* *Gathering & analysis of school demographic data*
* *Preparation and presentation at a professional conference*
* *Research and inform district on a select policy issue*
* *Others???*

**Standard 7:** Participates in a substantial and sustained educational leadership internship experience monitored by a qualified mentor.

* *Complete field experiences as outlined in a comprehensive Plan of Work that is aligned with Standards 1-6.*
* *Participate in Clinical Field Experiences*
* *Seek multiple opportunities for field experience in each of Standards 1-6*
* *Develop and maintain a productive working relationship with the mentor*



**DESIGNING A PLAN OF WORK**

The intern will develop an annual Plan of Work in alignment with the standards that includes university required activities and meets the hourly requirements of the internship (minimum 240 hours across the two years). Assistance and guidance for the development of the plan will come from the mentor and the university supervisor. Year One Plans should be developed by the end of the fall semester. Year Two Plans will be developed over the summer between years one and two.

# SAMPLE PLAN OF WORK

# Michigan Standard I – Stewardship of a Vision of Learning

Goal: Develop my leadership skills and my knowledge of the school improvement process.

Activity (Leadership): I will chair the committee responsible for developing, implementing, and evaluating our school’s plan to improve students’ writing abilities as measured by state, school and district assessments.

Activity (Participation): I will also serve as a member of the School Improvement Steering Committee.

Timeline: These activities will continue throughout the school year with periodic meetings and groundwork between meetings.

Support Needed: The district will provide some released time for NCA & related school improvement activities. Our NCA chair will be available to assist me. My mentor will serve as a resource for any additional released time or clerical assistance.

# Michigan Standard II – School Culture & Instructional Program

Goal 1: Develop my mentoring abilities and contribute to the supportive culture of my school.

Activity (Leadership): I will serve as a mentor for one of our new teachers.

Timeline: This will be a three-year commitment.

Support Needed: The district will provide training for all new mentors and the principal will have periodic, informal discussions with the mentors.

Goal 2: Increase my understanding of the Professional Learning Community model.

Activity (Participation): I will serve as a member of our school’s PLC Committee.

Timeline: This will be a year- long activity with regular meetings and possible off site workshops.

## Support Needed: The district will provide released time for workshop attendance and workshop pay for after school committee meetings.

# Michigan Standard III - School Management

# Goal: Increase my knowledge of the “behind-the-scenes” work involved in the opening of the school year.

# Activities (Observation): I will sit in on administrative & counselors’ meetings. I will ask the head secretary to share her knowledge and various “to do” lists with me. I will attend a student orientation/registration session.

# Timeline: These activities will occur in the week prior to the opening of school.

# Support Needed: My mentor will allow me to “look over her shoulder” during designated, school opening preparations and events.

***Use other student’s examples of things you can do as a guide to developing your own plan for each standard. Choose things that you might already do, or have easy access to. Your mentor will also be able to give you suggestions or ideas of what you can add to your plan. You might be very surprised how much you already are currently doing that counts towards your field hours!***

***-M.Ed. Graduate***

***Develop a professional learning network (PLN). Set out to learn about the things that you know you do not know. Find good people to take ideas from and be voracious about connecting those ideas to your current practice. Start a blog and develop your online presence intentionally. Write about the things you believe in and over time you will show growth and help yourself get a job that is the right fit because others will know what you believe in.***

***-M.Ed. Graduate***

**DOCUMENTING INTERNSHIP HOURS**

During the two-year internship, the intern must accumulate a minimum of 240 hours through the observing, participating in, and leading of administrative activities. These hours must be aligned to the standards, and experience(s) within each standard is required. Ideally, activities that occur early in the internship would fall into the observation and participation category, while leadership opportunities would appear later in the internship log. This is not a hard-and-fast guideline, however, and interns are encouraged to observe, participate, and lead whenever appropriate opportunities are available. Interns should log all hours that qualify under observing, participating, and leading. Records should be maintained throughout the internship, and electronic files should be backed-up regularly. Internship logs will be submitted to the university

supervisor at specified intervals.

**SAMPLE ACTIVITY LOG**

**Michigan Standard I, Visionary Leadership**

Goal: Develop leadership skills & knowledge of school improvement process.

Activity (Leadership): Chair school improvement writing committee.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | HOURS | ACTIVITY | REFLECTION |
| Sept. 22 | ½ hour | Met individually with two absent committee members to get their input and confirm their attendance at next meeting. | One of the key members needed to know how valuable their attendance & input is for the success of this project and its benefit to our students’ writing. |
| Sept. 26 | 1 hour | Met with counselors to seek their assistance in gathering students’ writing data. | Good meeting. Counselors designated a member to serve on the committee and serve as a liaison. |

***Never wait until your log is due to go back***

***and remember all the activities you were involved with! Add things in advance when you know that they are happening, or jot things/dates on a calendar so you can add things to your log easily.***

***-M.Ed. Graduate***

**INTERN ASSESSMENT**

The internship experience is documented through courses EL 630 and EL 640. As a part of these courses, reflection papers, a midterm progress report, an annual self-assessment and activity logs will be submitted to the university supervisor. Additionally, mentors will complete an annual assessment which includes ranking the intern against performance criteria aligned with the standards. In the capstone course of the program, EL 690, interns will complete an e-portfolio that represents their growth in each of the standards.

**Audit Reflections:** Year 1 interns (EL 630) will be asked to reflect in writing on their required review and “audit” of building and district documents. This will be completed in the fall semester of the first year of the internship.

**Midterm Progress Report:** Each winter interns are asked to prepare a short reflective paper that a) summarizes progress toward meeting each of the goals and activities outlined in the Plan of Work, b) reflects generally on leadership growth to date, and c) offers comments on future plans. This is an ideal forum for communicating and documenting any emerging concerns or issues that may need problem-solving. It is also the forum for reporting any major changes to the proposed work plan. Progress reports will be shared with mentors and the university supervisor.

**Annual Self-Assessment:** At the end of each year, interns are asked to provide a detailed self-assessment of progress toward state expectations and standards. Using the standards as a guide, reflect on new understandings and skills gained from the combination of coursework, clinical and internship experiences. This is an opportunity to detail accomplishments, highlight strengths, and reflect on future goals for learning as a developing school leader.

**Activity Logs:** As supporting evidence for both midterm and annual reports, interns are asked submit a log of field experiences for each goal listed on the Plan of Work. Logs should have four columns – date, hours, activity, and brief reflection (see sample provided). To the extent possible, activities are to be labeled as observing, participating, or leading. ***To meet state expectations and standards, candidates should aim for a minimum of 120 field-based internship hours each year.***

***The reflections were easiest when I broke topics down by each standard, and reflected on some of the most important activities that I was involved in. Also, don’t be afraid to reflect on something that didn’t go well, or that you were disappointed about- sometimes the best reflections came out of turning that negative experience into a learning experience.***

***-M.Ed. Graduate***

**Self-Assessment Guiding Questions**

1.  Does your self-assessment address all components of the standards?

2.  For each standard summary, have you described for the reader at least two (2) examples of how you have met the standard?

3.  Are your ideas clear, succinct and logical? And is your writing free of errors?

4.  Is your tone (or voice) confident and positive?

5.  Where appropriate, have you quantified your experience? For example, rather than stating that you put in "many" hours, tell us how many hours. Or if you work in a "very" diverse setting, tell us what that means.

5. Have you included an introductory paragraph that outlines the nature of your internship, the type of mentoring you received, the demographics of your internship setting(s)?

6.  Have you concluded with a summary statement that outlines your career goals?

**NOTE TO MENTORS**

Thank you for volunteering to serve as the mentor for one of our M.Ed. students. In the past, students reported a gap between their university studies and their school district leadership experiences. With your help, we aim to bridge that gap. The OU Organizational Leadership Department is working to increase the field experience aspect of each of our courses. We are also working to improve the internship requirement of our master’s program. We appreciate your willingness to collaborate in this effort by serving as a mentor.

In sum, your intern is expected to begin their leadership activities now and continue through your next two school years. Under your mentorship, interns are expected to accumulate 240 field-based hours, all aligned with the MI School Leader Standards. Although a more detailed description of your role as mentor can be found earlier in this document, you may find it helpful to think of your work as falling into three key areas.

1. Goal Development and Support – Your intern has information to share regarding the process of selecting goals that relate to the *MI School Leader Standards*. Each goal will be attained through the development & implementation of leadership activities. You are asked to assist your intern in this process. We are expecting our students to grow as leaders by observing leaders, participating along side of leaders, and actually serving as leaders in a variety of activities. Interns have been provided with suggested goals & activities, but others are possible and welcomed.
2. Consulting & Connecting – You can assist your intern by meeting to discuss leadership activities, arranging for activity time, and connecting him/her with other people who can assist with activities. Helping the intern find time to experience leadership is no doubt the biggest challenge. Any support you and your district can provide will be an investment in your intern’s development as a teacher and leader. Please remember to include the intern in normal administrative duties as well as in activities that include a leadership aspect.
3. Observing, Reflecting & Assessing – Your intern will share their activity logs, reflective papers and self-assessments with you. Based on your observations throughout the internship and your review of their logs and reflections, you are asked to complete an online evaluation in June of this year and April of the next year, providing your assessment of the intern’s leadership development.

If you have questions or concerns, please do not hesitate to contact us. Together we can make an important contribution to the development of today’s teacher leaders and tomorrow’s administrators!

**APPENDIX A: INTERNSHIP SYLLABUS**

Oakland University

School of Education & Human Services

Department of Organizational Leadership

**EL 630/640: Internship for School Leaders** (4 credits)

## Course Description

Internship for School Leaders is designed to apply new understandings from graduate leadership courses to the school setting. Students will explore leadership issues and work under the supervision of a mentor and university instructor in partial fulfillment of MI’s School Leader Standards, with special focus on Standard #7, *A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.*

**EL 640 Pre-requisite:**  EL 630: Internship (2 credits)

**Internship Purpose & Goals**

The internship requirement provides principal candidates with a structured and sustained opportunity to develop leadership skill and competency prior to assuming a building-level leadership role. Through the internship, candidates will practice leadership and communication skills; provide organizational oversight and management; develop as instructional leaders; work with parents and the community; engage in problem solving; demonstrate sound judgment; and practice ethical decision-making. Integrated with coursework, the internship provides candidates with an opportunity to test and apply new understandings and ideas about school leadership in an authentic school setting.

**Internship Structure & Expectations**

Working under the guidance of the university supervisor, candidates will select a practicing administrator to serve as their mentor for the 22-month internship. In collaboration with the mentor, candidates will develop a Plan of Work that includes specific goals and activities (some required, some individually selected) that are designed to support leadership growth and development as outlined in MI’s School Leader Standards. Campus-based course instructors will provide additional opportunities for candidates to connect or “bridge” coursework with the internship. Candidates will also be invited to participate in a series of clinical practice experiences offered each semester. Candidates will regularly report progress toward their goals through submission of activity logs, reflections and self-assessments. ***See the Internship Handbook for full details about internship expectations.***

## Internship Requirements

1. Students are expected to complete and document all specified activities and the achievement of goals to the satisfaction of the intern, mentor, and university supervisor.
2. Participate actively in any scheduled face-to-face seminars, as well as all online support.
3. Complete an e-portfolio that documents internship accomplishments using MI’s School Leader Standards.

**Methods of Instruction**

Electronic correspondence will be used to facilitate support, dialogue and sharing. Face-to-face seminars may be conducted for sharing and reflection on internship experiences. Personalized coaching will also be provided by the internship supervisor. Candidates will assume responsibility for identifying a mentor, setting goals, recording accomplishments, and completing all paperwork associated with the internship.

**Performance Assessment & Grading**

Grades will be based on completion of the following items: a detailed Plan of Work; regular Progress Reports (with Activity Log); year-end Self-Assessment (with Activity Log); and Mentor Evaluation. ***No grades will be assigned without mentor input.***

**Plan of Work**

Each candidate will prepare a list of standards-based internship goals and corresponding activities. Standards 1 and 4-6 must have at least one goal. Standards 2 and 3 must have a minimum of two goals. Additional goals are encouraged since the internship is an opportunity to gain valuable knowledge and develop important administrative skills. Goals related to instructional leadership are particularly encouraged. Typically, a new Plan of Work will be drafted each year.

**Required Internship Tasks**

In addition to setting personal goals for the internship, candidates are expected to embed a set of required administrative activities into their Plan of Work. These activities are considered essential experiences for prospective school leaders and include such things as participating in the school improvement process, planning and leading professional learning, assisting with development of the master schedule and attending school board meetings.

**Midterm & Annual Progress Reports with Activity Logs**

Midway through the year, candidates will prepare a written reflection that comments on their progress toward meeting identified goals, leadership growth, and future plans. Similarly, candidates will prepare a standards-based self-assessment at the conclusion of each year. For each report, candidates will submit an activity log that documents time spent in the field. ***To meet state expectations and standards, candidates should aim for a minimum of 120 field-based internship hours each year.***

**Mentor Evaluation**

Mentors will evaluate candidates annually based upon observations, conversations, reviewing the field experience logs, and reading of reflective mid-term reports.

**E-Portfolio**

At the completion of the master’s degree, candidates will report progress toward identified goals in a web-based format that serves the dual purpose of documenting performances against the Michigan School Leader Standards and serving as a job-search tool. An Internship Self-Assessment is a required component of the E-Portfolio.

**APPENDIX B:**

**Mentor Information & Agreement Form**

**Intern**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School & District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mentor**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School & District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My mentor qualifications (e.g. years of administrative service, accomplishments, previous interns, credentials, awards) include:

Having read the *Internship Handbook* and reviewed expectations with my intern, I hereby agree to serve as a mentor to the above-mentioned student. I further agree to assist them in successfully accomplishing their outlined Plan of Work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature