

EDL 665: INTERNSHIP SYLLABUS

Instructor:

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Course Description: The Internship in Southeastern Louisiana University's master's degree program in educational leadership is designed to meet the six standards of the Educational Leadership Constituent Council (ELCC) relating to candidate proficiencies. Standards will be posted on course Blackboard site for candidate downloading and printing.

I. General Components of Southeastern's Internship:

- The Internship consists of a minimum of 300 hours. The Internship hours are distributed throughout the program's six seminars, with a minimum of 150 hours completed during Seminars I through V (approximately 30 hours per seminar) and a minimum of 150 hours completed during Seminar VI.
- Internship hours must include a minimum of 30 hours completed in settings different, with respect to grade level and socio-economic factors, from those in which the candidate normally works. The minimum of 30 hours must include experiences in the two grade-level settings that are different from the candidate's own. (Example: If the candidate is a middle school teacher, the 30 hours must involve activities in an elementary school and a high school.)
- The university supervisor will meet with the candidate and mentor-of-record (hereafter referred to as "mentor") to develop and approve the activities to be completed during the Culminating Internship (Seminar VI).
- After the Culminating Internship commences, the university supervisor will maintain contact with the candidate and mentor. Additional meetings will be held as needed.

II. Activities for Seminars I through V ("Content-based activities")

- Minimum of 150 hours
- Activities are predominantly *observational* (e.g., shadow an administrator) or *participatory* (serve as a member of a committee or team) oriented.

- Activities are structured by the individual seminar instructors and include specific guidelines for successful completion.
- It is anticipated that these activities will cover ELCC Standards I through VI.

III. Activities for Seminar VI (“Culminating Internship”)

- Minimum of 150 hours
- Activities are predominantly *participatory* (e.g., serve as a member of a committee or team) and *leadership* (e.g., design a professional development plan for a teacher) in nature.
- The activities, some *structured* and others *unstructured* will be agreed upon by the university supervisor, intern, and mentor.
- The Culminating Internship **must** include a minimum of two structured activities, one of which must be *leadership* in nature..
- A ***structured*** activity can be compared to a project and should extend over a period of time (e.g., developing and implementing a workshop for substitute teachers), or it might involve the completion of a specific task (e.g., reviewing student handbook and making recommendations for revisions).
- An ***unstructured*** activity is more short-term and spontaneous (e.g., sitting in on an interview for a teacher candidate). It might also be a general activity in which multiple tasks will be completed, but the specific nature of the tasks is unknown and would likely differ based on the intern and setting (e.g., oversee a summer school program).
- An analysis of the intern’s proficiencies in Seminars I through V will be taken into consideration when determining which activities would be most appropriate for the Culminating Internship.
- All Internship activities (Content-based and Culminating) must be documented through PASS-PORT. The report will include, at the minimum, the (a) number of hours, (b) level of setting, and (c) type of activity.
- For *unstructured* activities during the Culminating Internship, log entries must be made daily.

IV. Early Completion of Culminating Internship Hours

- Recognizing the need for flexibility in the completion of Internship activities, interns may complete up to 75 Culminating Internship hours prior to their final semester. Because the activities involved in the Culminating Internship are at the

participatory and *leadership* levels, Culminating Internship activities may not be completed prior to the completion of Seminar IV.

STEPS IN COMPLETING THE INTERNSHIP

1. Interns will complete the **Pre-Internship Self-Assessment Form (pp. 6-9)**. A copy of the Self-Assessment Form will be given to the university supervisor and the mentor at least one week prior to the Culminating Internship semester.
2. Interns will meet with the mentor to set up the minimum of two *structured* participatory and leadership activities to be completed during the semester. The activities should be based upon information provided on the Pre-Internship Self-Assessment Form. The **Potential Fieldwork Activities List (pp. 10-19)** can serve as a springboard for discussion in choosing appropriate activities that will help the intern acquire or further develop skills. Immediately following this meeting, interns are responsible for completing the **Internship Agreement (p. 20)**, securing the signature of the mentor, and immediately providing a copy to the university supervisor.
3. Shortly after receiving the Internship Agreement from the intern, the university supervisor will meet with the mentor to discuss the suggested activities. Modifications may be made at this time. The intern will be notified of any substantive changes in the Internship Agreement.
4. Immediately upon completing a structured activity, interns will upload the pertinent information into PASS-PORT, making sure to indicate the ELCC Standards met and providing information in the *Fieldwork Journal* box. The Fieldwork Journal box should include a minimum of two paragraphs: a) General description of the activity, and b) reflection on the activity. Any artifacts related to the activity should also be uploaded into PASS-PORT. Notify university supervisor by email as soon as you have uploaded a new structured activity entry.
5. In addition to uploading information into PASS-PORT, interns must complete a **Fieldwork Reporting Form (pp. 21-22)** for each structured activity. These should be sent to the university supervisor upon completion of each structured activity.
6. NOTE: Interns should make PASS-PORT entries daily, since even unstructured activities, and the hours associated with them, need to be reported.
7. Prior to finals week, interns will turn in three (3) copies (on CDs) of their electronic portfolios. (See p. 5)
8. Upon completion of the Internship, the intern will complete the **Student Evaluation of Internship Experience (pp. 23-24)** and send it to the university supervisor.

9. Additionally, interns should give the mentor a copy of the **Intern Evaluation Form (pp. 25-28)**. The mentor should complete the form, sign it, and send it to the university supervisor during finals week.
10. **IMPORTANT:** All interns should check the course Blackboard site at least every other day to check for any important announcements (e.g., group seminars, deadlines, etc.). All documents in the Appendix will be loaded onto the course Blackboard site for intern access.

THE ELECTRONIC PORTFOLIO PRESENTATION

The capstone activity for the Culminating Internship, as well as the program, is the electronic portfolio defense. Even though interns will have uploaded certain information into PASS-PORT, the electronic portfolio will provide an audio-visual defense of what the interns have learned and what skills have been developed throughout the program.

Specific requirements:

1. Three copies of the electronic portfolio, burned onto CDs, must be turned in to the intern's university supervisor no later than the Monday preceding finals week. The three copies will be distributed by the intern's university supervisor to individual program faculty members for assessment.
2. The portfolio should be in the form of a slide presentation with an embedded audio narration by the intern. The audio portion will verbally guide the viewer through the slide presentation, as if they intern were actually presenting in person.
3. The format should take ELCC Standards 1 – 6 in order and should provide information documenting to what extent each standard was met and through what activities. Examples of artifacts, if feasible, should also be included.
4. The electronic portfolio is the intern's chance to put his/her "best foot forward" and to demonstrate content learned and skill acquired during the entire master's degree program.
5. Interns will be notified during finals week of the results of their portfolio defense.

PRE-INTERNSHIP SELF-ASSESSMENT FORM

Student's Name _____

Directions: Candidates who are ready to begin the internship must complete this form. Copies of the completed form should be given to the candidate's mentor-of-record and the university supervisor.

Reflect on the knowledge, skills, and dispositions to which you've been exposed during your course work and field experiences. Then, using the rubric, place a check mark in the box that is most appropriate for indicating your level of competency. Also complete the remaining pages relating to the ELCC Standards.

Criteria To Be Evaluated	Excellent	Somewhat Proficient	Needs Further Development
Techniques for motivating staff			
Stress tolerance			
Written communication			
Public speaking ability			
Familiarity with school management techniques			
Teacher observation techniques			
Meeting the needs of diverse learners, including special needs populations			
Legal issues related to education			
Knowledge of how to generate community involvement			
Management skills for leading a school			
Financial and budgetary considerations			
Staff development techniques			
Curriculum development			
Evaluating staff (including classified staff)			
Instructional methods			
Use of technology as a leadership tool			
Facilitating a vision			
Shaping the school's climate and culture			

Standard I	Excellent	Somewhat Proficient	Needs Further Development
Develops a vision; articulates a vision; implements a vision; stewards a vision; promotes community involvement in the vision.			

Briefly list the activity (ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

Standard II	Excellent	Somewhat Proficient	Needs Further Development
Promotes positive school culture; provides effective instructional program; applies best practices to student learning; designs comprehensive professional growth plans.			

Briefly list the activity(ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

Standard III	Excellent	Somewhat Proficient	Needs Further Development
Manages the organization; manages operations; manages resources.			

Briefly list the activity(ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

Standard IV	Excellent	Somewhat Proficient	Needs Further Development
Collaborates with families and other community members; responds to diverse community interests and needs; mobilizes community resources.			

Briefly list the activity(ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

Standard V	Excellent	Somewhat Proficient	Needs Further Development
Acts with integrity; acts fairly; acts ethically.			

Briefly list the activity(ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

Standard VI	Excellent	Somewhat Proficient	Needs Further Development
Understands the larger context; responds to the larger context; influences the larger context.			

Briefly list the activity(ies) from Seminars I-V that related to this standard. Indicate for each activity which type of setting was used for the activity.	Elem	Middle	H.S.

**SOUTHEASTERN LOUISIANA UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPT. OF EDUCATIONAL LEADERSHIP AND TECHNOLOGY**

INTERNSHIP AGREEMENT

The purpose of the Internship is to provide opportunities for educational leadership interns to become involved in leadership tasks for a sustained period of time. Through hands-on experience, interns are provided opportunities to apply what has been learned in the educational leadership program and add to their preparation for eventual leadership positions as building administrators or supervisors.

The success of the Internship is highly dependent upon the types of experiences in which the students become involved. These experiences should be chosen carefully through mutual planning between interns, mentors, and university supervisors. All experiences should be outside the intern's regularly assigned duties.

List the "structured" activities (**referenced to the ELCC standards**) that have been agreed upon. (Add additional page(s) if necessary.)

School

Address

Phone Number

Mentor Date

Intern Date

University Supervisor Date

DOCUMENTING AND REFERENCING FIELDWORK EXPERIENCES AS THEY RELATE TO THE ELCC STANDARDS

Prior to explaining how to document and reference your various fieldwork experiences during the internship, you first need to know the terminology that will be used. The enclosed list of standards, developed by the Educational Leadership Constituency Council (ELCC) and endorsed by the National Policy Board for Educational Administration, are made up of three parts: 1) the **standard** (an overall statement of the skills, knowledge and/or dispositions needed), 2) the **element** (a specific, isolated part of the standard, numbered like 1.1, 2.3, etc., and 3) the **sub-elements** (specific skills that appear after lower case letters).

To illustrate, here's an example from Standard 4:

STANDARD:

Standard 4: Candidates 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.

ELEMENT:

4.1 Collaborate with Families and Other Community Members

SUB-ELEMENT:

- c. Demonstrates the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

Now that you're familiar with the terminology that will be used, you are ready to provide the information needed to document your skills. A sample template (with sample information) is provided on the next page. Use a similar form to report how you have demonstrated meeting certain standards, elements, or sub-elements and what artifacts document your attainment of the specific skill.

NOTE: It is very possible to meet more than one standard, element or sub-element with the same activity, so become familiar with the different criteria to determine if you've met more than one while completing a particular structured fieldwork activity.

S A M P L E**FIELDWORK REPORTING FORM
Department of Educational Leadership and Technology**

Name: John Smith

Course: EDL 665: Internship

Semester: Fall 2006

Standard(s)/element(s)/sub-element(s) met: 4.1.a and 4.1.b

How competencies were met:

In an effort to involve parents in the education of their children, I set up a “Parent Orientation Night” that allowed parents to visit with their child’s teachers to learn the objectives for the year, the teacher’s philosophy, discipline plan, grading policies, and other information in which the parent might have an interest. Additionally, parents were taught how to use the “Homework Hotline” and were encouraged to visit their child’s classrooms at any time.

Artifacts related to activity:

1. Letter to parents inviting them to Orientation Night
2. Agenda for Orientation Night
3. Sign-up sheet that parents filled out upon arriving
4. Evaluation form given to parents to measure effectiveness of the evening

Reflection on activity:

Although not as many parents attended as I would have liked, the enthusiasm and appreciation of the parents who did attend was very encouraging. They seemed excited about the openness of teachers sharing their philosophies and teaching strategies and, in my opinion, left the school with good feelings about the education their children were getting.

The evaluation form included some good suggestions for this activity in future years. A positive thing the evaluation form revealed was that almost all of the parents said they had learned techniques for helping their children study and how to use the Homework Hotline more effectively.

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

In order that we can continually improve the internship experience for our candidates, please complete the following short survey. Thank you.

Name _____ Semester and year _____

Primary school site _____

Primary on-site mentor _____

G I prefer that my entire evaluation remain confidential.

PLACE A CHECK MARK IN THE MOST APPROPRIATE BOX.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The activities allowed me to meet my learning goals.						
Assigned activities were routine in nature.						
I was made to feel a part of the administrative team.						
I gained a realistic preview of school leadership.						
The work I did was challenging and stimulating.						
I assumed additional responsibility as my experience increased.						
I was able to link leadership theory and practice.						
I was able to utilize my critical thinking and problem-solving skills.						
My university faculty mentor was supportive and helpful.						
My university faculty mentor was in contact with my on-site mentor during the experience.						
I had ample opportunities to discuss my progress with my on-site mentor.						
I was able to gain access to central figures in the school district.						
My assigned duties and tasks were explained well.						

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
I was permitted some flexibility in carrying out my assigned tasks.						
I was provided with an orientation to the school site(s).						
My on-site mentor monitored my progress during the internship.						
The amount of assigned work was reasonable for the time available.						
I was encouraged to provide feedback and input about the activities.						
I was able to utilize my written communication skills.						
I was able to utilize my oral communication skills.						
The course work in the program was relevant to the internship experience.						
As a result of this experience, I feel ready to assume a school leadership position.						
I would recommend this site for future interns.						

COMMENTS: Please add any comments or suggestions about the program, its processes, the courses, the faculty, your on-site mentor, or your internship in general. Please be frank. We value your input.

INTERN EVALUATION FORM

 Name of Student Intern

 Name of Mentor

 Primary Internship Site

Because you have served as the mentor-of-record for a Southeastern intern, please evaluate the overall effectiveness of the intern based on the elements of the ELCC standards listed below. Attached is a more detailed document that includes sub-elements that describe specific behaviors. This will assist you in determining to what degree the intern has met the standard. Please check the most appropriate box.

Criteria Related to ELCC Standards	All Criteria Met	Some Criteria Met	No Criteria Met	No Chance to Observe
1.0 Develops a vision; articulates a vision; implements a vision; stewards a vision; promotes community involvement in the vision.				
2.0 Promotes positive school culture; provides effective instructional program; applies best practices to student learning; designs comprehensive professional growth plans.				
3.0 Manages the organization; manages operations; manages resources.				
4.0 Collaborates with families and other community members; responds to diverse community interests and needs; mobilizes community resources.				
5.0 Acts with integrity; acts fairly; acts ethically.				
6.0 Understands the larger context; responds to the larger context; influences the larger context.				

INTERN'S DISPOSITIONS AND SKILLS

Using the following ratings, please rate the intern you supervised on the dispositions and skills listed.

- 4 Accomplished, Excellent, or Outstanding
- 3 Proficient, Dependable, or Diligent
- 2 Below Average, Inconsistent, or Occasionally Careless
- 1 Poor, Unsatisfactory, or Marginal

HUMAN RELATIONSHIPS

Place an X in box to indicate performance level	1	2	3	4
• Acceptance by others				
• Ability to work with others				
• Communication skills				
• Maintains the dignity of individuals when correcting, disciplining, or reprimanding				

PROFESSIONAL JUDGMENT

Place an X in box to indicate performance level	1	2	3	4
• Maturity				
• Consideration of all aspects when making decisions				
• Fair and equitable				
• Ability to think on feet				
• Bases decisions on laws, policies, and standard operating procedures				

ABILITY TO LEARN

Place an X in box to indicate performance level	1	2	3	4
• Is a willing and active learner				
• Learns quickly				
• Asks questions when uncertain				
• Assumes responsibility to "find out" on his/her own				

APTITUDE AND APPLICATION

Place an X in box to indicate performance level	1	2	3	4
• Enthusiasm				
• Interest and industriousness				
• Application and information to solve problems				
• Innately attuned to a leadership role				
• Accomplishes goals through hard work and persistence				

DEPENDABILITY

Place an X in box to indicate performance level	1	2	3	4
• Follows through with tasks				
• Adheres to timelines, appointments				
• Notifies others when circumstances necessitate schedule changes				
• Can be counted on				

QUALITY OF WORK

Place an X in box to indicate performance level	1	2	3	4
• Useful and applicable to school problems, needs				
• Written communication demonstrates correct use of English mechanics				
• Oral communication demonstrates correct use of English				
• Is willing to put in extra time to get the job done				
• Overall impression of all work attempted				

OVERALL PERFORMANCE

Place an X in box to indicate performance level	1	2	3	4
• Leadership skills				
• Personal initiative				
• Ability to work effectively with others				
• Potential as an effective school administrator				

What qualities, if any, may render this student an unlikely candidate for a leadership position?

What are this student's most desirable characteristics?

Would you consider this student for a leadership position, if you had a vacancy? ___ Yes
___ No

Date _____

Signed _____

THANK YOU FOR YOUR ASSISTANCE IN FACILITATING THIS EXPERIENCE.

Please return to the assessment portion to the specific university supervisor with whom you've been working.

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