**EDU 685: INTERNSHIP IN THE PRINCIPALSHIP**

2016-17

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I. **OVERVIEW OF THE COURSE**

This three-semester (9 credit hour) course serves as the Capstone experience in the Educational Leadership Program for aspiring principals. The internship is designed to immerse the student in the everyday tasks of the building administrator, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the Educational Leadership program. The early focus of the course is on the internship in a school setting designed jointly by the student, the internship supervisor and a school based principal. During the internship students maintain a journal, develop a leadership platform (portfolio), conduct an investigation into school finances, complete a study of community demographics and formulate a leadership project based on an issue of importance to the school. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course.

After an organizational meeting in the spring, students will begin their internship experiences during the summer semester and will continue to participate in internship activities, throughout the year. We will meet as a group to share experiences, problem solve specific issues members of the group encounter, and participate in special activities designed by the instructors. We will also establish technology procedures to stay in touch.

II. **GOALS/OUTCOMES**

During this year-long course, students will work toward demonstration of having met the ISLLC Standards:
**Standard 1**
A school administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**Functions:**
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

**Standard 2**
A school administrator is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Functions:**
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

**Standard 3**
A school administrator is an educational leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Functions:**
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning
Standard 4
A school administrator is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners

Standard 5
A school administrator is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:
A. Ensure a system of accountability for every student’s academic and social success
B. Model principals of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6
A school administrator is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

III. ACTIVITIES

There will be six primary projects during the three semesters:

1. **Internship Journal**

Students will be expected to keep daily/weekly reflective writings of the internship activities covering at least 240 hours of administrative experiences. At least forty of the hours must be at a building level other than their primary site. All journal entries are to be recorded around the six standards.
The journal serves several purposes. One is simply to record the activities of your internship. As you attend meetings, engage in discussions or participate in activities, it provides a way for you to document your experiences and to reflect on them with regard to the ISLLC standards. Another purpose is to provide you with an opportunity to reflect on your observations of principals or to reflect on your activities when serving in a leadership capacity. What have you learned from these experiences? Another purpose in keeping a journal is to develop a database. This database will assist in writing the summer, mid-term and final assessment. Forms to use for recording entries will be provided (see Journal Log).

The instructors will make three field visits/consultations to each internship site and be available to interns and mentors during the course of the internship experience.

2. **School Board Meeting Review** (See Appendix)

3. **Community Monograph** (See Appendix)

Each student is expected to develop a statistical and narrative profile of the town and school system (see appendix for specific guidelines) where you will be interning. The town and school district should overlap.

4. **Finance Project** (See Appendix)

5. **Leadership Platform**

Each student will be expected to develop a leadership platform consisting of:

a. A statement of philosophy of education (“What are the major tenets of my educational philosophy?”) 1000 words

b. A statement of leadership philosophy (“What is my concept of an effective educational leader?”) An explanation of ways in which the student will actualize her/his concept of educational leadership once in a leadership role (“What will I need to do to be this kind of educational leader?”) 1000 words

c. A “best practices” topics response, in which the student catalogs practices, procedures and concepts that s/he considers the best way to handle several of the management tasks of the Principal. Students are expected to write a response (minimum 500 words) to each of the topics below, utilizing knowledge gained from graduate classes, interviews with administrators, readings from the field and personal experiences. Students may attach documents to support their positions.
1) Special Education
Describe your leadership beliefs and practices regarding the delivery of services to students with special needs in your school setting. Touch on the roles of the building administrator, special education director, special education and regular education teachers in both RTI and Special Education efforts in contributing to successful student learning.

2) Hiring Staff
Describe your philosophy about hiring staff and describe the process you would utilize to hire staff. Describe the procedures and guidelines you would utilize from the beginning of the process to the recommendation of a candidate. Write a memo to your staff describing the procedures and guidelines in which you seek cooperation in order to hire the best possible educators for your staff.

3) Student Discipline
Write a letter to parents describing your general philosophy and accompanying strategies for achieving responsible student behavior. Do not focus on specific rules or on specific consequences. Touch on the roles of students, staff, administration and parents in this process.

4) Mobilizing Community Resources
Write a letter to the Chamber of Commerce describing how you would collaborate with community agencies to support student achievement, solve school problems and achieve school goals.

5) Technology
Describe your plan to use technology to enhance teaching and learning in your setting. Also, describe your plan to utilize social media to communicate with various stakeholder groups.

6) Professional Development Practices
Write a well-conceived, context appropriate professional development plan for staff to submit to your superintendent. Include the process you would utilize to develop and implement this plan.

7) Educational Policy Development
Briefly describe the role of the administrator in influencing educational policy at the local, state, and national levels. Discuss specific venues, groups or associations you might utilize. Write a letter to a legislator in which you advocate action to improve conditions for education in your area (250-500 words).
8) New Staff Orientation/Mentoring Programs
Write a letter to new staff describing your school’s orientation and mentoring program. Be sure to discuss delivery models and implementation.

d. A current resume

e. Write a letter of application in which you introduce yourself as a candidate for an administrative position.

6. Leadership Project

Each student will be expected to consult with his/her mentoring administrator and together identify an educational issue of importance for yourself and your staff in the school/district. The process in which each intern will engage includes:

a. Identification of the Issue (2-3 pp.)
First, the issue you choose to explore must be important – to you, your mentor and the school/district. In most cases, the project will be the one that has been identified by the school as an issue of educational importance that needs time and attention to be addressed. In most cases, it is a new initiative with several possible options for action. For example, an unusually high number of students in the ninth-grade may be failing one or more subjects. The critical factor in the selection of the issue is that it must be of importance to your mentor and provide you with a valuable learning experience. Please use specific data to document the issues you will address.

b. Historical Context of the Issue (2-3 pp.)
In this section, you examine what has happened in the past surrounding this issue. Have there been earlier attempts to deal with the issue and what have been the results of such efforts? Are there any current political/cultural concerns that impact the success of this project? What is the school/district commitment to the issue in terms of educational/financial support? How has this recently become an issue that needs attention?

c. Resource Review (3-5 pp.)
A resource review summarizes, interprets, and evaluates existing “literature” in order to establish current knowledge of your topic. In your situation, it provides an overview of published research on a topic plus any anecdotal information, case studies, or observations. You are probably not the first person to be
addressing your issue and you can learn from others successes/challenges. You can examine the topic regionally as well as nationally. You are also encouraged to network with practitioners and classmates for their craft knowledge and suggestions about the issues that you are addressing.

d. **Formulation of a strategy and plan to address the issue (3-5 pp.)**
   After you have completed your resource review and examined possible courses of action, it is time to select the strategy (or strategies). Given what you know about options available, what strategies do you think have the best chances of success given the historical context of your district and political/cultural forces in play? Describe that strategy and implementation and evaluation plans. What specific actions will need to occur? In what sequence? Who will be responsible for the successful completion of each step? By when will it be completed?

e. **Examination of what you have learned (2-3 pp.)**
   A primary objective of the leadership project is to provide you with an opportunity to learn from the experience of leading a change initiative. It does not really matter if the project succeeds for you to be successful. It is more important to understand what you learned, so you can apply that knowledge to future situations. Reflect on what went well, what you would do differently, issues that would need to be addressed if you were to replicate the process and what you learned about yourself as a leader.

Students will present their final projects at the Annual Leadership Symposium in the spring.

IV. **PREREQUISITE**

Students must have completed most of the required courses in the Educational Administration program and have permission of the instructor.

V. **THE MENTORING ADMINISTRATOR**

The mentoring administrator will be the administrator with whom the intern will work during the year. In negotiating the internship it is imperative that the intern gain a commitment from the mentoring administrator to design an array of field experiences and, at minimum, to supervise the intern’s work throughout the course. Ideally, the supervisor will agree not only to supervise the internship, but also to work with the intern throughout the year to assist her/him in the projects that are part of the course. The mentor must be currently certified and working in the position the student is interning. The mentor will assist in certifying that the intern has met the ISLLC standards.
VI. **SITE VISITS**

The university instructors will schedule three site visits/consultations with the intern and the mentoring administrator. At this time, action plans will be discussed and reviewed. Specific concerns about the internship experience can be dealt with at this time. At the final meeting in the spring, the mentor and University instructor will certify that the intern has met the ISLLC standards.

VII. **EVALUATION**

Grading will be on a pass-fail basis. In order to receive a grade of “pass,” students must complete all projects assigned at a level which meets the standards of the Educational Leadership faculty.

VIII. **CLASS MEETINGS AND ATTENDANCE**

It is assumed that students will attend the scheduled classes. Frequent or unexplained absences by a student may become a grading issue.

IX. **STORM CANCELLATION**

The instructor will explain the storm policy as it is different from the regular USM policy.

X. **SUPPORT FOR STUDENTS**

If you need course adaptations or accommodations because of a disability, please make an appointment with Jody as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with Jody. Students experience difficulty in courses for a variety of reasons. For problems with writing skills or time management, make an appointment to see a student tutor at the Learning Center, Luther Bonney, 2nd floor (780-4228). Help is also available through the Counseling Center, 106 Payson Smith (780-4050) and the Office of Academic Support for Students with Disabilities, Luther Bonney, 2nd floor (780-4706). The USM TTY number is: 780-4395.

XI. **EQUAL OPPORTUNITY**

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, gender, sexual orientation, national origin or citizenship status, age, disability, or veteran’s status in employment, education, and all other areas of the University System. Questions and complaints about discrimination in any areas of the university should be directed to Special Assistant to the President for Equal Opportunity, 728 Law Building, Portland Campus, 780-4186, TTY 780-5646.
XII.  SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

We share the following commitments:

- Democracy – to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.

- Civility and caring – to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.

- Equity and Diversity – to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.

- Social Justice – to speak for and empower people who are disenfranchised and work towards a more just society.

- Ethical practice – to engage in and insist on the highest level of professional practice.

- Scholarship – to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.

- Professional Learning and Continuous Improvement – to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.
Internship Schedule

2016-2017

April 25, 4pm - USM – Course Overview, 301C Bailey Hall

May 18, 4pm - School Board Review

June 8, 4pm - School community monograph, Internship focus document and journal

June 29, 8am – Leadership Platform A and B

July 20, 8am – Leadership Platform D and E

August 10, 8am – Finance Project, summer assessment and journal

September 7, 7pm – Standard 1

September 28, 7pm – Best Practices 1 and 2, Standard 2

October 12, 7pm – Best Practices 3 and 4

October 26, 7pm – Best Practices 5, 6 and 7

November 16, 7pm – Standard 3, Best Practices 8 and 9

December 7, 7pm – Leadership Proposal, Mid Term assessment and journal

January 11, 4pm – Standard 4, Leadership Project A and B

February 1, 7pm – Leadership Project C and D

March 1, 7pm – Standard 5

March 15, 7pm – Standard 6

April 5, 7pm – Final Assessment and Journal, Practice Presentation

April 26, 4pm – Symposium, Leadership Project E and F

May 13 – Graduation
STUDENT INTERN INFORMATION FORM

Name of Student: __________________________________________________

Check One:  
[ ] EDU 685 (master’s program)  
[ ] EDU 685 (CAS)  
[ ] EDU 686 (master’s program)  
[ ] EDU 686 (CAS)  
[ ] EDU 688 (master’s program)  
[ ] EDU 688 (CAS)  
[ ] EDU 687 (CAS)

Student’s Home Address (with zip): ________________________________
__________________________________________________________________

Student’s Home Phone: ____________________________________________

Primary Email Address: ____________________________________________

Summer E-mail Address: ____________________________________________

School Name: _____________________________________________________

School Address (with zip): __________________________________________
__________________________________________________________________

School Phone: _____________________________________________________

Name of Mentoring Administrator (if known) ___________________________

School Name, Address, Email & Phone of Mentor (if different from above):
__________________________________________________________________
__________________________________________________________________

E-mail Address: ____________________________________________________

Note: If you would rather some or all of this information not be shared with your classmates on a class address list, please indicate your preference here:
Writing the Community/School District Pamphlet

Each student is expected to develop a pamphlet that is statistical and narrative profile of the town and school system where they are doing their internship. This pamphlet should contain the information listed below.

The town and the school district should overlap. This is obvious in municipal school districts, but less so in school administrative districts, unions, or RSU’s. In the case where SAD’s or RSU’s consist of several towns, use the largest town in the district as the statistical source for your profile of the community (income and housing figures, etc.) You may be able to fill in anecdotal information about the other district communities, but it would be time-prohibitive and too lengthy a report to complete statistics on each town.

The information needed for the pamphlet is public. Some of it is easily accessible from public libraries. More and more of this information is now available on the internet. Information is also available in files in town halls, regional planning offices, superintendent of schools’ offices, and state agencies. For access to these latter files, it is usually helpful to schedule a time to meet with a clerk or an administrative official who can retrieve the information you need. This data collection process can be time consuming, so be sure you plan ahead to avoid last minute scrambling.
Data to Collect for Community/School District Pamphlet

1. **Community**
   - Boundaries, size, transportation, topography, historical development, type of community, economic base, etc.
   - Per capita income (or some other measure of “wealth”) as compared to state average (most recent year available)
   - Housing: percentage of rental units and owner-occupied dwellings; zoning, etc.

2. **Demographics**
   - Income levels: median household income, percentage below the poverty level.
   - Social characteristics (blue collar, bedroom, agricultural/rural, etc.)
   - Breakdown of population into age groups.
   - Educational attainment of population

3. **Schools**
   - Percent of state subsidy – current data
   - Elementary per pupil expenditures compared to state average
   - Secondary per pupil expenditures compared to state average
   - School organization (how many schools, how divided by grades)
   - Active parent-school groups
   - Drop-out rates for last five years
   - Graduation rate for last five years
   - Number of students receiving free or reduced lunches
   - Number of ELL students
     * Number of middle, elementary and high school principals in last ten years.
     * Number of superintendents in last ten years.
   - First step on teachers’ salary scale
   - Highest step on teachers’ salary scale

4. **Government**
   - Type of municipal government
   - Type of school district (single municipality, SAD, union, CSD, RSU’s)
   - Size of school board and composition
     * Tenure of present superintendent of schools (career or place oriented?)
     * Tenure of present town manager (or equivalent official) (career or place oriented?)
   - Mil rate

5. **Politics / Social Orientation**
   - Recent “hot” issues in the community
   - What groups/individuals hold political power?
   - What strategies do school leaders/advocates need to use to secure educational support and resources?
   - *Information with an asterisk should not appear on the pamphlet but rather be submitted as an appendix.
INTERNSHIP CONTRACT

Responsibilities of the Interns

The administrative intern agrees to:

- Adhere to the assignment/work schedule agreed upon by the intern and the mentoring administrator.
- Keep appropriate information confidential.
- Share forthrightly with the mentoring administrator any concerns the intern is having in the course of the internship.
- Maintain a reflective log or journal of internship activities, documenting the hours spent in internship activities.
- Attend and actively participate in the regularly scheduled university classes of EDU 685, EDU 686, EDU 687, and EDU 688.

Responsibilities of Mentoring Administrators

The mentoring administrator agrees to provide the following services and guidance to the administrative intern:

- Provide meaningful, hands-on administrative tasks that will give the intern a broad overview of administrative responsibilities.
- Include the intern in the administrative team meetings, parent conferences, teacher committees, individual conferences with staff, students and/or parents as appropriate.
- Take steps to “legitimize” the role of the intern with other staff in the school settings.
- Provide regular informal feedback regarding strengths, areas needing further development and progress.
- Meet with the University internship supervisor and intern during site visits as scheduled with the supervisor.
- Assist in determining the degree to which the intern has met the ISLLC standards.

Signature of the Intern: ____________________________________________________
Date: _________________

Signature of the Mentoring Administrator: _____________________________________
Date: _________________
## Internship Hours
### Monthly Log

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<th>Hours by Standard</th>
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**Total Hours**
School Board Meeting Review

Observe the meeting(s) and prepare a summary (3-5 pages) of your observation notes.

1. Composition of the agenda.

2. How would you describe the interaction between the superintendent and the school committee?

3. What issue(s) or items struck you as interesting?

4. How did the superintendent handle it? Were there any other members of the administration involved?

5. If the opportunity presented itself, how did the principal/special education director/curriculum coordinator participate?

6. How did the board react and ultimately resolve the issue?

7. Could you predict the outcome? Were there any surprises?

8. Describe what you felt was skillful or insensitive action on the part of the staff members, board members, and/or the public to the political forces affecting the issue.

9. How would you describe the relationship between the Board and district administrators?

10. Any other observations?
School Finance Project

The School Finance Project is designed to provide the prospective principal/special education director/curriculum coordinator with an opportunity to study school finance and budgeting issues from a variety of roles and perspectives. As a result, the student will gain knowledge of budget development processes, implementation procedures, political considerations, day-to-day financial operations and accountability structures.

The student is to interview (using the attached questions): two Superintendents, a business manager, a special education director, and two building principals. The individuals interviewed must be outside their present school system. You cannot use your current system. Don’t even ask! Students are encouraged to add additional questions.

Students are to record responses to the interviews and submit a 4-6 page reflective summary commenting on what you have learned. The student should focus on the implications for a future principal/special education director/curriculum coordinator. Mention should be made as to what you might do differently if you were in that role. It is not necessary to submit the detailed responses to the interview questions.
Superintendent Interview Questions

1. Describe your background prior to becoming superintendent in this district?

2. What has been the impact of the essential program and services model?

3. How do you build your district budget?

4. How would you describe the community’s support for the budget over the last five years? Are there groups or individuals in the community that have an impact on budget development and passage? How do you work with them?

5. How do you involve the school board and community in the budget process?

6. What is the role of the building principal (special education director, curriculum coordinator) in the budget process?

7. How do you determine budget priorities?

8. How do you deal with the budgetary concerns of special interest groups?

9. How do you determine the staffing levels you will put forward in a next year’s budget?

10. What process do you use to work through staffing allocations with building principals?

11. What do principals (special education directors, curriculum coordinators) need to know about developing and implementing budgets?

12. What are the greatest challenges in your role?
Business Manager Interview Questions

1. Describe your background and training for your current position?

2. What are your primary responsibilities?

3. What has been the impact of essential programs and services on your role?

4. What budget decisions do you make?

5. What checks and balances are in place?

6. What items do you bid out? What are the pluses and minuses of bidding?

7. How do you think the budget process in schools could be improved to make your job easier?

8. What are the current challenges in your position?

9. What should principals, special education directors, and curriculum coordinators know about the budget process?
1. Describe your background and experience prior to your new position?

2. What are your primary budgetary responsibilities?

3. What sources of funding are you responsible for monitoring?

4. What different groups do you work with in developing your budget and how does that work?

5. To what degree does funding availability influence programming decisions? Please elaborate.

6. Is there a system philosophy that influences your budget development?

7. What is the role of the building principal in the development of the special education budget?

8. What do you wish principals understood about your role?

9. What are the greatest challenges in your role?
Principal Interview Questions

1. What was your background prior to this position?

2. How do you develop your school budget? Who do you involve?

3. How do you determine priorities for funding?

4. Explain the day-to-day accounting procedures for monitoring expenditures?

5. How do you monitor accounts, i.e. club, athletic, activity, lunch, and non-school revenues?

6. What investments, payroll, scholarship funds are you responsible for and how does that work?

7. How much time do you spend on budget, accounting issues?

8. How do you prepare staffing recommendations for next year’s budget?

9. How do you advocate for needs or challenges that the superintendent questions or does not support? Could you share an instance of such advocacy?

10. What are the current challenges in your position?

11. What advice do you have for prospective principals?
Standard 1

A school administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent has the administrator where you are interning effectively communicated the vision/mission to the school community?

2. Describe the ways in which this has occurred?

3. What strategies would you suggest for more effectively communicating the vision/mission to the community?

4. How would you determine that the vision/mission is understood by the community?
5. Does your district leadership identify “goals” for school improvement on an annual basis? What are the goals? How are they communicated?
**Standard 2**

*A school administrator is an educational leader who promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Directions:** After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

**Focus Questions:**

1. To what extent does the administrator encourage fair and respectful treatment of all members of the school community?

2. What specifically has the administrator done to develop, promote and monitor a culture that is conducive to student learning and professional growth?

3. What would you suggest the administrator do to create a culture of high expectations for administrators, staff and students?

4. Describe how the current organizational structure facilitates or inhibits student and staff success? What would you recommend for a structure?

5. What is the administrator’s role in determining curriculum? What do you think it should be?
Standard 3

A school administrator is an educational leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment.

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent does the administrator involve others in decisions to maximize shared ownership and accountability?

2. Describe how the administrator uses knowledge of teaching, learning and student development to guide management decisions?

3. Describe how financial, human, and material resources are aligned to the mission?

4. Describe the administrator’s role in creating and maintaining a safe, clean and aesthetically pleasing environment?

5. Describe strategies the administrator utilizes to reduce conflict and build consensus among various stakeholders to support the mission and direction?
Standard 4

A school administrator is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. What strategies does the administrator utilize to be highly visible, involve and communicate with the community?

2. What venues for visibility, involvement and communication with the community would you suggest the administrator utilize?

3. How has the administrator dialogued with all constituencies, especially those with diverse traditions, customs, beliefs and lifestyles?

4. What strategies does the administrator use for effective communication to and from the community?

5. Describe an instance when the administrator effectively responded to issues of community politics?
Internship Class
ISLLC Standards Discussion

Standard 5

A school administrator is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. To what extent does the administrator demonstrate a personal and professional code of ethics?

2. Describe how the administrator uses the influence of the office to enhance the educational program rather than for personal gain.

3. Describe how the administrator demonstrates appreciation for the sensitivity to the diversity in the school community.

4. Provide examples of how the administrator treats people fairly, equitably, and with dignity and respect.

5. Describe how the administrator demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
Standard 6

A school administrator is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Directions: After having interviewed their mentor or other administrator, members will summarize in writing their conclusions drawn from the responses to these questions and should be prepared to report back to the class.

Focus Questions:

1. Describe how the administrator promotes an ongoing dialogue with representatives of diverse community groups.

2. Describe how the administrator facilitates communication within the school community concerning trends, issues, and potential changes within the environment in which schools work.

3. Describe how the administrator is involved in influencing policy decisions on the local, state and national level. Please give specific examples.

4. Describe ways in which the administrator advocates on behalf of all students and their families.

5. Describe ways in which the administrator stresses the importance of diversity and equity in a democratic society.
Internship Focus

Please review the ISLLC standards and identify those areas in which you need more information or knowledge. Then, list the standard and related activities that you will be focusing on during the internship that will help you attain that knowledge/information. This plan needs to be reviewed and approved by the mentoring administrator and shared with the University supervisor. There should be a page for each standard.

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<tr>
<th>Standard</th>
<th>Proposed Activity</th>
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ISLLC Assessment Summary

___________________________________ Candidate’s Name

___________________________________ Candidate’s Internship Site

Reflections on student internship performance by Mentoring Administrator:

(Name, printed)

Reflections on student internship performance by USM Internship Supervisor:

(Name, printed)

We verify that the candidate has exhibited satisfactory proficiencies on the National Policy Board for Educational Administration ISLLC Standards to qualify for appropriate Certification in the State of Maine.

_______________________________________ Internship Advisor’s Signature

_______________________________________ USM Supervisor’s Signature

_______________________________________ Date
Journal Log

ISLLC Standards:
1. Facilitation school’s vision  
2. School culture, staff development, instructional programming  
3. Building operations and general school management  
4. Community relationships  
5. Ethics  
6. Influencing political/social contexts

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<thead>
<tr>
<th>Date</th>
<th>ISLLC Standard</th>
<th>Time</th>
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Description of Activity

Reflections, Insights, Questions
Summer Assessment

Write a 3-5 page summary of your summer internship experiences. Include activities, meetings, internship hours logged, lessons learned, reflections, and questions. What standards have you focused much of your work this past semester? What standards are you going to focus on next semester?
Mid-term Assessment

Write a reflective paper (3-5 pages) in which you assess:

1. The insights into administration that you have gained to date. Surprises? Impressions? Concerns?

2. What standards have you focused much of your work on this past semester?

3. What standards are you going to focus on next semester?
Final Assessment

Write a paper (3-5 pages) in which you reflect on:

1. Experiences and accomplishments that document learning relative to each ISLLC Standard.

2. Your priorities for further learning or professional experience relative to each ISLLC standard.

This Final Assessment is due at the April 5th class. You will also present an oral summary of this self-assessment at the spring field conference with your internship advisor and USM professor. At this conference, your advisor and professor will join in reflecting on your learning and experiences in the Internship.
LEADERSHIP PROJECT
PROPOSAL

NAME: ______________________________________________________

TITLE: ______________________________________________________

Brief description of question, issue, and prospective goal(s) of project

Outline of Project Activities: What specific actions will intern need to take or coordinate in order to succeed in goal?

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<tr>
<th>Action</th>
<th>Participants</th>
<th>By when</th>
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Name the individuals/groups you will be leading:

What do you hope to learn?

How will you evaluate the results of the project?

Approve: ______________________________________________________

Date: _______________________________________________________