

**The University of North Carolina at Charlotte**

**Department of Educational Leadership**

**School Administration Program**

**Internship Log of Leadership Activities**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Inclusive dates for this log \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total hours \_\_\_\_\_\_\_\_

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| **School Executive Standard and Descriptors** | **Leadership Experience**  | **Participants** | **Date ;****# of Hours**  | **Description of Intern Involvement** **F=Facilitator** **O=Observer****P=Participant** | **Evidence/Artifact** |
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Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Comments:

North Carolina Standards for School Executives

Standard 1—Strategic Leadership Standard 2—Instructional Leadership Standard 3—Cultural Leadership

Standard 4—Human Resource Leadership Standard 5—Managerial Leadership Standard 6—External Development Leadership

 Standard 7—Micro-Political Leadership

Sample Leadership Activities

* Meet with school leadership team
* Review school improvement plan
* Attend grade level or departmental meetings
* Attend leadership team meetings
* Attend bus driver meeting
* Discuss decision-making strategies with administrative staff.
* Review policies on student testing.
* Organize personal files to reflect attention to detail – phone logs, planner, file system, discipline records, observation record.
* Work with administrators to analyze test data and communicate information to staff
* Become fluent in test “lingo”
* Review Board of Education policy manual
* Prepare staff memos, emails, staff and parent newsletters
* Attend parent organization meetings, booster club meetings
* Read and practice information related to active listening
* Give program to a civic club, church group, or business group concerning the school program and vision
* Review techniques to collaborate with various central office leaders.
* Gain information on short and long range planning of system by attending strategic planning training.
* Attend administrative staff meetings at district level
* Shadow a principal for a day and record activities related to shared vision
* Attend a Board of Education Meeting
* Review how the school promotes teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity
* Review how available instructional resources are analyzed and assigned to ensure use in the most cost‑effective and equitable manner to enhance student outcomes in the school
* Review the school’s processes for analyzing test data and communication information to teaching staff. Participate in this process
* Review lesson alignment with Standard Course of Study by assessing teacher lesson plans, emphasis at grade and departmental meetings, staff meetings, etc.
* Review the school’s student achievement monitoring and reporting system including student-grading processes.
* Conduct a portion of a staff meeting related to a curriculum area
* Review textbook selection process
* Conduct a program review of a special curriculum program by interviewing students and teachers who participate in the program. Develop an action plan for evaluating the effectiveness of the program in improving student achievement.
* Talk with administrators concerning monitoring systems that are in place to determine its effectiveness in improving student achievement
* Discuss the connection between teacher observation and evaluation and improved instruction with principal.
* Conduct teacher observations and make suggestions for improvement in instruction
* Conduct informal classroom visits
* Review how diversity issues, i.e., gender, sexual orientation, race and ethnicity, special needs, social class, SES, etc. impact instruction
* Review plans for differentiation of instruction.
* Plan, organize, implement, and evaluate a yearly curriculum and instruction improvement project
* Use technology to promote instructional processes
* Discuss uses of technology with technology specialists
* Become familiar with several computer programs used to assist with improving test scores
* Attend district level workshops on curriculum and differentiated instruction and make recommendations to teachers
* Become familiar with ESOL requirements and program content.
* Attend a meeting where a Section 504 plan is developed for a student
* Become familiar with the development of student IEP’s
* Attend and IEP development meeting, student placement meeting, etc.
* Discuss student placement requirements with a school psychologist.
* Attend an EC meeting attended by an advocate
* Work with teachers to develop IGP’s or PDP’s
* Work with teacher appreciation program
* Attend student recognition programs
* Become familiar with Reading and Math Programs if in the elementary setting
* Interview district level curriculum leaders concerning a specific topic
* Discuss with counselors methods used to motivate improved student performance—individual, small group, classroom guidance programs
* Become familiar with advanced placement and honors course requirements if in high school setting
* Become familiar with Workforce Development/Vocational Programs/CTE.
* Review process for student dual enrollment in high school programs and community college programs
* Review school board policies relating to operations
* Read teacher/staff handbook
* Create and maintain a personal calendar
* Get acquainted with other administrators, assistants, support staff, and instructional staff
* Review master calendar of planned school activities and process for additions to calendar
* Discuss policies for telephone and scheduling meetings with clerical staff.
* Review process for making maintenance requests
* Meet with personnel from District Human Resources to gain understanding of employment process from application to assignment for each employee type
* Attend Teacher Evaluation Training
* Develop understanding of system for observing and evaluating teachers including formal and informal observations, conferencing requirements, etc.
* Clarify personal responsibilities for teacher evaluation and observations
* Review policies for probation, non‑renewal and dismissal
* Become familiar with dismissal process of certified and support personnel
* Become familiar with the action plan process
* Attend a job fair with administrators
* Assist with job interviews for teachers or staff
* Review process for assigning new staff
* Attend an orientation session for new staff
* Review teacher substitute policy
* Assist with planning staff development opportunities for teachers and staff
* Assist with supervision of custodian staff
* Review cleaning schedules
* Review responsibilities of clerical staff
* Inspect building and grounds for needed improvements to avoid liability issues
* Review building security procedures including key distribution
* Review process for community use of facilities
* Conduct a fire drill, lockdown drill, or other safety drill
* Update NC critical incident box
* Review school traffic safety processes
* Evaluate school safety processes
* Review and update school maps and evacuation plans
* Become familiar with energy management processes
* Meet with financial secretary to gain information concerning budgeting
* Attend a School Board budget hearing or budget work session
* Meet with district level finance personnel to gain information concerning budget codes.
* Become familiar with purchasing processes used in school
* Review process for club and athletic budgeting and accountability
* Review process for expenditure of Title I funding
* Become familiar with grants approved for school and financial accountability for expenditure of grant funding
* Become familiar with operation of school supply room
* Attend a PTA or Boosters’ Club budget planning session
* Work with vendors to make presentation to school personnel
* Review maintenance agreements for copiers, phones, and other technology
* Review process for technology repair requests
* Become familiar with Home Base Program
* Become familiar with school system and school web pages
* Become familiar with system level computer programs related to staff development credit, human resources management, etc.
* Review school system technology plan as it relates to your school
* Become familiar with bus routes
* Ride a bus route
* Review bus discipline policy
* Work with bus behavior management
* Meet with transportation personnel to gain information on student transportation
* Become familiar with transportation of EC children
* Review process for field trip transportation
* Assist with bus driver training and orientation
* Supervise car unloading and loading
* Supervise in bus lot
* Conduct bus surveys
* Provide cafeteria supervision
* Meet with cafeteria manager to gain information on cafeteria operation
* Assist with development of lunch schedules
* Review process for monitoring students with food allergies
* Assist with dissemination of lunch menus
* Assist with development of master schedule
* Work with manager to understand state reports relative to scheduling
* Assist with scheduling of building use
* Assist with scheduling of extracurricular activities
* Assist with new student schedules
* Assist with development of support teacher schedules
* Assist with development of custodial cleaning schedules
* Review use of differentiated staffing to develop teacher assistant schedules
* Assist with scheduling of student screening
* Assist with development of testing schedules
* Assist with scheduling of test proctors
* Become familiar with parent support organizations in your school
* Attend PTA or Booster Club planning Assist with opening school schedules
* meetings
* Work with PTA or Booster Club activities
* Become familiar with volunteer program and assist with organization and implementation of program
* Become familiar with the school’s internal and external communication plans
* Assist with development of monthly newsletters
* Assist with communication to limited English parents
* Assist with planning of parent/teacher conferences
* Make a speech to a local service organization and articulate and demonstrate the importance of education in a democratic society
* Survey constituents regarding their perceptions
* Become familiar with issues related to ethnic diversity in school
* Verify process for handling community and parent complaints
* Become familiar with community agencies, clubs, etc. that support school operation
* Identify types of community advisory committees used in the school and system
* Be visible at ballgames, dances, and other after school activities
* Attend EC parent meetings
* Discuss conflict resolution strategies with principal and counselors
* Assist with development of business partnerships
* Assist with scheduling of speakers in school
* Become familiar with process for reporting child abuse
* Become familiar with child custody release policies
* Become familiar with issues in local news media including print, radio, and television.
* Attend a school board meeting
* Nominate school personnel for community awards
* Identify formal and informal techniques that exist within the district to gain external perception of the district’s performance, i.e., surveys, focus groups, and personal contact.
* Become familiar with policies relating to police department involvement in school
* Attend a commissioners’ or town board meeting
* Network with other school administrators
* Review and follow school and school board policies
* Maintain a high work ethic
* Maintain a positive attitude
* Support the principal regardless of total agreement with decisions
* Be open to suggestions of others
* Take responsibility for mistakes and learn from mistakes
* Demonstrate highest level of integrity by maintaining strict confidentiality
* Model behaviors expected of others
* Continually seek advice from principal and other administrators during frequent conferences
* Apply policies fairly and consistently
* Serve as a peace maker
* Review school board policies
* Maintain open communication with parents and other stakeholders
* Attend board meetings
* Become familiar with ethnic diversity of school
* Identify formal and informal techniques that exist within the district to gain external perception of the district’s performance, i.e., surveys, focus groups, and personal contact.
* Become familiar with policies relating to police department involvement in school
* Attend a commissioners’ or town board meeting
* Network with other school administrators
* Follow due process legal requirements
* Follow FERPA regulations
* Work with other administrators to develop and administer a claim