

School Administration Program Principal Mentor and Intern Handbook



University of North Carolina at Charlotte
College of Education
Department of Educational Leadership

THE INTERNSHIP

The capstone experience in the Master of School Administration (MSA) program is a well developed internship program that requires you to productively apply your knowledge of theory and research to the problems of practice. You will have many opportunities to progressively develop administrative competence through a broad range of practical and performance-related experiences.

McCreight and Bedford (2004) say “it is joy to learn from masters” and this passing on of knowledge has been the method of choice since the beginning of time. In the internship, the masters come from “two different foci of expertise.” “From the university comes the professor with a holistic frame of reference rooted in theory and research.” The principal-mentor offers, in particular, the skills of immediacy and opportunities to engage in higher order conceptualizations. Both are “prerequisites for solving the changing nature of problems in American schools (McCreight and Bedford, 2004).

The realities of the internship experience also bring about personal transformations. You will be continually challenged to maintain the consistency and congruency of your beliefs, values, and ideas, as you act upon a variety of cultural, emotional, and political conflicts that occur daily. Through the reflective practitioner process, your clinical supervisor will guide and support you as you progress through periods of cognitive dissonance.

You are guided in the internship by prescribed competency requirements that are derived from standards set by the National Council for the Accreditation of Teacher (NCATE), and the North Carolina Programs and Indicators for Programs in Advanced Educational Leadership. During the internship you will be immersed in the daily operations of your school with the major portion of your time being engaged in leadership activities.

The internship is a partnership between yourself, your principal mentor, and the university represented by your university clinical supervisor. Mutual agreement between the expectations you have of yourself, those of the program, and those of your principal-mentor is crucial.

Your administrative growth will be assessed against a list of predetermined leadership standards for school executives approved by the State Board of Education and set forth by the North Carolina Department of Public Instruction (NC-DPI).

PRINCIPAL INTERN CATEGORIES

Interns have been classified into four categories that are listed and defined below. It is important to understand each intern's designation in order to provide the most appropriate internship assignment and experience. While all interns must meet the same requirements, not all interns complete them in the same time frame or in the same sequence. Full-time students, Principal Fellows, and employed interns follow congruent patterns and procedures. Part-time students work with their university clinical supervisor and develop an individualized internship plan

Principal Fellows – These students have been awarded a Principal Fellow (PF) Scholarship and will be paid a state stipend for their internship. The stipend is equivalent to the beginning salary of an assistant principal and is paid in ten equal increments. The pay schedule is the same as the teacher ten-month pay schedule. These students are not employees of the school system. They do not earn or use vacation days, sick leave, annual leave, etc.

Full-Time MSA Interns – Classified as full-time but are not Principal Fellows. Because of their full-time status since beginning the program, the state pays them an internship stipend equal to the beginning salary of an assistant principal. For school district payroll purposes, they are treated the same as a PF.

Employed Interns – Your system may have hired MSA interns as Provisionally Licensed Assistant Principals, Curriculum Facilitators, etc. These students will integrate the internship requirements while fulfilling their job responsibilities. Their first obligation is to meet the responsibilities of their job assignments and in addition meet the program requirements for their degree. There may be times when schedules will conflict. The intern must negotiate these situations on an individual basis and communicate the issues to both their principal and their university clinical supervisor. When possible, these situations should be dealt with well in advance of the conflict time.

Part-Time Interns - These interns are continuing in their teaching or other system assigned job responsibilities. They must work with their principal and the university clinical supervisor to meet the hour and competency requirements of the internship. These students should not expect to complete the internship requirements in one year since their teaching obligations will prevent them from meeting both the length and the competencies required in the internship.

Legal Status of Interns

The General Statutes define “student teacher”, but do not specifically define “administrative inter.” The definition of “student teacher” is set out in G. S. 11 5C309 which provides, in pertinent part, as follows:

(a) Student Teacher and Student Teaching Defined, A “student teacher” is any enrolled in an institution of higher educational approved by the State Board of Education for the preparation of teacher who is jointly assigned by the institution and a local school board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

(b) “Student Teaching” may include those duties granted to a teacher by G.S. 15C307 and 11 5C-390 and any other part the school program for which either the supervising teacher or the principal is responsible.

The statute goes on to confer on a student teacher the same “protection of the laws” as that accorded a certified teacher, in essence making clear that a student teacher acting within the course and scope of that role stands in the same shoes as a teacher. In our opinion, the definition of “student teacher” in the statutes is broad enough to encompass the administrative intern described in your legislation.

Speas, E.M. & Crumpler, L. E. (Gerringer Personal Communication, 11-5-95)

SCHOOL SYSTEM CAUTIONS

1. Interns receiving state stipends cannot fill a vacant, state-allotted assistant principal position.
2. Interns should be assigned to sites whose principals have a highly successful record of school leadership and who genuinely desire to be a mentor. Interns should not be assigned to schools or with principals that need “extra help.”
3. The following limitations are designed to protect both the intern and school district from legal entanglements. Interns that are not hired by your system CANNOT:
 - Drive a bus
 - Sign out of school suspension forms
 - Observe a teacher on an action plan for the official record.
 - Serve as the administrator of record on school site Special Education committees or sign any forms related to committee decisions.
4. Changing leadership sites is a rare occurrence; however, there may be times when special circumstances make such a change necessary.
 - If a school district wants to move the intern to another school within the district, approval is needed from the intern, principal-mentor, superintendent, university supervisor, and MSA program director.
 - At times, the university may need to change internship sites to support the career interests of interns. The intern and appropriate school district contacts collaborate on the change process.

- Interns cannot be transferred from one district to another during the internship period without approval of LEA superintendents, university supervisor, and MSA program director. The State Educational Assistance Office must be notified to make fund transfers between districts.

PRINCIPAL INTERN RESPONSIBILITIES

The principal intern has the responsibility to:

1. Exemplify the professional standard of a building level administrator. This includes attitudes, actions, interactions, and dress both on and off the school clock. Remember: as a principal your private life is not your own.
2. Conform to school and district rules, policies and local standards of behavior.
3. Demonstrate a strong, personal, moral code and sound character exemplified by honesty, fairness, dependability, and generosity that is worthy of respect and trust.
4. Respect and celebrate diversity through daily actions, interactions, and decision-making.
5. Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the profession.
6. Communicate regularly and honestly with both your principal-mentor and your university supervisor. Ongoing dialogue is important for a successful internship experience.
7. Avoid unfavorable criticism of the school administration, faculty, and community.
8. Demonstrate a strong knowledge base and seek to improve competence through continuous learning.
9. Maintain a professional relationship and treat with courtesy all members of the school and its extended community.
10. Exhibit an enthusiasm for and be involved with the teaching and learning as well as co-curricular and extra-curricular activities.
11. Keep your principal-mentor informed of your university and Principal Fellows requirements and schedules
12. Abide by civil and/or criminal laws, the UNC-Charlotte Student Code of Conduct and the Principal Fellow Rules of Conduct.
13. Exchange addresses, telephone numbers, and other pertinent information with your principal-mentor and others as required.
14. Prepare a map with clear directions to your school site for your university supervisor.

UNIVERSITY SUPERVISOR ROLE

The university supervisor has the responsibility for overseeing and coordinating the internship experience. The university supervisor works with both the intern and the principal-mentor to provide a quality internship experience. The University Supervisor is your first contact person outside the school for support, information, resources, and guidance. Open

communication and confidentiality set the stage for a successful supervisor-student relationship. Your supervisor is available at any time the need arises.

The university supervisor will:

1. Model professional behavior.
2. Provide pertinent information concerning the intern to the principal-mentor.
3. Interpret university and programmatic procedures, requirements, and evaluation methods to the intern and principal-mentor.
4. Visit the internship site a minimum of two times each semester to confer with the intern and the principal-mentor. Site-visits include a short private time with the principal-mentor, a session with the mentor and intern together, and an extended period with only the intern. During the visits, the supervisor will review progress on the intern's professional growth plan, check the status of the project, examine the portfolio, determine the status of completion of the required competencies, and allow time for an informal discussion of intern's issues.
5. Provide useful, specific and timely feedback regarding the intern's professional growth.
6. Communicate bi-monthly with the intern via the on-line Reflective Journal writing process.
7. Assist the intern in meeting the assessment standards set forth in the MSA program guidelines. This could include such things as helping to identify and develop a plan of action for the intern's project, working with the intern to improve communication and interpersonal relationship skills, and/or guiding the intern through complex problem solving processes.
8. Provide additional conference times for the interns as needed. Makes time to counsel interns concerning professional and personal matters.
9. Conduct regular monthly seminars with his/her assigned interns. Seminar objectives include: provides students with the opportunity to share experiences and reflect on their individual progress, reaffirm the goals and objectives of the internship experiences, learn collegially, network, extend and enrich the internship professional growth experience.
10. Guide the intern in interpreting experiences in light of sound educational theory and practice.
11. Assess the intern in consultation with intern and the principal-mentor.
12. Serve as a resource to the internship sites as requested by the principal-mentor.

PRINCIPAL-MENTOR ROLE

In accepting a principal intern, the Principal-Mentor will:

1. Commit to the development and mentoring of aspiring school administrators that includes providing professional guidance and support for the principal intern.
2. Collaborate with the intern and university supervisor in designing an internship experience that will ensure the acquisition of the highest level of knowledge, skills, and competencies while assigned to your school
3. Regularly engage in reflective dialogue with the intern and the university supervisor on the intern's progress and assist the intern in becoming a reflective practitioner.
4. Attend university orientation and program evaluation sessions to plan and evaluate the internship process.
5. Establish the intern as an integral part of the administration team and the school community.

6. Clearly communicate a true picture of your attitudes, values, and ethical standards of behavior. Be candid and open.
7. Involve the intern in significant administrative work at the PRINCIPAL level, delegating additional responsibilities as the intern gains in experience. Avoid multi-management task assignments that have little to do with leadership responsibilities.
8. Involve the intern in supervising, developing/improving, and implementing curriculum and instruction plans and processes.
9. Provide workspace appropriate for this level administrator.
10. Include the intern in system level principal meetings, including professional growth activities.
11. Understand that the intern is a graduate student and has university obligations. Some interns also have Principal Fellow obligations.
12. Provide experiences in each of the required Internship Competencies and Leadership Proficiencies described in the Internship Handbook.
13. Allow and encourage the intern to extend his or her talents and abilities beyond the present level of performance.
14. Showcase the intern by allowing him or her to conduct staff development, represent the school at system level meetings, participate in a school and system-level decision making team, etc.

BEFORE THE INTERNSHIP

Teacher Evaluation Instrument Training – Speak to your mentor to schedule with your district as soon as possible.

Each school system has adopted a particular set of teacher evaluation standards/criteria and procedures for teacher observations and evaluations. You must be trained and certified to use the designated instrument. You should speak to your principal-mentor to participate in the training in the system to which you have been assigned.

Summer Administrator Workshops

Many school systems have summer leadership academies or administrative workshops to prepare their administrative teams for the upcoming school year. It is the time when new programs are introduced, new or continuing professional growth sessions are offered, and a good mix of social interactions is provided. If possible, arrange your schedule to attend parts or all of these sessions. This opportunity will give you a system perspective, allow you to interact with the members of your school administrative team, and be a part of the "up-front" decision making that occurs at these sessions

Prior to the Opening of School

On the first day of school, be as prepared as any other member of the administrative team to answer questions and make decisions. Preparedness provides you with a measure of instant credibility as you interact for the first time with teachers, parents, and students. You will need to

secure information about the school's history and culture, organization and management, programmatic frameworks, social/political domains, etc. The following may assist in your securing the information or provide a prompt for your thinking and analysis of the various school components.

Formal Organizational Issues

Functional/Organizational

- District Policy Manual
- School Policy Manual
- Teacher, Student, Parent Handbooks
- Vision and mission statements, school goals and improvement plans
- Calendar, forms, schedules, duty assignments, etc.
- Student discipline, procedure, responsibility
- Student Transportation Bus Routes, Time Table, Bus Driver List.
- Custodial Staff, maintenance routines and schedules, include system maintenance procedures and contact persons.
- Cafeteria Staff and operational procedures, free lunch process, scheduling, etc.
- List of school support groups, including policy manuals, meeting dates, officer lists, projects, etc.
- Co curricular and extra-curricular opportunities and activities, calendar, guidelines, etc.

Curriculum - Know what is supposed to be taught, when it is supposed to be taught, what instructional/learning strategies are being and can be used, what textbooks and other instructional support materials are being used, what evaluative methods are being used to determine if children have learned, etc.

Test Scores – Study student test data for the past three years including graphs, disaggregated data, trends, focus points, etc. Analyze the data to determine trends and areas for improvement. How does the school improvement plan address the needs?

Instructional Leadership and Supervision – Talk with both administrators and teachers about the teachers' capacity to prepare and deliver effective teaching episodes. What are the strengths and weaknesses? How can your knowledge and technical skill in improving instructional practice make a contribution toward improving student learning?

Professional Development Plans - Look at the school-wide professional development plan to determine if it aids the school in reaching its mission and supports school improvement plans. What differentiated professional growth options are provided?

Resources - Where are instructional supplies kept? What is the allocation procedure? Are individual teachers provided with funds for instructional resources? What inventory methods are

used? What role does the PTA or other parent groups play in providing resources for the school? How do student clubs contribute?

Central Office - the central office staff members are valuable resources. Know them and their responsibilities. After consultation and approval from your principal, contact central office staff for information, support, resources, and direction.

Use Human Relations Skills

- "Seek first to understand and then be understood" (Covey) – LISTEN
- Keep a balance between task and relationship behaviors.
- Be sensitive to the individual needs of personnel. Know their level of professional and personal maturity.
- Know the learning and personality preferences of the staff in order to communicate more effectively.

Respect and Nurture Diversity

- Dignify people
- Be supportive - listen, problem- solve, reflect, clarify, and help develop workable solutions.
- Develop “cross-cultural competence” (Gary Bloom).

INTERNSHIP SCHEDULE

Full- time Interns – Begin with assistant principals

End on the last day for teachers.

Although most interns will receive their degrees in May, they are expected to continue their internships to participate in school closing procedures. The intern, principal-mentor, and university program coordinator will determine the exact dates to begin and end. Principal Fellows and others who are receiving a state-paid stipend must work a full ten months.

Part-time Interns - Begin and end according to university summer school calendar.

Part-time students must fit the internship into their regular working schedule. It requires a big commitment on the part of the intern and a great deal of flexibility on the part of the principal-mentor. Those students employed as teachers, assistant principals, assistants to principals, or in other administrative or quasi-administrative capacities are expected to complete the requirements set forth in the internship. It is not sufficient for these interns to carry out their regular job functions and spend only a minimal amount of time being involved in contrived activities that represent the work of a principal.

In order for the part-time interns to have experiences and opportunities similar to those of full-time interns, the university supervisor, principal -mentor, and intern will need to collaboratively develop long -range plans at the onset of the internship period. Program expectations and role expansion will need to be clarified and agreed upon. Part-time internships will require extended workdays and include summer work. Obviously, part-time internships may take longer than one year to complete.

It is also recommended that part-time students take some professional leave days so that they can view the scope of the principal's responsibilities and focus on carrying out administrative tasks without having to divide their time and attention.

Part-time interns are expected to complete 400 internship clock hours over several semesters and summer. It may take two years for the part-time intern to complete the requirements and expectations of the internship. In order to plan appropriate experiences in collaboration with your mentor, time logs and other record-keeping forms must be completed and returned to your university supervisor each month. Your principal and supervisor will evaluate your work and make appropriate recommendations for additional experiences.

Part time students may complete up to 200 hours during the summers sessions. Prior to beginning a summer internship, you must have approval of the Internship Coordinator and the district liaison. You will also need to develop a "contract" of activities, tasks, and projects with your mentor and supervisor that can be completed during the summer period.

SEMINARS/MEETINGS/VISITS

Intern Seminars Semesters

Summer, Fall & Spring

Interns will meet monthly with their respective internship supervisors. These seminars allow students to share experiences, reflect openly among peers, compare and contrast problem resolutions, secure resources, and receive assistance in connecting their academic work to their field experiences, and find support and encouragement for continuously improving their craft. Supervisors and interns may negotiate the dates, times, and meeting places for these seminars.

University Supervisor On-site Visits

All interns will have site visits from their university supervisor. These visits may involve meeting with the mentor. On-site visits provide on-going opportunities to discuss issues that extend, enrich, and expand the learning base of the intern. The visit may address the interns' professional growth concerns, procedures, and processes in preparation for applying and interviewing for administrative positions.

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 _____

School Executive Standard and Descriptors	Leadership Experience	Participants	Date ; # of Hours	Description of Intern Involvement F=Facilitator O=Observer P=Participant

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

Calendar for School Administration Interns

August supervisor	Orientation (All interns) conducted by university supervisor
September-October	On-site orientation visit with mentor and intern
October	Intern Seminar (date TBD by supervisor)
Nov-Dec	On-site visit by University Supervisor Principal Formative Assessment (completed online)
December 5-12 be determined	Supervisor reviews products for 75% progress. Due date to be determined Supervisor

Electronic Product #1— *Curriculum and Alignment Plan for Improving Student Achievement*

Electronic Product #2— *Teacher Empowerment and Leadership Action Plan*

Electronic Product #3— *Community Involvement and Engagement Action Plan*

January	7	Application for Candidacy Form to Dr. Lee for review and signature-
January		Intern Seminar
January		Deadline to file Application for Candidacy form for May 2015 degree
January		Deadline to file Graduation Application by 11:59 PM

Feb-Mar	On-site visit by University Supervisor
March	Intern Seminar
April 30-May 7 determined	Supervisor reviews products for proficiency. Due date to be Supervisor

Electronic Product #4—*Organizational Leadership and Management Action Plan*

Electronic Product #5—*School Culture and Safety Audit Action Plan*

Electronic Product #6—*Comprehensive School Improvement Planning Review and Engagement Project*

April May begin applying for license via TEALR

Intern Evaluations Due:

- ✓ *Program Evaluation*
- ✓ *Mentor Evaluation*
- ✓ **Mentor Summative Evaluation of intern**
- ✓ *Intern Instructor Evaluation (via university system)*

Requirements for Degree, Certificate, and License

1. Successful completion of all required coursework (**Candidate & Program Faculty**)
2. Successful completion of MSA six DPI Electronic Products (**Candidate & Program Faculty**)
3. No score lower than “2-meets expectations” on *Assessment of Candidate’s Dispositions*” (**Site Mentor & Program Faculty**)
4. Principal’s signed support of *Impact on Student Learning and Development Project* (**Site Mentor**)
5. Acceptable Ratings (Developing/Not Observed/Proficient) on Formative Assessment (**Site Mentor**)
6. Proficient ratings on Certificate of Competencies Form (summative) (**Site Mentor & University Supervisor**)
7. Verification of 400 required hours (**Site Mentor/Designee**)
8. Submission of Application to Candidacy Form (**Candidate**)
9. Submission of Application for Graduation (completed online) (**Candidate**)
10. Completion of Professional Education Licensure Data Sheet (**Candidate**)
11. Application for Licensure (**Candidate**)

