

Building Level Administration

Internship Handbook

22024-2025

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Contents

Overview	2
Mentor Qualifications and Responsibilities	
Placement Process	
Termination of the Internship	

Stuation A: Prior to the beginning of the internship (typically the semester before), candidates who are currently teaching share the Building Level Administration Handbook with their building principal and discuss the possibility of completing the internship in the building in which they teach. The principal may choose to serve as the site-based mentor or recommend another building level administrator to serve that role. If the candidate or the principal requests that the internship be completed in another school, the candidate contacts the Director of Graduate Programs in Education to discuss other possibilities. The principal and the site-based mentor sign the School-University Agreement form (see Appendix A).

Stuation B: Prior to the beginning of the internship (typically the semester before), candidates who are not currently teaching contacts the Director of Graduate Programs in Education to discuss possibilities for placement. When an appropriate placement is arranged by the Office for Clinical Experiences, the site-based mentor signs the School-University Agreement form (see Appendix A).

Termination of the Internship

addressed collaboratively by the university and site-based mentors. If a plan of improvement is the recommended option, then the site-based mentor, university-based mentor, Director of Clinical Internships, Program Director, and candidate will have a conference and develop a specific plan of improvement for the candidate. The plan will be signed by the site-based mentor, university-based m

domain	ı. At least	one proble	em-based p	oroject mu	st be inclu	ıded in tw	o phases.	The compa	arison assi	gnment r	nust include

Progress Reports

Periodically during the internship, candidates submit internship progress reports as Blackboard assignments to provide documentation of the hours devoted to internship activities and of progress in implementing the internship plan according to due dates posted each semester. Each progress report includes dates, times, number of hours, activity description, hours accumulated in internship tasks and reflections or comments. Each progress report should be signed by the site-based mentor to authenticate and confirm the accuracy of the completed tasks. Candidates submit the internship progress reports as directed by the university-based mentor.

The format for the progress reports is included below:

Reflections	The reflection attempts to	The reflection explains the	The reflection explains the
	demonstrate thinking		
	about learning but is vague	and learning.	and learning as well as
	and/or unclear about the		implications for future
	personal learning.		learning.

Formative Internship Evaluation

At the end of phase one and two, the site-based mentor and the university-based mentor collaborate to complete a formative internship evaluation. It is the responsibility of the university-based mentor to submit the formative internship evaluation to Blackboard on the assigned due date. The formative evaluation provides feedback on the A copy of the

evaluation form is found in Appendix C.

Summative Internship Evaluation

At the end of phase three, the site-based mentor and the university-based mentor collaboratively complete the

The summative evaluation assesses

National Educational Leadership Preparation (NELP) Program Recognition Standards 1-8 Building Level and on the The university-based mentor completes the Summative Internship Evaluation (Appendix D) that is submitted to TK20 after a meeting with the candidate and site-based mentor.

Internship Portfolio

Throughout the internship and coursework, candidates save artifacts that they have created to demonstrate their competency related to NELP Standards/ Domain. An example of an artifact is a critique written by the candidate of an existing school mission and vision. Artifacts may be saved at any time in TK20. Instructions are provided in Appendix E

As a candidate progress through the three-semester internship, the candidate creates an internship portfolio organized by domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards Building Level. For each domain, the candidate writes a reflection on personal profession growth by answering the reflection questions related to the domain and attaches supporting digital artifacts. Candidates create a Word document for each domain and respond to all reflection questions listed. Candidates may reflect on both the internship and coursework experiences and may attach artifacts from both; how

Appendix A School-

Appendix B Domains, NELP Standard Components, and Example Tasks

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT

NELP 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Example of tasks

Evaluate an existing mission and vision statement

Collaboratively design a school mission and vision that reflects a core set of values and priorities

Develop a comprehensive plan for communicating the mission and vision

Evaluate existing improvement processes

Design a collaborative improvement process that includes key components (data use, design, implementation, and evaluation)

Develop an implementation process that supports the components and goals of the improvement process

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS

- 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelog learning) that support the educational success and well-being of each student and adult.
- 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Example of tasks

Oultivate, model, and communicate professional norms

Evaluate the ethical dimensions of issues

Analyze decisions in terms of established ethical frameworks

Communicate about and advocating for ethical and legal decisions

Model ethical behavior in their person conduct and relationships

Cultivat

Develop targeted communication for oral, written, and digital distribution Conduct a needs assessment of the school and community Advocate for school and community needs

DOMAIN 6: OPERATIONS AND MANAGEMENT

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-

promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Examples activities/projects

Audit the equity of school processes and operations and their impact on resources allocation, personnel decisions, and

Analyze and identify strategic and tactical challenges for the school operation systems

Develop and implement management, communication, assessment, technology, school-level governance, and operation systems

Develop a school master schedule

Evaluate resource needs

Use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities Advocate for resources in support of needs

Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school

Communicate policies, laws, regulations, and procedures to appropriate school stakeholders

Monitor and

Plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success.

Plan opportunities for engaging staff in leadership roles

Develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others Observe teaching in a variety of classrooms

Gather and analyze district policies on instructional expectations

Provide teaching staff with actionable feedback to support improvement

Develop a system for monitoring whether supervision and evaluation strategies promote improvement

Appendix C MSE Formative Internship Evaluation

MSE Formative Internship Evaluation

Appendix D Summative Internship

collaboratively engage diverse families in strengthening student	strengthening student learning	develops a comprehensive communication plan to foster two-way
learning		communication with families

14. Community

Appendix E Creating an Artifact in TK20

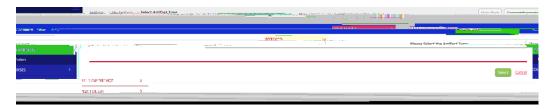
1. Select Artifacts from the left-hand menu



2. Glick on the green +Create New Artifact button.



3. -down menu, choose File and then



4. Complete the blanks in the Artifact screen that appear. Give the file a short descriptive name. Write a brief description that identifies the source of the artifact (e.g. EDUC700) and perhaps other reminders of why the artifact might be needed (e.g. NEL



Appendix F Portfolio Reflection Questions

As a candidate progress through the three-semester internship, the candidate creates an internship portfolio organized by domains derived from the National Educational Leadership Preparation (NELP) Program Recognition Standards Building Level. For each domain, the candidate writes a reflection on personal profession growth by answering the reflection questions related to the domain and attaches supporting digital artifacts. Candidates create a Word document for each domain and respond to all reflection questions listed. Candidates may reflect on both the internship and coursework experiences and may attach artifacts from both; however, internship experiences must be referenced in each domain.

Domain 1: Mission, Vision, and Improvement

Domain 7: Building Professional Capacity

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

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data to evaluate, design,	evaluate, design, cultivate, and	evaluate, design, cultivate, and	effectively evaluates a
cultivate, and advocate a support and inclusive school culture. (NEP3.1)	advocate for a supportive and inclusive school culture.	advocate for a supportive and inclusive school culture.	develops strategies for improving school culture or
			develops a comprehensive plan for creating a supportive and inclusive school culture

29. Equitable Access

The candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate

32. Instruction The candidate understands and demonstrates the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the s academic and non-academic systems. (NELP 4.2; CAEP A1.1.2)	The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services	The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement instructional practices, resources, technologies, and services	develops a plan for implementing a new curriculum In addition to meeting Level 2 expectations, the candidate effectively evaluates the coordination and coherence among instructional practices, resources, technologies, and services that support equity, digital academic and non-academic systems
			develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning

33. Assessment

The candidate understands and demonstrates the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being

	priorities

40. Laws & Policies

The candidate understands and demonstrates the capacity to reflectively evaluate,

43. Professional Development The candidate understands and demonstrates the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness,