

# COLLEGE OF EDUCATION AND PUBLIC SERVICE

Educational Leadership Program

"Reflective Practitioners Dedicated to Excellence in Service to Others"



## **Handbook for Principal and Superintendent Internships**

**Revised for Candidates Entering Masters and Doctoral Programs**

**Spring 2014**

Saint Louis University  
Fitzgerald Hall  
3500 Lindell Blvd.  
St. Louis, MO 63103

## **Quick Guide (steps) for the Internship**

**Step 1: Start Stage One** the first semester of the program, document the work with the protocol model in Appendix A. (Stage One consists of 200 hours of contact time).

**Step 2:** Near the end of the program's course work, complete **Background Check** six months before registration for the actual Internship Capstone course (See Appendix C).

**Step 3:** Complete the **Proposal** and submit to Internship Capstone Course professor.

**Step 4:** Complete **Internship School District Information** form (Appendix B).

**Step 5: Begin Stage Two** of the internship – must spread work over two semesters and consist of 100 hours of contact time.

**Step 6:** After Stage two is finished, complete a **Summary Analysis**.

**Step 7:** Complete construction of the **Final Report** (flash drive). The Final Report would include a **Matrix of Learning Events**.

**Step 8: Turn in the completed Binder** to the professor of the Internship Capstone Course by the appropriate due date (see current syllabus).

## **Table of Contents**

|   |    |
|---|----|
| Preface.....  | 3  |
| Saint Louis University Mission and Conceptual Framework ..... | 3  |
| Department Purpose and Philosophy for the Internship .....    | 4  |
| Expectations for Candidates.....                              | 4  |
| Stage One Internship Procedures.....                          | 4  |
| Stage Two Internship Procedures .....                         | 5  |
| Background Check .....  | 6  |
| Proposal.....   | 6  |
| Summary Analysis.....   | 7  |
| Final Report .....  | 8  |
| Matrix of Learning Events.....                                | 8  |
| Flash Drive .....   | 9  |
| Organization of Final Report .....                            | 9  |
| References.....   | 10 |
| Appendix A .....  | 11 |
| Appendix B.....   | 12 |
| Appendix C.....   | 13 |

## Preface

As of September 2013, the Missouri Department of Elementary and Secondary Education requires that all educators seeking administrative certification complete a minimum of 3 semester hours of directed field experience. The internship requirements offered at Saint Louis University for administrative certification for Building Level Administration (Principal), or Superintendent of Schools may be taken for multiple credit hours (3-6), depending on the area of certification and need for credit hours.

**Note:** Candidates who have a Specialist Degree and have already fulfilled their internship requirements for building principal and/or superintendent certification will **not** need to participate in the internship requirements outlined in this Handbook. Candidates who have a Specialist Degree, but have not completed any internship requirements will have to do so in order to obtain certification.

### The Saint Louis University Mission and Conceptual Framework of the Educational Leadership Program

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for service to humanity. As a Jesuit, Catholic university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The aim of Saint Louis University's Educational Leadership preparation programs is to produce candidates who demonstrate the proficiencies delineated by the Missouri Standards for Teacher Education Programs (MoSTEP) and the Interstate School Leaders Licensure Consortium (ISLLC).

Founded upon the mission statement of Saint Louis University are the following Five Dimensions:

**Scholarship and Knowledge** by developing a well-rounded education foundation that incorporates learning through experience and scholarship and is dedicated to the advancement of knowledge;

**Intellectual Inquiry and Communication** by developing the abilities of intellectual inquiry and communication and application of resultant knowledge to new situations;

**Community Building** by welcoming and working with others regardless of race, ethnicity, religion or gender;

**Leadership and Service** by serving others and by promoting social justice, and,

**Spirituality and Values** by developing their spirituality, values, and openness to the transcendent that guide all actions and relationships.

## **Purpose and Philosophy of the Internship**

The purpose of the internship experience is to give prospective school leaders a realistic context to learn and practice the craft of school leadership that might not be found in a formal university classroom. Additionally, it allows interns to apply what they have learned at the university in a real context. It also allows interns to assess their own commitment and genuine interest in the profession as well as be assessed for their performance in a more authentic setting. Finally, it accommodates a closer relationship between schools and universities, which has the potential for benefiting both organizations.

More specifically, the goals of the educational leadership internship are:

1. To provide the intern an opportunity to observe a variety of leadership styles from experienced practitioners;
2. To provide the intern with experiences that will strengthen his/ her confidence in successful administrative decision making;
3. To provide the intern with opportunities to work with diverse school communities, and provide opportunities for collaboration between Saint Louis University and the cooperating school/district to develop strong educational leaders;
4. To provide candidates with an authentic work experience.

The philosophy of all internship experiences in the Educational Leadership Program is shorter “multiple and varied, aligned with learning gaps” and on the job experiences (as opposed to long term, single focus (major projects). On the other hand, we are not advocating shadowing either, but rather a thoughtful planning of learning events, observations or performances of learning experiences and then finally, debriefing of the learning events with the mentor.

## **Expectations for Candidates**

Each candidate will be responsible for participating in 300 clock hours of internship experiences during their certification program, Masters or Doctorate, (200 hours through coursework and 100 hours during the Capstone internship experience). The professor of record will be the person receiving the Final Report at the end of the capstone internship experience (see description of the Report later in this Handbook).

Students are expected to exhibit proper conduct and integrity throughout the entire internship experience. It is imperative for candidates to keep sensitive information confidential, and to behave in a professional manner.

**Stage One: 200 -hours, completed as a part of the coursework (all courses).**

Candidates will begin Stage One during the first semester of course work. Activities during this early field experience will provide opportunities to observe the importance

and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested, and under the supervision of a university professor or on-site administrator.

1. Students will complete 200 contact hours by engaging and completing internship activities related to the particular course they are taking at the time. Professors in each course will identify several opportunities that would meet the internship requirements. These activities are automatically approved for the candidate to proceed with if they are listed in the Syllabus. Students may pick and choose from the opportunities provided in each course's syllabus.
- b. Students will be responsible for obtaining approval from the course professor for internship activities not listed in the course syllabus. This should be done by emailing the professor with a short description (one or two paragraphs) of the experience including expectation for logged hours;
- c. The candidate will be responsible for completing the "Internship Log and Learning Experience Analysis", (Appendix A) [email attachments are fine] and presenting to the course professor for final approval. A file of any products/artifacts completed by the student should be maintained along with the approved "Internship Log and Learning Experience Analysis";
- d. The Course Professor will provide the hours of contact time for each learning activity. Exceptions might be made for some activities if prior approval is obtained from the professor.
- e. All Internship opportunities must be completed during the semester or by the end of the following semester for the intern to receive credit for the internship activities.

### **Stage Two: Culminating Clinical Experience 100 Hours**

The Culminating Clinical Experience: The final internship builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site administrator and university professor.

1. Stage Two of the Internship will be directed by a university professor assigned to each student for the capstone 3 credit hour "Internship Course". The student is required to complete the following:

- a. Develop an Internship Proposal/Plan to be presented to and approved by the professor of record. This would likely begin with the student identifying learning gaps in their leadership skills, attitudes and performance abilities. There are many assessment tools that can be used/taken that would assist the student in this work. (See recommended textbook)
- b. The student should select two sites (possibly three, with prior professor approval) where they will conduct their onsite internship experiences. Careful consideration should be given to who the mentors would be in these settings and how their strengths would enhance the learning gaps of the intern. The mentors should be selected based on their recognized success in school leadership and their ability to be a model for the candidate. At a minimum, the mentor must have a Specialist Degree (Ed.S.) and five years' experience as an administrator;
- c. Students should select sites other than the school/district that they work in, exceptions could be if the student is new to the district or truly has had almost no exposure to inner workings of the administration;
- d. One site should be chosen for a more in-depth experience (70 hours) and the second for a more diverse experience that the student might be less familiar with (30) hours;
- e. Students should present the proposal to the professor of record and get tentative approval before making actual contact with the school or district mentors. However, in some cases, the student may wish to make initial contact with the mentor before informing the professor of record. Our concern is always quality of the internship experience for the student;
- f. Complete a **Background Check** prior to any stage two onsite internship experience. (See background check section in this handbook for University policy and forms (Appendix C).

Contents of the **Proposal** should at least include:

- a. A description of the two sites (include basic demographics) and the district or building mentors (include basic profile and why them) where the intern will do their experiences;
- b. A description of several major learning experiences in the form of a growth plan (that the candidate is proposing), tied to a self-assessment that identifies gaps in the student's learning/experiences and identifies at least one experience in each of the ISLLC/Missouri standards as well as some contact with a social service, private and/or community organization;
- c. Evidence that the candidate has completed the background check;

- d. Completion of the "Internship School District Information" form, (Appendix B) after the course professor has approved the proposal.

Additional information for the 100 hour capstone internship course (Stage Two):

- a. Students must schedule their internship experiences over at least two semesters (including summer) in order to not overburden either the student or the building or district mentor and also to take advantage of the many unique times that might be available to observe different learning experiences at different times of the year;
  - b. Capstone internship experiences will be documented with the "Internship Log and Learning Experience Analysis" just as in Stage One. Students are not required to have each "Internship Log and Learning Experience Analysis" document signed in the approval blank by the professor of record since they will review each one when the Final Report is presented;
  - c. The professor of record will contact the mentor(s), either by visit, email or phone and will schedule appropriate observations when necessary.
  - d. A capstone internship experience must bring the student into contact or interaction with a building or district mentor. It should occur in a school or district setting under the supervision of the cooperating school mentor and/or university advisor. The intern should try to spend as much quality time with the mentor (actual principal or superintendent) as possible, realizing that in larger settings working with assistants will be more appropriate for some experiences;
  - e. The intern should follow a **3 step process** of **reviewing** the anticipated learning experience/event with the mentor (from the proposal), then **observing** or performing the event and finally, **debriefing** the learning event with the mentor. A Stage Two experience is not candidate team or planning meetings, library work, the process of reflection, writing about the event or attendance at workshops or conferences.
2. Complete a **Summary Analysis** (10-20 pages to be included in the final Report) that addresses the following:
    - a. In addition to the analysis for each internship experience, candidates are responsible for writing a summary analysis of their internship experience as a whole. Back up and reflect on the entire 300 hour experience and summarize the learning in a more holistic sense. It could include reflections about the professional behavior of the mentor in carrying out his/her duties;



- b. This analysis needs to address all six Missouri Model Leader/ISLLC Standards, and should demonstrate how the internship has molded the student's beliefs and performances about educational leadership. How has this experience affected my learning and understanding about educational leadership?
- c. The analysis should reference logs and artifacts as supporting evidence;
- d. The final analysis will become a significant part of the Final Report;
- e. It is reasonable for the Summary Analysis to be somewhere between 10-20 pages in length.

3. Instructions for construction and completion of the **Final Report**:

- a. The Final Report will be turned in to the professor of record at the end of the internship experience. At that time a grade will be given for the whole (300 hour) experience. Check with your professor of record for deadline dates (current syllabus) in order to complete your internship experience. The capstone internship experience must be completed within one year or three semesters including summer semester;
- b. Include a **Table of Contents**;
- c. Behind the Table of Contents include a **Matrix of Learning Events** that would list at least the following (use one line for each learning event and divide the 200 hours in coursework (Stage One) and the 100 hours in the capstone course (Stage Two), then total hours in each category);

| <u>Date</u>                      | <u>Learning Event</u> | <u>Mentor</u> | <u>Contact Hours</u>      |
|----------------------------------|-----------------------|---------------|---------------------------|
| (Add up each category and total) |                       |               | <u><b>Total Hours</b></u> |

- d. The entire 300 hours should be divided by the 6 Missouri or ISLLC Standards with at least one candidate authored artifact included for each standard. A candidate authored artifact is a research paper, project, presentation, etc. that is produced (in the context of an onsite internship experience) by the candidate and is representative of an experience that helps tell the story of the learning experience. It is **not** one of the pre-approved class assignments given through the course internship experiences;
- e. Include all "**Internship Log and Learning Experience Analysis**" forms;

- f. Include the **Summary Analysis**;
- g. The **contents of the Final Report should also be stored on a flash drive** that the department will need for state certification purposes. Note: only include student authored artifacts in the Final Report, not lengthy district policies or procedures.

### **Organization of the Final Report**

1. Table of Contents
2. Matrix of Learning Activities (Must Equal 300 Hours ) for Stages 1 & 2
3. Stage 1 – 200 Hours  
Internship Log and Learning Experience Analysis for each Stage 1 event signed by the Course Professor and divided by ISLLC/State Standards.
4. Stage 2 – 100 Hours
  - a. Internship Plan Proposal
  - b. School District Information
  - c. Background Check
  - d. Internship Log and Learning Experience Analysis for each Stage 2 event with one Intern authored artifact for each standard.
5. Summary Analysis

## **Required Text**

Hackmann, D. G., Schmitt-Oliver, D. M., & Tracy, J. C. (2002). *The standards-based administrative internship: putting the ISLLC standards into practice*. Lanham, MD: Scarecrow Press, Inc.

## **References**

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Capasso, R. L. and Daresh, J. C. (2001). *The school administrator internship handbook: leading, mentoring, and participating in the internship program*. Thousand Oaks, CA: Corwin Press, Inc.

Martin, G. E., Wright, W. F., & Danzig, A. B. (2003). *School leader internship: developing, monitoring, and evaluating your leadership experience*. Larchmont, NY: Eye on Education, Inc.

McCreight, C. (2004). *Handbook for practicum students and interns in educational administration*. Mequon, WI: Stylex Publishing Co., Inc.

Milstein, M. M., Bobroff, B. M., & Restine, L. N. (1991). *Internship programs in educational administration*. New York: Teachers College Press.

Morgan, P. L., Gibbs, A. S., Hertzog, C. J., & Wylie, V. (1997). *The educational leader's internship: meeting new standards*. Lancaster, PA: Technomic Publishing Company, Inc.

**Internship Log and Learning Experience Analysis**  
**(Form or Format)**

Candidate Name: \_\_\_\_\_ Cooperating Mentor: \_\_\_\_\_

Date and Time: \_\_\_\_\_ Location: \_\_\_\_\_

Stage One or Stage Two Event?: \_\_\_\_\_ ISLLC Standard(s) addressed: \_\_\_\_\_

Total contact hours (logged) requested for this activity: \_\_\_\_\_ (over 10 hours for one activity must be approved by professor record)

Description of learning event (activity & purpose)

Reflection (of what happened)

Analysis (of your learning)

Supporting Documents (artifacts)

Professor Approval (signature) \_\_\_\_\_

Candidate Name: \_\_\_\_\_ Cohort Location and # \_\_\_\_\_

### Internship School District Information

Use this form to list the names and addresses of the schools and/or school districts where you will be doing your (capstone) internship hours. This information will be used to send the background checks to as well as keeping the department aware of where you are doing your internship experiences. (This form can also be found on the department website.)

Email or mail this form to: reborewt@slu.edu

Meg Moore

St. Louis University

Fitzgerald Hall, room 115

3500 Lindell Blvd.

St. Louis, MO 63103

Name of mentor or person to receive background check \_\_\_\_\_

School or School District \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Name of mentor or person to receive background check \_\_\_\_\_

School or School District \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Name of mentor or person to receive background check \_\_\_\_\_

School or School District \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

## **Background Checks for Educational Leadership Internship Students**

As of fall, 2008 all internship students must have a background check in order to begin the 80 hour Capstone Internship course in a school or school district context. (At this point a background check is not required for the 140 hours that is done through the coursework.) Unfortunately, the university and the school districts are getting more concerned about possible criminal background issues with anyone who could be working or learning in their schools and districts. Therefore, **all** internship students will have to complete a background check through the university within 6 months of beginning an actual internship experience (background checks are only good for 6 months). The current cost is \$52.20 (which is billed through your student accounts) for the “MO and FBI Search”.

Please follow the process outlined below:

- Go online to the SLU website <<http://www.slu.edu/x25225.xml>>
- At that site, if you are a St. Louis area student, click on “All other majors”, if you are a Kansas City area student, click on “Nursing Extended Campus and Kansas City Education Leadership Students”.
- When you click on “All other majors” for St. Louis area students, you will get a scheduling calendar. Pick a date and time that you can go to Dubourg Hall, room 20 to get your fingerprints taken. When you click on a time and date, it will take you to the application section called “Criminal Background Check Request”, fill it out and near the end be sure to check MO & FBI Search (\$52.20). Then, show up for the appointed time.
- For Kansas City area students, when you click on “Nursing Extended Campus and Kansas City Education Leadership Students”, it will take you directly to a special application. Fill it out and near the end be sure to check MO & FBI Search (\$52.20). Within a day or two you will get a call or email from the Office of Clinical Education Compliance (here at SLU) giving you the nearest location that you can go to in order to do the fingerprint requirement (this may require you to make a firm appointment).
- The process takes from 2 to 4 weeks to complete.
- Concurrently fill out the “Internship School District Information” form (Appendix E) and mail or email to Dr. William Rebore ([reborewt@slu.edu](mailto:reborewt@slu.edu)) ; mail: St. Louis University, 3500 Lindell Blvd, St. Louis, MO 63103.
- The Educational Leadership and Higher Education department will receive a background check verification form from DESE through the university and will forward it to the appropriate school districts, based on the information that you give on the Internship School District Information form. (We are not allowed to give a copy of the background check directly to students.)
- If you have any specific questions please call Felica Echols in the Office of Clinical Education Compliance (SLU) at (314) 977-6636 or email her at [fechols@slu.edu](mailto:fechols@slu.edu).