



East Carolina University  
**Tomorrow starts here.**

College of Education  
Department of Educational Leadership

MSA  
Internship  
Manual

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## **Section 1: GUIDELINES**

### **Introduction**

An intensive year-long internship is the culminating activity for students in the Master of School Administration program at East Carolina University. This field experience provides the time for students to apply theory and knowledge about school leadership learned in the classroom. This on-the-job training provides opportunities for interns to develop and refine leadership skills as they contribute to the total school program.

In developing these orientation materials, it is our intent to explain the basic purpose for this internship experience, internship expectations, and the additional requirements for this university program that leads to licensure by the state of North Carolina. A clear understanding of these parameters will encourage the establishment of productive working relationships within the school setting and ultimately enhance the experience.

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### **Purpose of the Internship**

The purpose of the internship is to blend the theoretical and research-based content of course offerings with the practical day-to-day experiences of school leadership. Ultimately, the internship affords students a realistic notion of school administration and allows students to learn from past experiences while they develop an appreciation for reflective practice.

In order to reap the full benefits of internship learning opportunities, an intern must be directly involved in the many diverse activities a principal encounters on a daily basis. An intern is expected to examine the overall school vision, become immersed in the school's improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills. It is expected that, upon successful completion of the program, an intern will be prepared to assume a school leadership position.

### **Eligibility for Internship**

Full-time students complete their internships during the second year of a two-year program. Part-time students may begin their internship when more than half the course requirements have been completed. The intent is that an internship should follow study of leadership theory, change theory, education law, ethics, curriculum, communication and other topics in order for that knowledge base to be tested in practical application.

## **Section 2: ROLES AND RESPONSIBILITIES**

### **Role of the Intern**

It is the responsibility of the intern to secure the site for their internship. Administrative interns may or may not be formally employed by their host school system. In either case, while functioning as interns, students are held to the same standards of conduct as other professional employees. They are expected to establish professional relationships with administrators and school faculty, become familiar with and act in accordance with local school board policy, maintain professional appearance, and abide by the American Association of School Administrators (AASA) Code of Ethics.

#### *Local School Board Policy*

One of an intern's first responsibilities is to locate and study the local school board policy manual. An intern will be expected to follow school board policy at all times. It is essential to know what is covered by those policies and to know where copies of the policy manuals are kept so that they can be referenced at any time. If an intern is assigned specific tasks that are covered by policies, it is a good idea to make a personal copy of these policies.

#### *Professional Relationships*

When engaged in an internship, a student is responsible to and interacts with a number of individuals who serve in various roles. An understanding of these various roles and relationships must be clarified.

First, an intern is considered as being an employee of the local school system. The same laws, rules, and regulations that apply to other professional school system personnel bind him/her. Second, an intern reports to the principal of the school in which he/she works. The principal may delegate some intern supervisory responsibility to an assistant principal. In these circumstances, the intern would report to the assistant principal. For additional clarification of the intern's roles and responsibilities on the administrative team, the intern should ask the supervising principal. Finally, an intern enjoys a professional relationship with the faculty similar to an assistant principal-teacher relationship.

In addition, an intern is a student at East Carolina University (ECU) and conducts him/herself as a professional representative of the university as well as the local school system. An intern is also responsible to the university supervisor who works with him/her to ensure that the internship provides opportunities to learn on-the-job and linkage with the university through seminars, portfolio development and a comprehensive exam.

## *Professional Appearance*

Interns must follow the administrative dress code for the district in which they serve. A safe standard to follow is the dress of other administrators in the school district. If something is questionable, the safest and wisest position to take is to be conservative.

## **The Intern's Calendar**

North Carolina state legislation requires a significant, yearlong, full-time internship for students enrolled in the MSA program in Educational Leadership. At ECU, the full-time internship carries eight semester hours of credit over two semesters, fall (LEED 6808) and spring (LEED 6809). An MSA Internship Orientation Session will be held at the end of the spring semester prior to the beginning of the internship. The orientation session will provide important information about the experience and time lines for fulfilling the requirements of the MSA Internship Portfolio.

The internship is designed for students who have completed at least 18 semester hours of course work. Full-time students complete 24 semester hours of course work during the first year and undertake the internship during the second year of study. Due to the rigor of the internship program, it is strongly recommended that students do not take additional coursework during the internship.

## **Completion of MSA Internship--Time Requirement**

The 1000-hour administrative experience requirement of the internship is two-fold: (1) interns must log a minimum of 500 directed administrative hours during the academic year (including summer months), and (2) will complete 500 supplemental hours at the discretion of their university supervisor. Interns will consult with their host principal to determine the completion date of the internship and receive approval from their university supervisor.

MSA administrative interns can fulfill this time requirement in one of the following three ways:

### **I. Full-Time MSA Students**

Full-time students have resigned from their teaching positions or obtained professional leave. For example, most Principal Fellows are granted professional leave by their employing school district for the two years they are enrolled in the MSA program.

The full-time internship students (including Principal Fellows) attend to their internship duties four days a week during ECU's regular academic year. The fifth day is set aside to attend ECU courses and periodic internship seminars and/or workshops. A projected calendar of on-campus activities will be given to each intern early in the fall semester.

## II. Part-Time MSA Students Employed in a Full-Time Administrative Position

These interns are employed by a school district in an administrative position five days a week. Although these students enjoy full-time employment with full-time administrative responsibilities, the reflective internship experience provided through seminars, journaling, collection of artifacts, and professional leadership portfolio development will enrich their practice and enhance their administrative skills. Occasionally, these students may be granted leave to take a morning or afternoon course on campus with full-time students.

## III. MSA Students Employed in a Teaching Position (Extended Interns)

Extended interns hold regular teaching positions in a school system and undertake an internship in addition to their teaching responsibilities. Although the ECU faculty strongly recommends one of the two previously mentioned options, they recognize that this arrangement may be necessary for some students. While full-time interns and administrative employees easily invest at least one thousand hours in their administrative experiences, “extended” interns who log administrative hours while they continue to teach must monitor their hours more carefully. It is essential that extended interns work closely with their host administrator to determine how they will experience a wide variety of administrative responsibilities. The 1000-hour administrative experience requirement of the internship is two-fold: (1) interns must log a minimum of 500 directed administrative hours during the academic year, this MUST include one summer of experience to run concomitant with the internship. Other experiences may occur during, before and after school, and (2) complete 500 supplemental hours at the discretion of their university supervisor.

### **Internship Site Issues**

All interns must be sensitive to the calendars of their host district and that of the university. Because it is important for them to experience the opening and closing of the school year, most interns will follow the school district’s calendar whether or not they are under contract. Full-time MSA students receiving the state stipend are expected to complete a minimum of ten months in the district.

Interns will follow the holidays and vacation days set by the local school district. Interns will follow the ECU calendar with respect to internship seminar dates, the schedule for courses being taken, and graduation ceremonies.

All interns will follow the workday schedule required of professional personnel in the school as determined by local school board policy. Interns are encouraged to gain valuable experience by beginning work prior to the opening of the school year and by helping with school closure at the end of the year.

## **Role of the Host Principal**

The host principal must agree in writing to accept responsibility for on site supervision of the intern. The host principal assumes responsibility for the specific assignments given an intern. It is expected that these assignments will cover the range of duties and responsibilities of an assistant principal or a principal. The university supervisor will meet with the intern's principal early in the school year to discuss assignments and encourage the principal to assign a wide range of tasks. ( The MSA Internship activities list will be the guide for this discussion)

The host principal should be informed of the intern's development plan early in the relationship so that he/she can assign appropriate responsibilities and tasks. Knowledge of an intern's strengths, potential derailers and development goals will enable the host principal and supervising professor to assist the intern as he/she evaluates performance, reflects on experiences and plans future development. Interns will make sure their host principals have a copy of the Interstate School Leaders Licensure Consortium (ISLLC) Standards and understand the portfolio and licensure exam requirements tied to those standards (see Council of Chief State School Officers at <[www.ccsso.org](http://www.ccsso.org)> at ISLLC).

A host principal is expected to assist the intern in becoming fully absorbed in the life of the school. An intern is expected to participate actively, as would an assistant principal, in the total school program.

A host principal works collaboratively with the intern and the university supervisor to assess the intern's progress and ensure development of essential leadership skills. At the end of the internship, the host principal will evaluate the intern's progress using evaluation instruments provided by the university supervisor.

## **Role of the University Supervisor**

The university supervisor works with the host principal and intern to assure that roles and responsibilities are clear. The university supervisor makes on-site visits to an intern at least twice during the first semester, at least once during the second semester, and on other occasions as needed. Interns are also expected to interact electronically with the supervisor on a regular basis. The supervisor confers with the host principal (in person and electronically) about the progress the intern is making; similarly, the supervisor confers with the intern about the individual's growth as an educational leader. Additional conferences are scheduled as needed.

University supervisors will facilitate at least 8 seminars for all interns during the academic year. Each seminar will focus on one of six leadership clusters. The centerpiece of each seminar will be group discussion aligned with the featured leadership cluster and the artifact/s gathered by the intern. Appropriate guest speakers and experienced-based panelists will address select topics which may include licensure preparation, job related strategies, and supervisor feedback. Each seminar will provide interns with an opportunity to discuss problems and issues they have encountered. Toward the conclusion of the internship, the university supervisor, in consultation with the host principal, assesses the progress of the intern. The university supervisor assumes responsibility for the assignment of the final grade based on the intern's portfolio and comprehensive exam, which is based on the portfolio.

## **The Leadership Portfolio**

Professional portfolios mean different things to different people. While completion of a portfolio is a requirement, what a student turns in may vary according to the student's interpretation of what the instructor wants and the student's needs and interests.

For the purposes of this internship, the Leadership Portfolio is defined as a collection of evidence that documents an acceptable level of knowledge, skill and understanding as defined by the North Carolina School Executive Standards. The contents of the Leadership Portfolio should be maintained in electronic format and organized in sections as follows:

1. An up-to-date resume - including professional background, experience, and aspirations.
2. Growth Plan for the Internship with amendments throughout the year.
3. Journal of weekly activities and hours devoted to administrative activity with a student reflection of these activities
4. Artifacts for each leadership theme group with a cover sheet explaining the link to specific practices and competencies .
5. Formal evaluations by the site supervisor
6. North Carolina School Executive Standards pre and post assessments.
7. SAS Section [LEED 6812]– which includes: SAS Reflection Summary, SAS Performance Review, notes from Feedback Form, and selected artifacts with cover sheets from the simulation

### Internship Experiences

While it is understood that the scope and sequence of experiences included in the role of a school leader is expansive, the ability of an intern to develop skills in the running of a safe and orderly school and curriculum development relative to pertinent test data is paramount. What follows is a list of experiences deemed central to a successful, effective internship experience. The list includes required experiences, highly recommended experiences and other suggested activities. It is desired that the site supervisor will add their experiences and knowledge to each in assisting the successful intern

#### Required Experiences

1. Participate actively in the student discipline process with various levels of infractions.
2. Adjudicate instruction in an area different from the interns background.

#### Highly Recommended Experiences

1. Participate in the teacher observation/evaluation process.
2. Attend and be an active participant on the School Improvement Team.
3. Assist with the scheduling and administration of standardized testing in your school.
4. Participate in discussing and observing fiscal management in your school/district (principal/finance officer/budget officer), including: the requesting, receiving, and expending of federal, state, local, and other funds.
5. Attend an Exceptional Children's Program meeting at your school.
6. Work with the administration on the creation of a school schedule.
7. Work with the head of the school custodial staff to understand the job and its challenges. Include a walkthrough of the building with this individual noting areas of concern and the procedures for repairs.
8. School transportation:
  - (a) Ride a school bus; Interview the driver about challenges encountered.
  - (b) Help with the loading/unloading of buses.
  - (c) Review the bus discipline procedure.
  - (d) Interview you school's bus supervisor to discuss safety and preventative maintenance.
9. Attend and reflect on at least 2 school wide parent/group meetings and I other type of parent involvement function.
10. Attend and reflect on at least I school board meeting.
11. Participate in the using of disaggregated student data to guide on-going curriculum implementation and improvement.

## Other Suggested Activities

- Participate in the hiring, inducting, and mentoring of new teachers and staff.
- Facilitate a results-orientated professional development activity that is connected to school improvement goals and is differentiated based on staff needs.
- Participate in a facility needs assessment and periodic facility evaluations to improve emergency/response maintenance, routine maintenance, preventive maintenance and predictive maintenance. Interview the district's maintenance director to discuss these issues.
- Assist with the registration of a new student/s.
- Interview the individual who works with the management of student records. Understand the process and confidentiality of records.
- Participate in the development of the teacher duty schedule.
- Be actively involved with a fire drill and inclement weather drill.
- Review the school's student handbook, and participate in the revision process.
- Review the school's teacher handbook, and participate in the revision process.
- Participate in assisting stakeholders in understanding and gauging student achievement against state and national standards.
- Attend and reflect on at least 2 different types of extra-curricular activities in your school.
- Attend and reflect on at least 2 different types of co-curricular activities in your school.

### **Final Evaluation of an Intern's Performance**

At the conclusion of each semester, an intern is assessed by use of the Evaluation Rubric (see Appendix G).

The internship is graded in two parts, four semester hours during the fall semester and four semester hours during the spring semester.

### **Comprehensive Examinations**

Students completing requirements for the MSA degree will, during the last semester of course work, undergo a comprehensive examination. The examination consists of two parts: written and oral. An intern's progress as reflected in the portfolio is the basis for the written and oral comprehensive examinations. The written examination involves the submission of a Leadership Portfolio and the completion of a Summative Activity. It represents the culmination of the MSA program and, in particular, the internship. The contents of the Leadership Portfolio are expected to provide evidence of competence in each of the leadership theme groups and the North Carolina School Executive Standards. The portfolio also provides evidence of an intern's reflections on individual growth with respect to knowledge, skills, and professional perspectives. The oral examination focuses on the contents of the Leadership Portfolio and requires an intern to present, discuss, and "defend" the learning reflected in the portfolio as related to the performance domains and essential administrative skills.

The portfolio may contain other evidence of a student's choice directly related to what a student has learned and achieved, that provides evidence of his/her qualifications to be an administrator. Portfolios may include transcripts, letters of commendation, copies of publications, test data, pictures of one at work, or video documentation. The portfolio should be well organized and the writing error free. LEED faculty assess the quality of the portfolio. A team of LEED faculty members, including the supervising professor, evaluates the portfolio; and the supervising professor conducts the oral examination. Faculty inquiry into a student's fitness and readiness for assuming an administrative position, exploring such topics as the following:

- the student's ability to articulate an appropriate educational philosophy,
- the student's ability to articulate an appropriate and compelling vision for schools,
- evidence of the student's leadership skills,
- evidence of the student's understanding of current issues in education,
- evidence of the student's ability to apply knowledge, theory and research to real world challenges in the principalship,
- evidence of the student's ability to use technology.

In order to pass the comprehensive examination, a student must have made acceptable scores on both the written and oral components.

## Recommendation for Licensure

Students are recommended for licensure upon successful completion of all requirements for the degree (including course work, comprehensive examinations, and computer proficiency) as well as additional requirements for licensure (passing score on the School Leaders Licensure Assessment).

Students apply for licensure through the Department of Educational Leadership at East Carolina University. They must complete an application form and submit a money order, certified check, or personal check and a copy of their SLLA test score. The Department of Educational Leadership assumes responsibility for securing a copy of the student's transcript containing all courses and grades required for licensure.

Please note that any incomplete grade must be removed before one can graduate and be recommended for licensure.

### **Evaluation of the Internship Program**

Throughout the year, the university supervisor seeks feedback from the host principal, the intern, and other school district administrators regarding the effectiveness of the internship program. At the time of the university supervisor's final visit to the school, the supervisor, the host principal, and the intern evaluate not only the intern's progress, but also the effectiveness of the internship program.

## **2009-2010 Calendar of Significant Dates for MSA Interns**

May 11	Orientation meeting
May 18	Start Internship [ a <b><u>MUST</u></b> for part time interns]
May 18	Letter from Site Supervisor Due in MSA Office (Part time interns)
July 1	Sign on Task Stream
July 10	Pre Assessment must be posted on Task Stream
July 10,11,13	SAS (LEED 6812)
July	Session on Task Stream [ <b><u>REQUIRED</u></b> for all interns]
August	Site visit from University Supervisor Initial thoughts for Growth Plan
September 7	Journal entries from May-September 4 and SAS posted on Task Stream
September 14	<b><u>Intern Meeting</u></b>
October 5	Journal entries from Sept. 4– Oct. 4 posted
October 12	<b><u>Intern Meeting</u></b>
November 2	Journal entries from Oct. 5- Nov.1 posted
November 9	<b><u>Intern meeting</u></b>
November 30	Journal entries from Nov. 2-Nov.29 posted
**December 7	<b><u>Intern Meeting</u></b> [ note date <u>first Monday</u> of month]
December	Site visit from University Supervisor Letter of progress signed by site supervisor
January	Opportunity to take licensure exam
January 4	Journal entries from Nov.30 -Jan.3 posted
January 11	<b><u>Intern meeting</u></b>
January 22	Last day to apply for May graduation
February 1	Journal entries from Jan.4-Jan. 31 posted
February 8	<b><u>Intern meeting</u></b>
March 1	Journal entries from Feb.1-Feb. 28 posted
March 8	<b><u>Intern meeting</u></b>
March / April	Final site visit by university supervisor Site supervisor evaluation due at this visit
April 5	Final Journal entries posted
April 12	Entire <u>completed</u> portfolio posted on Task Stream
April 19	<b><u>Intern meeting</u></b>
April 20- April 30	University supervisor will conduct final defenses
June	Opportunity to take licensure exam

## Evidence Themes

### 1. Positive Impact on Student Learning and Development:

Evidence that demonstrates the ability to systemically impact learning and development of ALL students.

### 2. Teacher Empowerment and leadership:

Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership.

### 3. Community Involvement and Engagement:

Evidence that demonstrates the ability to involve and engage school and community stakeholders.

### 4. Organizational management:

Evidence that demonstrates the ability to effectively and efficiently manage complex organizations.

### 5. School Culture and Safety:

Evidence that demonstrates the ability to positively impact school safety and culture.

### 6. School Improvement:

Evidence that demonstrates the ability to effect school improvement.

