



School Leaders Program
Department of Educational Leadership

INTERN HANDBOOK

COLLEGE OF EDUCATION / DEPARTMENT OF EDUCATIONAL LEADERSHIP
SCOTT EDUCATION & SCIENCE BLDG. 216, 2912 COLLEGE AVENUE, DAVIE, FLORIDA 33314

EDL Web site: www.leadership.fau.edu Pilot Program Web site: www.leadership.fau.edu/leadership_new/pilot_program.htm

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Purpose of Interns

The internships are activity-based courses which enhances a student's development in school leadership. FAU EDL students receive a generalized school leadership curriculum based on national and Florida state standards. The internship provides them the opportunity to take the theory and knowledge they acquire through FAU's academic program and meld it with leadership and management knowledge and skills. To this end, self-directed learning, motivation, initiative, and drive are key requirements of the intern. The program should be an opportunity to practice and apply administrative theory in the various areas of school leadership as outlined under the State of Florida Educational Leadership Standards.

All interns should have as their general objectives the following:

1. To develop human relations skills.
2. To create a professional network that they can use for support and growth.
3. To apply problem-solving methods and decision-making skills.
4. To gain knowledge of and practice in the activities and role of school administrators.
5. To be able to use focused leadership knowledge and skills to improve student academic performance.

Specific Intern Responsibilities

The duties of the interns involved in the internship include:

1. Keeping current with all requirements for the FAU EDL certification program that they are enrolled in.
2. Keeping current with all the requirements for the program by accessing the website on a regular basis to glean new information as it becomes available.
3. Reporting directly to the mentor (principal or supervisor as assigned).
4. Meeting with the mentor on a regular basis to:
 - a. discuss the activities accomplished since the last meeting,
 - b. discuss and reflect on these accomplishments together with the mentor, and;
 - c. plan and program the activities to be performed by the next meeting.
5. Attending and actively participating in all the required seminars.
6. Reading all required literature for the seminars in advance.
7. Review and gain an understanding of the activities outlined in the **Activity Charts**.
8. Based on the **Activity Charts**, make an initial plan for when and how tasks or projects will be completed on the required observe, participate, and lead continuum.
9. Constantly updating and adjusting the **Semester Activity Planner** to ensure that all required tasks and projects for the semester are completed by the end of the semester.
10. Keeping a log of all the activities performed that includes dates, numbers of hours, the activity performed, the accomplishments made, and the next steps toward task or project completion.
11. Engaging in all the strategies listed for each activity in the **Activity Chart**.

12. Constructing an Administrative Learning Portfolio to be posted on LiveText. This is detailed in the EDA 6942 course syllabus.
13. Turning in at the end of each semester, for assessment and feedback from the FAU course professor, copies of:
 - a. Write-ups called “Reflections” of the activities performed during the semester, accompanied by the activity artifact.
 - b. The **Internship Log** of the hours of activities performed during the semester.
 - c. The **Semester Activity Planner** for each semester.
 - d. Any other forms and materials required by the course professor.

Interns' participation in this program should be of benefit not only to the intern, but to the mentor and school as well. The activities of the internship are structured so that the intern's involvement and product of the activity should result in:

- Assisting the administration to improve the school.
- Assisting the administration in identification, development and implementation of the state-of-the-art research-driven programs, teaching strategies and staff development.
- Assisting the administration in maintaining and promoting a positive learning environment.
- Promoting improved student learning outcomes in the school.
- Providing assistance to the principal in the development and implementation of the school wide mission and priorities, as stipulated in the school improvement plan (SIP).
- Assisting the principal in establishing goals and objectives for professional development.
- Assisting the principal in managing and administering student programs.

Internship Documentation and Forms

The following documents and forms are those that the intern is responsible to access, know, and use effectively throughout his/her internship. The forms provide interns with an outline of the items that they are responsible for during the internship. Each form fulfills a specific purpose that is tied directly to a different activity the intern will be engaged in.

Course Syllabus

The internship course syllabus details all aspects of the course from the formal, academic frame. Details describe how the course will be taught, the student assignments, how the student will be graded, and other important guidelines. It is extremely important that interns take the time to fully read this document and be completely familiar with its contents.

Activity Charts – Appendix A

Purpose. This is the set of charts which describe in detail the activities the intern will be responsible for completing during the semester. It demonstrates:

- the amount of time expected to take to fulfill the activity,
- the semester in which the activity is to take place,
- the Florida Leadership Standard (FLS) to which the activity is tied, and;
- the FLS Competency and Skill that the activity is related to.

For each of these activities, field experiences should engage the intern in **observing, participating in** and **leading** tasks and projects designed to change curriculum and instructional practices in ways that increase student achievement.

Observing, Participating, and Leading. For each of the activities, there is a set of components that fall under the continuum of observe, participate, and lead. The intern is required to complete these components. However, these different components can be customized by an agreement between the mentor and intern so as to best fit the circumstances of the school setting.

Strategies. Each activity comes with a list of recommended strategies. There is one strategy that is required, that of “Plan your activity and desired results beforehand, and keep the **Internship Log**.” The planning for the activity will be recorded on the **Semester Activity Planner**. The **Internship Log** is provided for interns to use to record their work towards completion of the activities. *Please note:* these strategies are recommended. It is hoped that the intern’s mentor and clinical adjunct will be providing suggestions for strategies that will fit the particular needs of the intern’s experience.

Performance Assessment. The performance assessment section of the **Activity Charts** contains the specific assessments that will be used to evaluate the intern’s performance of the entire activity. One of the assessments is a self-assessment in the form of an activity reflection write-up. The write-up should be an in-depth description of the entire activity, with a focus on successfully demonstrating that the intern has done in-depth analysis of his or her performance on the continuum of observing, practicing, and leading.

The activity reflection write-up should contain as its running head that it is a “Reflection” and the standard and task it describes (e.g. “Running Head: Reflection on Managing the Learning Environment Task - Disciplinarian for the Day”). Reflections should contain the following subheadings:

- Preparation for Activity
- Description of Activity
- Results of Activity
- Analysis of Activity Performance
 - Observation Component
 - Participation Component
 - Leading Component

Although each subheading is self-explanatory, it should be kept in mind that in the “Analysis of Activity Performance” it is important for the intern to include her/his reflections of how the activity was performed as well as the *mentor’s feedback* on how the task was performed as a

part of this write-up. This assessment of the activity will be collected by the clinical adjunct when the activity has been finished, and will be evaluated by the FAU faculty using a general rubric that will be provided.

The other performance assessment, specific to the activity, is an artifact that will be presented to the adjunct with the Activity Reflection Write-Up. It will also be evaluated by the FAU faculty, using a general rubric that will be provided.

Semester Activity Planner – Appendix B

All experiences require a planning component, in which the intern and mentor discuss specific strategies and details of the performance assessments for the activities. This form is designed for the intern to take notes on exactly that: the timeline that components of the activity will happen and any specific strategies or particulars that the mentor and intern agree to using or producing for this activity. It is also a good way to keep a record of any specific notes that the intern takes during regular meetings concerning the planning of the activity components.

Interns are accountable for understanding the individual tasks and projects that they will work on and the activities they will complete to develop each. They are also accountable for documenting their plan and tracking progress on it. However, all of these activities should be completed in consultation with, and with approval from, the intern's mentor (and the Clinical Adjunct when appropriate).

Internship Log – Appendix C

As the intern works on his or her activities, they should keep track of their actions on this log. It serves as a running diary of intern work. The intern should make extra copies as needed. A set of logs will be kept for each Activity. Therefore, there will be a set of log sheets for each Activity completed each semester, which will enable the intern to have a record of the performances for each Activity as well as provide the summative number of hours dedicated to each Activity.

In order for this log to be most effective, it should be written in as soon as a specific component of the activity is completed so that the details remain fresh and in order to keep the log updated at all times. The intern should always bring the log to the regular meetings with their Mentor and/or Clinical Adjunct. This log will:

- Provide the intern with “talking points” as s/he discusses progress with the Mentor and/or Clinical Adjunct.
- Provide interns with “thought joggers” for reflection activities.
- Helps the interns construct their professional portfolio.
- Prompt you to stay focused on the tasks even as emerging events in daily school life distract you.