Field/Clinical/Internship Practice Requirements
For EDL 555

I. Catalog Description:
   a. Clinical field experience in the student's major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member. The internship requires a minimum of 75 clock hours of planned activity for each semester hour of credit. Students must file an internship application with the department by the fall deadline of September 15 for placement in the spring semester, and February 15 for placement in the fall semester. EDL 555 is required for all candidates for the supervisory, administrative, or chief school business official endorsement to the administrative certificate. Prerequisites: Admitted to the program, completion of an approved internship application by the specified deadline, EDL 538 with a grade of B or better, 23 semester hours of graduate course work in Educational Leadership and permission of the Department Graduate Committee.

II. Population Served:
   a. Students in the Master of Science in Education (MSEd) degree and the Illinois Type 75 Administrative Certification programs.

III. Number of Required Field/Internship:
   a. Four credit hours are required (usually taken at two credit hours per semester). Interns are required to complete 300 hours of internship activities.

IV. Required Activities:
   A. Internship activities are organized around the ELCC Standards.
      a. Standard 1.0
         i. Analyze and review the mission and vision of the school and then assess the school’s climate, culture and needs in relation to the mission and vision. In addition, identify and address barriers to accomplishing the vision.
         ii. Analyze data to find areas needing improvement and plan a course of action to address school improvement.
         iii. Serve on the SIP team or assist in the implementation of SIP goals.
         iv. Assessment 1
             Demonstrate understanding and performance in data analysis, school improvement, and conducting the SIP process

             Explain purpose of school improvement plan and its relationship to school vision in live presentation to group of stakeholders
             Analyze and review data including but not limited to state test results and help identify areas for improvement and interventions
             Develop a communication plan and make at least one oral
presentation supported by SIP results (presentation will be a part of the communication plan)
Gather and examine data to determine progress made on prior interventions

b. Standard 2.0
i. Assess the instructional practices to determine the need for a new program that would contribute to the success of students and make recommendations to the site supervisor.
ii. Identify the various types of student exceptionalities, analyze current programs and then develop a plan to better meet the needs of at least one group of students. This plan will be shared, via a PowerPoint presentation, with the site supervisor, the school improvement team, or other vested parties.
iii. Work with special education teachers, addressing curriculum needs (minimum of 10 hours).
iv. Conduct four or more clinical supervision episodes with two or more faculty members. (See handbook for more specifics)
v. Observe the principal conducting an evaluation observation and conferences.
vi. Involvement in the hiring process.
vii. Involvement in the induction and mentoring of new teachers.

viii. Participate in the planning and implementation of professional development for all teachers.
ix. Develop and implement a personal professional growth plan that reflects a commitment to life-long learning.

x. Assessment 2
Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development

B. Participate in the evaluation of a teacher. Write a summary utilizing notes, observations, and student achievement data. Provide examples of interventions and support needed for the non-tenured or struggling teacher.

C. Participate in the hiring process including at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in the interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

D. In conjunction with stakeholders lead in the development and proposal of a complete professional development plan for a school building that would include:
   a. Data that led to the development of the plan;
   b. Options available for the participants;
   c. Reasons that the plan is expected to lead to
higher levels of student achievement; and 
d. A method for evaluating the plan and its components 
e. Standard 3.0 
i. Work with the person responsible for scheduling to learn the scheduling process. 
ii. Monitor attendance and truancy and prepare a report with recommendations to improve the procedures. 
iii. Develop an annual cycle of the site supervisor’s responsibilities, noting these in a calendar- like format that includes tasks, events, timelines, and budgetary planning information. 
iv. Shadow two different building administrators (not in the building where interning) for one full school day each. (See handbook for more specifics.) 
v. Assessment 3 
Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity

- Investigate two areas of the personnel management system that currently exist within your internship school;
- map that system and all of its components;
- identify and describe effectiveness and ineffectiveness of the personnel management system;
- provide recommendations for improvement of the areas that are ineffective.
- Review the school’s budget and other school resources with your internship principal. Detail: How resources are typically used; How to evaluate for adequacy; How to assess for effectiveness and efficiency; Recommendations for improvement; and Address the impact of the budget on the following subgroups special education, ELL, early childhood, gifted and low socio-economic students.
- State the mission of the school. Determine and map out the different systems that exist within the school to fulfill the school’s mission (i.e. discipline plan and system; attendance system; maintenance system; transportation, etc.). Delineate two of these systems; create a rating tool that can be used to rate the systems from excellent to needs improvement.
Finally, develop recommendations for improvement of aspects of systems that need improvement and report the findings to your internship principal.

f. Standard 4.0
   i. Developing or critiquing two or more of the school's plans for communications, public relations, celebrations, emergencies, competitions, or other events generally attracting media coverage.
   ii. Through professional readings and meeting with appropriate individuals the intern will design activities to increase parental involvement and develop a proposal for presentation to the site supervisor.
   iii. Identify and contact service agencies that can assist with identified needs of students and families and then generate a list of community resources and organizations that are available to assist students and families.
   iv. Plan activities that will provide experiences working with parents and school boards and community partners(Special Education, Early Childhood, English Language Learners and Gifted)

 g. Standard 5.0
    i. Participate in IEP meetings and 504 plans. (minimum of 10 hours)
    ii. Meet with the principal to discuss confidential events, documents, information, and paper work.
    iii. Research and develop procedures that provide struggling students with opportunities for extra support.

h. Standard 6.0
   i. Attend at least 3 local school board meetings, one of which is in a school other than where the internship is occurring.
   ii. Attend at least 3 administrative team meeting.
   iii. Evaluate the school's technology use or harassment policy for students and/or staff and make recommendations for changes.
   iv. Research and work with the administrators, teachers, and community to develop a list of possible cultural and educational celebrations that could be observed during the year. Develop a calendar for implementation of the celebrations.
   v. Obtain a list of school programs and enrollment numbers from the current and previous years, and examine the programs for correctness and the community demographics and beliefs. Compile a list of suggestions for courses and programs that need to be modified or added or deleted.
V. How Activities Are Assessed:

a. The field supervisor will be requested to evaluate the work of the intern using the internship summary report and in an oral conference with the WIU supervisor at the conclusion of the internship. The university supervisor will assign a course grade and university credit for the internship after the final report has been accepted.

b. The intern will complete the Intern Self Assessment Post-Internship. (At the conclusion of the Internship a post-assessment will be completed, and the intern will write a one- to two-page reflection on the growth that was evidenced on the pre- and post-assessments.)

c. The intern will develop the final intern evaluation for the site supervisor using the Intern Summary Evaluation form (p. 20). In the space below each of the six standards, the intern will enter all of the activities completed during the internship that were related to that area. This is then used as a starting point for the site supervisor’s Summary Evaluation.

d. At a joint meeting with the intern and the WIU supervisor, the site supervisor will complete the Intern Summary Evaluation.

e. All interns shall develop a Principal Internship E-Portfolio as a comprehensive document that will provide evidence of accomplishments. The portfolio will document outcomes and learning experiences that occurred during the internship experience. The portfolio will encompass both products collected during the internship and documentation of experiences related to educational leadership activities. The portfolio, when completed, will represent the formal document used to assess an individual’s overall experiences in the internship. Any document submitted to the WIU supervisor should be copied and placed in the appropriate section of the portfolio. To be accepted for review, portfolios must meet the following presentation requirements.

f. All data, files and artifacts will be electronically stored on a CD using a template provided by the department.

g. Other factors in determination of a course grade will include:

h. The quality of any projects completed as part of the activities.

i. The quality and extent to which learning activities have been conducted and documented in the log and reflections.

j. The degree of leadership skill, insight, and development, as shown in the reflections and other items submitted to the WIU supervisor.

k. Completion of the Intern Self-Assessment Post-Internship.