Field/Clinical/Internship Practice Requirements  
For EDL 655

I. Catalog Description:
   a. 655 Internship. (2, repeatable to 6) 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 655 is required for all candidates for the superintendent endorsement to the administrative certificate. Prerequisites: Admitted to program, completion of an approved internship application by the specified deadline, EDL 620 (enrollment can be concurrent with the first semester enrollment in EDL 655), 20 semester hours of graduate course work in educational leadership, and approval of his/her adviser.

II. Population Served:
   a. Students in the Education Specialist Degree and Illinois Type 75S Superintendent 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. The interning student applies professional and ethical leadership by:
      i. Substituting for the superintendent in making presentations to the board, staff, and/or community
      ii. Shadowing two different superintendents for one day each (this should be done in districts with demographics different from the intern's home school)
   b. The interning student demonstrates management and evaluation of information by:
      i. Address one or more problems in a district by collecting and analyzing data then utilizing that information to draw conclusions to make recommendations
   c. The interning student improves the learning environment by:
      i. Chairing a curriculum review or study team involving the school report card and other test data
   d. The interning student demonstrates professional development of human resources by:
      i. Participating in the hiring process for both classified and certified positions
      ii. Examining and proposing revisions to principal/asst. principal job descriptions
   e. The interning student improves student personnel services by:
      i. Assuming coordination responsibilities with state/local agencies, support groups or advocacy groups
   f. The interning student implements organizational management by:
      i. Analyzing and recommending changes to at least three board policies
      ii. Reviewing and updating the district crisis management plan
g. **The interning student will demonstrate interpersonal relations and communications skills by:**
   i. Analyzing communication patterns and preparing recommendations for the superintendent

h. **The interning student will apply financial management in allocating resources by:**
   i. Assisting in the preparation of the budget and levy
   ii. Coding invoices using appropriate fund accounts for one specific billing cycle
   iii. Examining an audit report and preparing an executive summary for the superintendent

i. **The interning student will utilize available technology, telecommunications, and information systems by:**
   i. Preparing board meeting agenda, background papers and materials

j. **The interning student will improve community and media relations by:**
   i. Responding to public concerns/complaints (as delegated by the superintendent)
   ii. Working with district advisory groups as delegated by the superintendent

k. **The interning student will apply educational law, and public policy by:**
   i. Applying pertinent elements of school law throughout all tasks of the internship
   ii. Representing the superintendent (as needed) in special education staffings or hearings

V. **How Activities Are Assessed:**
   a. The school supervisor conducts periodic reviews of the intern’s performance with direct feedback to the intern on areas of success and areas of possible improvement.
   b. The school supervisor certifies on the final evaluation the skills successfully demonstrated during the internship.
   c. The university faculty supervisor monitors progress of the intern by providing periodic feedback on accomplishment of outcomes and progress in meeting the requirements. This supervisor then evaluates the intern’s performance and assigns the final grade.