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Mission Statements

University: *Western Illinois University will be the leading comprehensive university in the United States*

College of Education and Human Services: *To provide a challenging and supportive learning environment for individuals that is widely recognized as meeting the humanistic and technological demands of a global society.*

Department of Educational Leadership: *Preparing Effective Leaders for Tomorrow’s Schools*

Conceptual Frameworks

[Diagram showing relationships between Knowledge of Effective Teaching, Practical Application and Reflective Practice, Knowledge of Leadership, Knowledge of Administration, and Professional Skills and Dispositions]

College of Education and Human Services

Department of Educational Leadership
The Department of Educational Leadership’s Conceptual Framework

The department’s conceptual framework supports the emphasis of the college’s conceptual framework on commitment, knowledge, action, and reflection. A strong foundational knowledge of leadership, administration/management, and effective teaching are essential for today’s building principal to be effective in their leadership role. The department faculty integrates practical applications of the professional standards into a framework of success.

A review of the literature on effective schools (Crandall & Loucks, 1993; Edmonds, 1986) and effective leadership (Crew, 2001; George, 2000; Wilmore, & Thomas, 2001; Van Meter & McMinn, 2001) indicates that the instructional leader (principal) of the building is crucial to continuous school improvement. The significance of this can be tied to state and federal mandates, school funding, and most importantly to student achievement.

Knowledge, however, is of little use without the ability to apply knowledge to the everyday functions and responsibilities of the building principal. Dewey (1991) noted the significance of reflection as an essential learning process for transitioning from learner to user. Interwoven with and building upon this knowledge base and opportunities for reflection is the need for a leader to behave in a professional, mature manner. This individual should demonstrate attitudes and dispositions that foster and support the academic achievement of all learners and the characteristics of open communication, risk-taking, honesty, integrity, life-long learning, and purpose. The traits identified within the conceptual framework establish the potential for the development of high-performing and effective instructional leaders. All of our children deserve nothing less.

Course Description for EDL 555, WIU Graduate Catalog

555 Internship. (2, repeatable to 4) 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.

Prerequisites for EDL 555

Admitted to the program, completion of an approved internship application by the specified deadline, EDL 538 with a grade of “B” or better, EDL 517, EDL 560, and 23 semester hours of graduate coursework in educational administration and supervision and approval of the department graduate committee.
Internship Overview

The purpose of the educational leadership internship at Western Illinois University is to engage interns in sustained real work-life experiences that allow for the application of knowledge and skills in school administration and the progressive development of the skills required for competent school leadership. The experience is planned cooperatively between the intern, the site supervisor, and the WIU intern supervisor and focuses on the application of standards-based experiences.

The internship should provide opportunities to work with and to learn from administrators in schools, giving interns opportunities to strengthen their qualifications through experience. Through careful planning, the intern should be able to accomplish the following:

- Experience the reality of educational administration by applying knowledge acquired during the coursework phase of the program to actual administrative situations,
- Gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator,
- Refine a philosophy of education as a result of the internship experience,
- Gain additional experience and confidence in his or her professional abilities, and
- Acquire authentic administrative experience in the work setting, while increasing one’s visibility as a potential administrator in the eyes of those who could assist the intern in advancing toward his or her career objectives.

The internship is an individualized endeavor that is planned to meet each student’s professional needs. The major responsibility for all phases of the internship rests with the individual student. In conjunction with the field supervisor(s), the intern identifies appropriate goals and objectives, and then the student and the field supervisor devise activities, experiences, locations, and time schedules best suited to achieving those goals.

The internship is designed to give the student the opportunity to work closely with practitioners in the educational field. At least one-half of the experiences (a minimum of 151 hours) will be planned with a certificated building principal in a public school and carried out at the building level. The internship should occur over a calendar year and will consist of a minimum of 300 clock hours for the four-hour internship. Part of the internship experience may be planned with other supervisors, department heads, school business officials, media specialists, administrators of special areas, or superintendents. Both the university supervisor and the field supervisor(s) must approve the internship proposal.

First Steps Toward the Internship

1. Identify a site supervisor and request his or her assistance.

2. Complete the Intern Pre-Internship Self Assessment Profile (p. 9) and prepare a resume. Consider your skills, knowledge, and professional experiences that you will bring to the internship experience. As you engage in self-assessment, consider the administrative skills you do well and those areas where you need more experience. This exercise should provide you, your site supervisor, and the university supervisor a good sense of what you bring to the internship. Consider your needs as you identify activities and skills you need to develop during the internship.

3. Select locations. The majority of your internship will focus on the school level you teach; however, you must include experiences internship experiences working with all levels of teachers, including special education, at PK, K, Elementary, and Secondary. At least twenty five (25) hours should be documented at locations other than your primary internship site.
4. Complete a proposal of activities (see activities, pp. 13-16). There are both required and elective activities for each of the six standards. Areas that the intern does not have experience in should be the focus of elective activities. This should be done in collaboration with your site supervisor.
   - The introduction to your proposal should contain the following information
     - A brief description of the intern's present position, professional background, and career aspirations.
     - A description of the intern's proposed internship school and the surrounding community.
     - Demographic data including the number of African American, Asian, Native American, Hispanic, White, and Other students; number of low income students, the number of special education students, and the number of English as a Second Language students.
     - The name, official position title, and summary of professional preparation and experience of the proposed field supervisor.
     - Complete contact information, including work and home telephone numbers, preferred mailing address, and class periods or hours of easiest contact. If email is available, please indicate so. Also include a map to the school site(s).
     - An explanation of any special circumstances, such as family or personal situations, unusual school policies, travel restrictions, unique job requirements, or other factors that have a direct bearing on the internship.

5. Send the demographic data for your school (as described above) by email to educationalleadership@wiu.edu. You can do this before your proposal has been approved.

6. Seek approval of your proposal from your site supervisor. Present your proposal, including the Self-Assessment Profile and your resume, to your site supervisor and request approval by signature on the proposal. Also give the site supervisor a copy of Recommendations for Site Supervisors (p. 19).

7. Submit the proposal package to your university supervisor.

8. The site supervisor will review the internship proposal and may make changes to the proposal. The university supervisor may adapt the internship requirements to align with the specific internship situation. Once all parties have agreed on the proposal, the intern will begin to implement the proposal. (No more than 25 hours of activities may be logged prior to approval by the university supervisor.) The proposal is a document that may be changed during the internship, if changing circumstances so warrant.

Implementation of the Proposal and Internship

1. Log. Each intern must complete and document a minimum of 300 hours of activities for the four credit internship. Interns must submit their logs to their WIU internship supervisor on the following dates: August 15, October 15, December 15, February 15, April 15 and June 15. Activities documented in logs shall be supported by artifacts (e.g., meeting agendas, notes, forms, e-mail, reports). Artifacts shall be shared with supervisors during visits or in a final portfolio or collection.

2. Reflections. Each intern shall reflect upon experiences and submit reflections each time a log is submitted. Reflections should demonstrate the student’s ability to connect theory gained in university coursework with field experiences. It is anticipated that reflections will be 2-4 pages in length. The final reflection paper should be 4-6 pages in length.

3. Group Meetings. Each intern shall attend the four internship seminars scheduled by the department during the internship. The purpose of these group meetings is to share experiences, connect theory to
practice, and reflect with other interns. These sessions often include information on relevant topics. These sessions are usually scheduled on the 1st Monday of the month in Macomb and on the first Wednesday of the month in the Quad Cities. Check the department website [www.wiu.edu/edl](http://www.wiu.edu/edl) for specific dates, times, and locations.

4. **Collection of Internship Documents.** Each intern shall collect artifacts (e.g., meeting agendas, notes, forms, e-mail, reports, etc.) that serve as evidence of the activities documented in the logs. These shall be presented to the university supervisor, in an electronic format, during visits and/or at the final submission date.

5. **Job Shadowing.** Interns are required to job shadow two different building administrators outside the building where the internship is based (ELCC Standard 1). The shadowing day begins and ends with the principal’s day. The intern will document observations in 15-minute increments. The observation record must be accompanied by a reflection that makes connections between the knowledge and skills required by the principals to previous concepts and theories from coursework.

6. **Clinical Supervision.** Four or more clinical supervision episodes with two or more faculty members are required (ELCC Standard 2). Each clinical supervision episode should include a pre-observation conference, observation of teaching and collection of data, analysis of data to determine questions to ask the teacher, and a post-conference that emphasizes teacher reflection. Documentation will include notes from the pre- and post-observation conferences and the notes taken during classroom observation. (Teachers should be identified by position rather than by name.)

**Internship Completion and Evaluation**

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.

1. 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.)

2. At the conclusion of the internship, interns are to review their self-assessments, logs, reflections, and other supporting material in order to synthesize learning. As a result of these reflections, interns develop a personalized understanding of what it means to be a school administrator. Interns are to prepare a 3-4 page paper, to be incorporated into the student's portfolio, which contains the elements of their reflection and details their current professional thinking. This paper should discuss such questions as:

   a. What are the skills, attitudes and feeling you would want to promote as an educational leader? Why are they important?
   b. What are the standards against which you would evaluate your own actions?
   c. What will you need to do to ensure that the instructional climate/culture in your setting addresses the needs of your students? Your staff?
   d. What experiences in the internship shaped your beliefs? How have your beliefs changed as a result of the internship?
   e. What additional skills, attitudes, and values do you feel you need to continue your development as an educational leader?
f. After a review of your self-assessment, what other experiences do you need to engage in as you continue your professional development?

3. 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.

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

5. 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:
   a. All data, files and artifacts will be electronically stored on a CD using the template provided by WIU.
   b. All files should be in PDF format.
   c. All documents are expected to be free of errors. Interns are urged to enlist another individual in proof-reading the documents.
   d. The portfolio must be divided into sections, corresponding to the six standards.
   e. All component parts shall be clearly labeled.

6. Other factors in determination of a course grade will include:
   a. The quality of the internship plan.
   b. The quality of any projects completed as part of the activities.
   c. The quality and extent to which learning activities have been conducted and documented in the log and reflections.
   d. The degree of leadership skill, insight, and development, as shown in the reflections and other items submitted to the WIU supervisor.

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

**Incomplete Policy for Graduate Students**

A temporary grade of “I” (incomplete) indicates that the student has been unable to complete course work due to circumstance beyond his or her control. A request for an incomplete grade at the graduate level may be approved at the discretion of the faculty member. Students failing to complete incomplete grades within one year will receive a grade if assigned by the faculty member or a grade of “F” if no grade was submitted. Faculty members may approve an extension of time for the incomplete. Completion of a graduate degree will not be allowed with incomplete grades posted on the transcript.

The normal grade for the first semester of EDL 555 is Incomplete because the internship is viewed as a single entity rather than as two separate semesters.
Western Illinois University  
Educational Leadership Department  
EDL 555  
Intern Self-Assessment  
Pre-Internship

Intern’s Name: _______________________________________________________________________________

School District ____________________________________________ Date: __________________

**Explanation:** Listed below are the ELCC Standards for interns for principal certification. Rate your present level on all areas.

<table>
<thead>
<tr>
<th>Rate using the following scale:</th>
<th>4 – very competent</th>
<th>3 - moderate</th>
<th>2 – limited</th>
<th>1- little or no</th>
<th>NA = not applicable</th>
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**Standard 1.0:** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.1 Develop a Vision
- Interns develop a vision of learning for a school that promotes the success of all students.
- Interns base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision
- Interns demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
- Interns demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- Interns demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision
- Interns can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
- Interns develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision
- Interns demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- Interns design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
- Interns assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision
- Interns demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
- Interns acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture
Interns assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program
Interns demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.3 Apply Best Practice to Student Learning
Interns demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

2.4 Design Comprehensive Professional Growth Plans
Interns design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.

Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

3.1 Manage the Organization
Interns demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

3.2 Manage Operations
Interns demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

3.3 Manage Resources
Interns use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of
fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

Interns creatively seek new resources to facilitate learning.

Interns apply and assess current technologies for school management, business procedures, and scheduling.

**Standard 4.0:** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
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<tr>
<th>4.1 Collaborate with Families and Other Community Members</th>
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<td>Interns demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</td>
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<td>Interns demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.</td>
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<td>Interns demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</td>
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<td>Interns apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</td>
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<td>Interns develop various methods of outreach aimed at business, religious, political, and service organizations.</td>
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<td>Interns demonstrate the ability to involve families and other stakeholders in school decision making processes, reflecting an understanding that schools are an integral part of the larger community.</td>
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<td>Interns demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.</td>
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<td>Interns develop a comprehensive program of community relations and demonstrate the ability to work with the media.</td>
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<th>4.2 Respond to Community Interests and Needs</th>
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<td>Interns demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</td>
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<td>Interns demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</td>
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<td>Interns provide leadership to programs serving students with special and exceptional needs.</td>
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<td>Interns demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</td>
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<tr>
<th>4.3 Mobilize Community Resources</th>
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<tr>
<td>Interns demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.</td>
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<td>Interns demonstrate how to use school resources and social service agencies to serve the community.</td>
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<td>Interns demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</td>
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**Standard 5.0:** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

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<tr>
<th>5.1 Acts with Integrity</th>
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<td>Interns demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</td>
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<tr>
<th>5.2 Acts Fairly</th>
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<tr>
<td>Interns demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</td>
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<th>5.3 Acts Ethically</th>
<th>4</th>
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<tr>
<td>Interns make and explain decisions based upon ethical and legal principles.</td>
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**Standard 6.0:** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### 6.1 Understand the Larger Context

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<tr>
<td>Interns act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.</td>
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<td>Interns demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.</td>
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<td>Interns demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</td>
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<td>Interns demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</td>
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<td>Interns demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</td>
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<td>Interns demonstrate the ability to analyze and describe the cultural diversity in a school community.</td>
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<td>Interns can describe community norms and values and how they relate to the role of the school in promoting social justice.</td>
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<td>Interns demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</td>
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### 6.2 Respond to the Larger Context

Interns demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

### 6.3 Influence the Larger Context

Interns demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

Interns apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

Interns advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Required Activities:
1. 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.
2. Analyze data to find areas needing improvement and plan a course of action to address the identified needs and issues. In addition, identify and address the needs and interests of the students.

Elective Activities:
3. Initiate and manage one or more significant changes authorized by the local supervisor.
4. Conduct one or more needs assessments as delegated by the local supervisor.
5. Study best practices in a delegated area and recommend actions for improvement.
6. Interpret educational data to one or more meetings each of the school faculty, the school board, and a community group.
7. Conduct a projected building utilization study.
8. Serve on a strategic development and planning team.
9. Direct/assist with transitional activities for students as they progress to higher levels of placement.
10. Facilitate the disaggregating of data for use by faculty and stakeholders.
11. Assist in the development of a “learning community.”

Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Required Activities:
1. 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.
2. 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.
3. Work with special education teachers, addressing curriculum needs (minimum of 10 hours).
4. Conduct four or more clinical supervision episodes with two or more faculty members. (See handbook for more specifics)
5. Develop and implement a personal professional growth plan that reflects a commitment to life-long learning.
Elective Activities:
6. Lead a review or study team designated by the local supervisor.
7. Recommend a curricular improvement based on research, policy, mandates, and school vision.
8. Assist in the administration of standardized ability or achievement tests if such tests are used at the school where interning.
9. Survey faculty and others to determine/update professional development needs.
10. Design and/or present one or more faculty in-service sessions.
11. Plan a school event such as a dance, talent show, athletic night, etc.
12. Investigate “root causes” affecting student achievement levels.
13. Serve as summer school principal/assistant principal.
15. Chair/serve on the school improvement team.
16. Review current research to determine best practices occurring in the school.
17. Develop/assist with academic recognition programs that acknowledge and celebrate students’ success at all levels of ability.
18. Research and develop authentic assessments of student work.
19. Conduct a curriculum mapping project in at least one content area across several grade levels.
21. Direct the development of interdisciplinary curriculum that provides opportunities for students to apply knowledge in various modalities across the curriculum.

Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Required Activities:
1. Work with the person responsible for scheduling to learn the scheduling process.
2. Assist in the budget preparation for the school year.
3. Monitor attendance and truancy and prepare a report with recommendations to improve the procedures.
4. 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.
5. Shadow two different building administrators (not in the building where interning) for one full school day each. (See handbook for more specifics.)

Elective Activities:
6. Assist the local supervisor in supervision/evaluation of one or more support staff members.
7. Assist the local supervisor in selection and hiring of one or more faculty/staff members.
8. Review and recommend age-appropriate changes to school plans/procedures for student personnel services.
9. Organize and supervise a series of varied student activities. (Supervision of school events is limited to a total of eight (8) hours.)
10. Examine school policies designated by the local supervisor and recommend improvements.
11. Assume responsibility for one or more areas of maintenance/management of the school.
12. Conduct a building safety audit to identify areas of the building in need of attention and maintenance.
13. Prepare accountability reports for local, state, and federal compliance.
14. Conduct a faculty meeting.
15. Conduct a safety audit.
17. Design and implement a staff development program.
18. Administer the student recognition, graduation or some other program.
19. Review and revise the school handbook.

Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Required Activities:
1. 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.
2. 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.
3. 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.

Elective Activities:
4. Coordinating with one or more community agencies about students.
5. Articulating, to any appropriate public audience, selected elements of the school's mission, vision, priorities, and successes.
6. Develop a program for school-community relations.
7. Involve family and community members in a school-wide project.
8. Collaborate with adults from within the school and community to provide mentors for all students.
9. Prepare a news release or a newsletter for families and/or the community.
10. Access community resources to provide student/family enrichment.
11. Plan and conduct a school fund raising event.
12. Establish community, business, institutional, or civic partnerships.
13. Survey the community to elicit recommendations.
14. Develop a proposal for improving parent involvement.
15. Gather feedback regarding the effectiveness of school communications.

Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Required Activities:
1. Directly assisting in special education or disciplinary staffing, team meetings, and diagnostic sessions designated by the local supervisor (minimum of 10 hours).
2. Meet with the principal to discuss confidential events, documents, information, and paper work.
3. Research and develop procedures that provide struggling students with opportunities for extra support.
Elective Activities:
4. Assess the overall culture of the school, areas needing improvement, and propose a strategy to involve all stakeholders in the process of creating a positive school climate.
5. Reflect on leadership behavior and appropriate ethics to identify any potential conflicts.
6. Ascertain whether or not and how equity, fairness and respect are being promoted inside and outside of the school.
7. Address the heritage and values of diversity in school programs.

Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Required Activities:
1. Attend at least 3 local school board meetings, one of which is in a school other than where the internship is occurring.
2. Attend at least 3 administrative team meeting.
3. Evaluate the school’s technology use or harassment policy for students and/or staff and make recommendations for changes.
4. 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.
5. 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.

Elective Activities
6. Plan a school wide observance of cultural/educational celebration.
7. Identify, assess, and address social factors affecting the school.
8. Research and study a district policy with regards to a school issue and then develop strategies based on the regulations.
9. Actively participate in professional, political, or cultural organizations.
Long Term Projects

During the internship, in addition to the normal activities, interns undertake one or two major projects that should make a lasting contribution to the school. The intern must complete a Proposed Long Term Project Form. (See next page.) Examples of long-term projects include, but are not limited to:

- Develop a Curriculum Guide
- Develop a Teacher Evaluation Instrument
- Develop a School Community Relations Publication
- Revise the Student Handbook
- North Central Association Steering or Sub Committee Chair
- Conduct action research on Attendance or Discipline Policy
- Develop a Guide for Technology Usage
Long Term Project Proposal Form

Name: ______________________________________________________________________

Address _____________________________________________________________________

City ______________________________________ State ________ Zip _________________

Home Phone __________________________ Office Phone ___________________________

Email address ________________________________________________________________

The project should involve an activity that will have a lasting effect on the school. Interns should discuss possible major projects with their site supervisors and WIU supervisors. This form should be completed and approved before beginning the project. A final abstract of the completed project will be developed and shared with other interns at the last seminar in the spring semester.

Title of Project:

Objectives to be accomplished:

Project description:

Description of procedure that will be used to gather information and complete the project:

Description of the final product:

How will success of the project be evaluated?
Recommendations for the Site Supervisor

The role of the site supervisor includes on-site supervision for the intern, meeting with the university supervisor, assigning administrative duties and tasks, guiding the intern, and assessing progress of the intern. It is recommended that the site supervisor introduce the intern to the faculty at the beginning of the school year and explain the function and duties of the intern. It is important that the site supervisor and intern have ample opportunity to communicate with each other. Hopefully, the busy schedule of the site supervisor will permit scheduled (formal) and unscheduled (informal) communication sessions during each week of the internship.

The site supervisor faces both challenges and opportunities in sponsoring an intern. The opportunities lie in being able to make a significant contribution to the field of education, since the intern's growth is strongly influenced by the model they provide. The challenges lie in the ability of the site supervisor to put the intern to work in ways that make the intern a valuable contributor to the school's operation and, at the same time, provide for the intern's mastery of the many important competencies of the principalship. Site supervisors assist interns in developing a framework of proposed intern activities that meet the requirements of each ELCC standard for building level administrators, and they evaluate interns through completion of an administrative intern evaluation form each semester. The intern should be viewed, as much as possible, as an assistant principal. Consequently, the intern should be given definite responsibilities and commensurate authority. The tasks should be central and important rather than peripheral or trivial.

To facilitate this, the intern's experience should include:

1. A wide range of experiences that help the intern become acquainted with all facets of the site supervisor’s work.
2. Opportunities to observe the site supervisor in a variety of situations.
3. Duties of increasing responsibility.
4. Responsibility for at least one major project which will make a special contribution to the school's program.
5. Substituting in the absence of the principal or assistant principal if possible
6. Shadowing you during a full day. The intern should observe and assist you in all your activities. Be sure and ask the intern to be present for your entire day, from your arrival in the morning until your departure in the afternoon or evening (e.g., 7 am-7 pm). This activity should give the intern a realistic view of the work hours and duties of the principal. While it may be awkward to have someone with you throughout the day, shadowing is invaluable to the intern.

The Site Supervisor will:

1. Agree verbally and in writing to accept the intern for the designated time.
2. Meet with the intern to develop the internship plan.
3. Meet with the WIU supervisor and intern to confirm formal support for the internship plan.
4. Provided needed guidance and assistance in the accomplishment of the goals cited in the internship plan.
5. Be honest with feedback. Constructive feedback will help the intern address areas of growth.
6. Meet with the intern on a regular basis to discuss the progress of the internship
7. Complete the evaluation checklist at the culmination of the internship.
Western Illinois University
Educational Leadership Department
555 Principal Internship
Intern Summary Evaluation

Intern Name___________________________________________________________

**Rating Scale Explanation:** Consider the intern’s characteristics or behaviors as compared with other persons of similar educational experience. Rate using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Evident at exemplary level</td>
</tr>
<tr>
<td>3</td>
<td>Consistently evident</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes evident</td>
</tr>
<tr>
<td>1</td>
<td>Rarely evident</td>
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</tbody>
</table>

**Standard 1.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

**Standard 2.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6.** Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Date:______________ Signature_____________________________________________

*Intern*

Date:______________ Signature_____________________________________________

*Site Supervisor*

Date:______________ Signature_____________________________________________

*WIU Faculty Supervisor*
Western Illinois University
Department of Educational Leadership
EDL 555

Intern Self-Assessment
Post-Internship

Intern’s Name: ____________________________________________________________

School District ___________________________ Date: __________________________

Explanation: Listed below are the ELCC Standards for interns for principal certification. Rate your present level on all of the areas.

Rate using the following evidentiary scale:
4 – very competent  3 - moderate      2 – limited            1- little or no       NA = not applicable
competency               competency               competency

| Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | N A

1.1 Develop a Vision
Interns develop a vision of learning for a school that promotes the success of all students.
Interns base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision
Interns demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
Interns demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
Interns demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision
Interns can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
Interns develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision
Interns demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
Interns design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
Interns assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision
Interns demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
Interns acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>2.1 Promote Positive School Culture</th>
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<tbody>
<tr>
<td>Interns assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</td>
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<tr>
<th>2.2 Provide Effective Instructional Program</th>
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<tr>
<td>Interns demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</td>
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<tr>
<td>Interns demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</td>
</tr>
<tr>
<td>Interns demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction.</td>
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</table>

2.3 Apply Best Practice to Student Learning

| Interns demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. |
| Interns apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. |
| Interns demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. |

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<tr>
<th>2.4 Design Comprehensive Professional Growth Plans</th>
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<tr>
<td>Interns design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</td>
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<tr>
<td>Interns demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</td>
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<tr>
<td>Interns develop and implement personal professional growth plans that reflect a commitment to life-long learning.</td>
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Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment

<table>
<thead>
<tr>
<th>3.1 Manage the Organization</th>
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<tr>
<td>Interns demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.</td>
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<tr>
<td>Interns develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</td>
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<td>Interns demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</td>
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<table>
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<th>3.2 Manage Operations</th>
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<tr>
<td>Interns demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</td>
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<tr>
<td>Interns develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</td>
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<tr>
<td>Interns demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.</td>
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<tr>
<th>3.3 Manage Resources</th>
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22
Interns use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

Interns creatively seek new resources to facilitate learning.

Interns apply and assess current technologies for school management, business procedures, and scheduling.

### Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

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#### 4.1 Collaborate with Families and Other Community Members

- Interns demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- Interns demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
- Interns demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- Interns apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- Interns develop various methods of outreach aimed at business, religious, political, and service organizations.
- Interns demonstrate the ability to involve families and other stakeholders in school decision making processes, reflecting an understanding that schools are an integral part of the larger community.
- Interns demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- Interns develop a comprehensive program of community relations and demonstrate the ability to work with the media.

#### 4.2 Respond to Community Interests and Needs

- Interns demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- Interns demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- Interns provide leadership to programs serving students with special and exceptional needs.
- Interns demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

#### 4.3 Mobilize Community Resources

- Interns demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
- Interns demonstrate how to use school resources and social service agencies to serve the community.
- Interns demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

### Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

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#### 5.1 Acts with Integrity

- Interns demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

#### 5.2 Acts Fairly
Interns demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

### 5.3 Acts Ethically

Interns make and explain decisions based upon ethical and legal principles.

**Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

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</table>

### 6.1 Understand the Larger Context

- Interns act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- Interns demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- Interns demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- Interns demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- Interns demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.
- Interns demonstrate the ability to analyze and describe the cultural diversity in a school community.
- Interns can describe community norms and values and how they relate to the role of the school in promoting social justice.
- Interns demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

### 6.2 Respond to the Larger Context

- Interns demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

### 6.3 Influence the Larger Context

- Interns demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- Interns apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
- Interns advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.