

## ■ Note to Instructors and Supervisors

This text can be adapted to a variety of needs. It was written as a stand-alone text for a yearlong capstone internship. Depending on the nature of your institution's program, it may be used for a one-semester internship, with field experiences throughout a certification or master's program, or with a combination of experiences in various required courses and the concluding internship. The text can also be used as supplemental material. You may require students to complete all or part of the text and/or provide the student with specific university requirements in a handout format to supplement and guide the use of the text.

The text may also be used for school district administrative training and development programs. Many districts are currently seeking new leaders from their faculties and sponsoring "grow your own" or local leadership development programs. The text moves beyond typical programs of providing information about "how things are done in our district" to placing teacher-leaders in positions of leadership and observing, coaching, and developing prospective leaders.

### Unique Aspects of the Text

- ◆ *Self, Peer, and Superior Assessments* require students to plan according to individual needs, experiences, and goals. This allows interns to focus on specific strengths and areas needing improvement.
- ◆ *School/District Assessments* require students to plan according to school or district needs and goals. This allows interns to serve districts as they work on increased learning, overall school improvement, and individual development.
- ◆ *Internship Plan* requires students to assess, analyze, prepare, and present a draft internship plan for school and/or university approval. This allows interns to take leadership roles in the development of their internships.
- ◆ *Projects* require interns to lead. This allows interns to utilize all the leadership skill areas, as opposed to observing and/or carrying out assigned tasks. Many preparation programs require leadership of an action research project.
- ◆ *38 Skill and Experience Areas* require students to learn and perform leadership skills in a variety of essential school contexts. This provides interns a wide breadth of experience.

- ◆ *Theory into Practice* requires students to apply learning from previous coursework. This allows interns the opportunity to reflect and form effective habits and increase learning from the field of educational research. This section is provided for review and focus, not to supplant previous instruction and study.
- ◆ *Interviews* require students to gather additional information and an overall perspective from leaders in various positions in the school or district. This helps interns develop a network and gain insights and additional activities in various administrative/curricular areas. Interviews are recommended at the beginning of internships.
- ◆ *Reflective Practice* requires students to learn the art of reflection. This allows interns to develop the necessary skill of reflection in and on practice. Stressing the importance of this skill and reviewing reflections periodically are highly recommended.
- ◆ *Future Professional Development* requires students to analyze and evaluate their experiences and plan for further development.
- ◆ *Vita and Letter of Application* require students to develop professional “accomplishments oriented” vitae and relevant letters of application. This also assists interns in gathering needed documentation for future leadership positions.
- ◆ *Final Report* requires students to analyze, evaluate, develop, and present concluding professional reports. This gives interns the opportunity to take leadership roles in the evaluation of their internships and demonstrate the knowledge and skills they gained from their experiences.
- ◆ *Use of Site Supervisors* is crucial and should be a collaborative effort with university instructors. We recommend that supervisors take an active part in assisting interns in planning, monitoring, implementing, and evaluating their internships. The role of site supervisors should be developed and communicated to both the site supervisors and the interns.

## Recommendations

To adequately support interns as they seek to increase their knowledge, skills, and needed dispositions, university and/or district supervisors should consider implementing the following:

- ◆ Stress the importance of self-assessment and peer review in developing intern plans.
- ◆ Meet regularly with interns to share experiences and concerns and to assist in future planned experiences.
- ◆ Visit individual school sites regularly or use technology and other creative methods of observing and communicating with distance education programs.

- ◆ Establish open two-way communication and trust.
- ◆ Stress the importance of reflective journal writing.
- ◆ Provide coaching for strengths and areas needing improvement.
- ◆ Critique projects and keep the focus on actions that increase learning, develop leadership knowledge and skill, and move schools toward realization of their visions.
- ◆ Require elementary-level interns to read NAESP's *Leading Learning Communities* prior to beginning their internships.
- ◆ Require secondary-level interns to read NASSP's *Breaking Ranks II* prior to beginning their internships.
- ◆ Require middle-level interns to read NASSP'S *Breaking Ranks in the Middle* prior to beginning their internships.

The authors hope the comprehensiveness and flexibility of the text will support and assist students in “raising the bar” for their internships and meeting and exceeding the Educational Leadership Policy: ISLLC 2008, NCATE, and ELCC standards.

© Hawker Brownlow Education

## ■ Table of Contents

<i>Meet the Authors</i> .....	iii
<i>Foreword</i> .....	vii
<i>Note to Instructors and Supervisors</i> .....	ix
<i>What's New</i> .....	xii
<b>Introducing School Leader Internship</b> .....	xvii
To the Intern .....	xvii
Overview of the Internship .....	xviii
Stage One: Assessment .....	xviii
Stage Two: Plan .....	xviii
Stage Three: Implementation .....	xviii
Stage Four: Evaluation .....	xviii
Background/Recommendations for Change .....	xix
Purpose of the Text .....	xxi
Standards .....	xxii
Meeting the Seventh Standard .....	xxiii
Outline of the Text .....	xxiii
Outcomes .....	xxiv
<b>Stage One: Assessment</b> .....	1
1.1 Vita .....	1
1.2 Self-Assessment of Educational Leadership Policy Standards: ISLLC: 2008 .....	1
1.3 Self, Peer, Superior, and Subordinate Assessment of ISLLC Dispositions .....	5
1.4 Self-Assessment of the TELSA .....	8
1.5 Other Assessments and Evaluations .....	22
1.6 Position and Leadership Goals .....	23
1.7 School/District Assessment .....	23
1.8 Assessment Summary .....	23
<b>Stage Two: Plan</b> .....	25
2.1 Standards, Leadership Areas, and Activities .....	25
Vision—Educational Leadership Policy Standards: ISLLC 2008 Standard 1 .....	27
1. Vision/Mission .....	28
2. Strategic Plan .....	29
3. Data Collection and Analysis .....	30
4. Effective Communication .....	31
5. Negotiation/Consensus Building .....	32
6. Collaborative Decision Making .....	33

Instruction and Learning—Educational Leadership Policy Standards:

- ISLLC 2008 Standard 2 . . . . . 34
- 7. Curriculum Analysis. . . . . 35
- 8. School/Program Scheduling . . . . . 37
- 9. Supervision of Instruction/Instructional Strategies. . . . . 38
- 10. Learning/Motivation Theory . . . . . 40
- 11. Learning Technology . . . . . 41
- 12. Evaluation of Student Achievement/Testing and Measurements. . . . . 43
- 13. Supervision of Co-Curricular Education . . . . . 44
- 14. Staff Development/Adult Learning. . . . . 45
- 15. Change Process . . . . . 46
- 16. Student Discipline. . . . . 47
- 17. Student Services. . . . . 48

Management and Operations—Educational Leadership Policy Standards:

- ISLLC 2008 Standard 3 . . . . . 49
- 18. General Office Administration/Technology . . . . . 50
- 19. School Operations/Policies . . . . . 52
- 20. Facility and Maintenance Administration . . . . . 53
- 21. Student Transportation. . . . . 54
- 22. Food Services . . . . . 55
- 23. Personnel Procedures . . . . . 56
- 24. Supervision of the Budget . . . . . 57

Community—Educational Leadership Policy Standards:

- ISLLC 2008 Standard 4 . . . . . 58
- 25. Community/Public Relations . . . . . 59
- 26. Parent Involvement. . . . . 60
- 27. Climate That Supports Cultural Diversity . . . . . 61
- 28. Community/Business Involvement and Partnerships . . . . . 62

Ethics—Educational Leadership Policy Standards: ISLLC 2008 Standard 5 . . . . . 63

- 29. Position Goals and Requirements. . . . . 64
- 30. Philosophy/History of Education . . . . . 65
- 31. Ethics . . . . . 66
- 32. Interpersonal Relationships. . . . . 67

Political, Social, Economic, Legal, and Cultural Contexts—Educational Leadership Policy Standards: ISLLC 2008 Standard 6. . . . . 68

- 33. School Board Policy and Procedures/State and Federal Law . . . . . 69
- 34. Federal Programs Administration . . . . . 70
- 35. Issue and Conflict Resolution . . . . . 71
- 36. Current Issues Affecting Teaching and Learning . . . . . 72
- 37. Professional Affiliations and Resources. . . . . 73
- 38. Professional Library . . . . . 74

- 2.2 Meeting with Site Supervisor. . . . . 75
- 2.3 Performing Service Activities. . . . . 75

2.4	Conducting Local Project(s).....	75
2.5	Networking.....	76
2.6	Organizing a Notebook or an E-Portfolio.....	76
2.7	Internship/Leadership Experience Overall Plan Report.....	76
	<b>Stage Three: Implementation.....</b>	<b>77</b>
3.1	Interviewing.....	77
	Interview Topics and Questions.....	77
3.2	Theory into Practice: Using the 12 Major Skills.....	78
	1. Developing Trusting Relationships.....	79
	2. Leading in the Realization of the Vision.....	80
	3. Making Quality Decisions.....	81
	4. Communicating Effectively.....	84
	5. Resolving Conflict and Issues.....	86
	6. Motivating and Developing Others.....	88
	7. Managing Group Processes.....	91
	8. Supporting Others with Appropriate Leadership Style.....	93
	9. Using Power Ethically.....	95
	10. Creating and Managing a Positive Culture and Climate.....	97
	11. Initiating Change.....	98
	12. Evaluating Student, Personnel, and Program Performance.....	100
	Sample Case.....	102
3.3	Reflection in Action.....	106
	Defining Reflection and Reflective Practice.....	106
	Reflection-in-Action and on-Action.....	110
	Learning Reflective Practice.....	108
3.4	Enrichment and Extended Learning Activities.....	109
	The Power of Vision.....	110
	Successful Leaders Focus on Vision, Quality, Equity, and Caring.....	111
	The Principal and Teacher Evaluation.....	112
	Cultural Bias and Standardized Tests.....	114
	The Case Against High-Stakes Testing.....	115
	A Management Responsibility: Supervision of Programs and Personnel.....	116
	Managing School Employee Misconduct.....	117
	Changing Role of Schools: Success for All Children.....	118
	The Power of Parent Involvement.....	120
	Building Public Support.....	121
	The Principal and Ethical Behavior.....	122
	The Power of Perception.....	123
3.5	Technology and Leadership.....	124
	Technology Today and Tomorrow.....	125
	What Do Prospective School Administrators Need to Know About Technology?.....	126
3.6	Journal.....	127
3.7	Log.....	128

3.8 Monitoring/Formative Evaluation..... 129

**Stage Four: Summative Evaluation**..... 131

4.1 Summary and Evaluation of Experience ..... 131

4.2 Reflection on Action ..... 131

4.3 Increased Learning and School Improvement: Results  
and Recommendations ..... 132

4.4 Portfolio Development ..... 132

4.5 Vita Update..... 132

4.6 Letter of Application ..... 132

4.7 Future Professional Development Plan ..... 133

4.8 Internship Report..... 133

**Appendices**..... 135

Appendix A.1 Sample Vita and Guidelines..... 135

Appendix A.2 Sample Letter of Application and Guidelines..... 144

Appendix A.3 Educational Leadership Policy Standards: ISLLC 2008..... 148

Appendix A.4 NASSP 21st Century Skills..... 151

Appendix A.5 NAESP Standards ..... 153

Appendix A.6 ISTE National Educational Technology Standards  
for Administrators..... 154

References ..... 157

## ■ Introducing School Leader Internship

### To the Intern

This text will serve as a guide for developing, monitoring, maximizing, and evaluating your planned experience. It differs greatly from previous internships in which new leaders waited for assigned tasks or had a limited range of opportunity to grow and develop. You will be challenged in each of 12 essential skill areas and a wide variety of contexts. You will plan, perform, reflect, and form new and better leadership skill habits in

- ◆ Developing trusting relationships
- ◆ Creating, communicating, and managing a vision
- ◆ Making good decisions
- ◆ Communicating effectively
- ◆ Using appropriate leadership style
- ◆ Using power ethically
- ◆ Leading groups
- ◆ Developing and motivating others
- ◆ Resolving conflicts and issues
- ◆ Creating a positive climate and culture
- ◆ Leading change
- ◆ Conducting meaningful evaluations

You will develop, refine, improve, and incorporate these skills into your repertoire, as well as gain new knowledge and mind-sets in a vast spectrum of school contexts. Examples of the differing contexts are staff development, classroom instruction, budgets, transportation, food service, technology, and other areas that make up the 38 leadership and skill areas. You will meet and learn from a wide variety of individuals, such as the personnel director, the athletic director, the principal, the superintendent, board members, and parents and community leaders.

How challenging your experience will be is up to you. As the old adage says, “You get out of it what you put into it.” You are urged to raise the bar and seek a true challenge for several very important reasons. First, you will be observed during your experience, and others will clearly see the rigor and expectations you set for yourself. Second, there may be no other time when so many other leaders will take the time to teach, counsel, and assist you in your learning, development, and practice. Most important, many people are depending on your leadership to better educate the next generation of U.S. society.

## Overview of the Internship

### Stage One: Assessment

- ◆ Choose the school/district site and supervisor.
- ◆ Write the vita.
- ◆ Complete the Educational Leadership Policy Standards: ISLLC 2008 assessments.
- ◆ Gather other assessments and evaluations.
- ◆ Write statements of your position and leadership goals.
- ◆ Obtain and analyze school/district assessments, improvement plans, etc.
- ◆ Analyze the vita and assessments for strengths and weaknesses, summarize the main points, and prioritize areas of focus.

### Stage Two: Plan

- ◆ Choose one or more activities in each of the 38 experience areas.
- ◆ Meet with the site supervisor to reach consensus on the planned activities and plan local project(s) and various service activities.
- ◆ Decide which individuals to work with, observe, and interview, and compile a networking list of these contacts.
- ◆ Organize the notebook or e-portfolio you use to document the internship.
- ◆ Make a professional presentation of the overall plan to the site supervisor and university supervisor, if applicable.

### Stage Three: Implementation

- ◆ Implement planned activities and keep documentation.
- ◆ Conduct interviews.
- ◆ Practice the 12 leadership skills.
- ◆ Reflect on practice.
- ◆ Keep a reflective journal.
- ◆ Keep a log of activities.
- ◆ Monitor progress toward mastery of state and national standards.
- ◆ Adjust intern activities throughout this stage.

### Stage Four: Evaluation

- ◆ Write a brief summary or evaluation for each of the 38 skill and experience areas.
- ◆ Write a summary of reflection on practice and the 12 major skill areas.
- ◆ Compile a prioritized list of school/district improvements and recommendations.
- ◆ Develop a portfolio.

- ◆ Update the vita.
- ◆ Write a letter of application.
- ◆ Write a future professional development plan.
- ◆ Present the Final Internship Report to the site supervisor and university supervisor, if applicable.

## Background/Recommendations for Change

“Criticism of the ways in which men and women are prepared for school leadership positions enjoys a long history. Perhaps the only thing more depressing than an honest appraisal of current educational administration programs is the knowledge that so little progress has been made in resolving the deeply ingrained weaknesses that have plagued training systems for so long.” (Murphy, 1992, p. 79). The literature is replete with calls for reform and improvement (AASA, 1960; Kaplan, 1989; Barth, 1990; Muse and Thomas, 1991; Milstein, Bobroff, and Restine, 1991; Jacobson, 1996; Forsyth, 1998; Levine, 2004).

Advocates for administrative training reform value field experience highly, particularly the internship experience. (NAESP, 1990, p. 38). NAESP states,

Over the years the academic tracks for the preparation of principals and superintendents have differed only slightly, if at all. In this sense, school administrator preparation programs might well be characterized as generic. Many of the administrative skills essential for success are, in fact, generic to preparation for the elementary principal, the secondary principal, and the superintendent. Such skills should be consistently taught and reinforced in administrator preparation programs. However, the day-to-day activities of each of these leaders vary significantly. It is thus equally apparent that preparation programs for elementary and middle school principals should be redesigned so as to be much more position-specific (p. 22).

NAESP also states, “The structure and contribution of clinical experiences should be studied further with the goal of providing richer practical components in programs for aspiring principals” (p. 38).

Patrick Forsyth (1998) states, “Commission reports, research, and other critiques and reform reports of the last decade have raised serious questions about conventional assumptions and practices, concurring that preparation programs for school administration must confront the issues that confront school administration.” Recommendations from these sources commonly include the following: