



Lakota Leadership and Management

Education Administration Program



PRINCIPAL INTERNSHIP GUIDE

Oglala Lakota College
Graduate Studies Department
2012-2013

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Responsibilities of Intern

1. Arrange for the internship placement with a well-qualified school administrator, who will support and challenge you while completing your hours and activities.
2. Your principal internship cannot be conducted with your immediate supervisor, director, principal, or administrator
3. Register for LMEA 796 SCAP/Internship course during the fall semester, following the spring semester SCAP/Internship orientation
4. Maintain a respectful, cooperative attitude with the cooperating school administrator, graduate studies faculty, and other school personnel
5. Adhere to the policies and procedures of selected internship location(s)
6. Your internship should include all job responsibilities of the principalship at the age/grade span for which authorization is sought. (For a preschool through grade 12 principal internship, you must include time spent in at least two of the levels of elementary school, junior high/middle school, or secondary school)
7. Submits a calendar of planned internship activities and approximate dates, created in collaboration with your cooperating school administrator prior to beginning your internship experience. The proposed internship activities calendar must be submitted to the Education Administration Coordinator before beginning your internship experience.
8. Complete and submit the *Request for Internship Application Form*, confirming three proposed locations for internship, in the event the first location is not up to expectations once your internship begins. The form must be returned to the Education Administration Coordinator before beginning your internship experience.
9. Complete and submit the *On-Site Administrative Approval Form* with the appropriate signatures. The form must be returned to the Education Administration Coordinator before beginning your internship experience.
10. Record and upload internship activity descriptions on the electronic portfolio system.
11. Record and upload completed internship hours on the electronic portfolio system.
12. Complete 120 clock hours of administrative focus and activities

Responsibilities of Cooperating School Administrator

1. In collaboration with the intern, develop an internship activities schedule that enhances knowledge, skills and professional disposition of an educational leader.
2. Sign and return the *On-Site Administrative Approval Form* with the appropriate signatures to the intern.
3. Schedule periodic meetings with the intern to review completed activities, explain and clarify administrative strategies and procedures.
4. Verify the candidate's completed activities and internship hours
5. Submit *Cooperating On-Site Administrator's Assessment of Intern* to the Graduate Studies Department, once intern has completed specified internship hours.

Responsibilities of Graduate Studies Department

1. Assist interns in locating a productive, nurturing administrative environment to complete their internship experience.
2. Approve of internship location
3. Approve of internship activities calendar
4. Collect and verify Cooperating School Administrator signatures on required internship forms submitted prior to the beginning of any internship experience
5. Maintains lines of communication with the Cooperating School Administrator and intern through emails, telephone, and face-to-face meetings.
6. Assists in uploading internship records from semester to semester.
7. Submit final scoring of completed internship experience

POLICIES

SOUTH DAKOTA DEPARTMENT OF EDUCATION CODE OF PROFESSIONAL ETHICS

- 24:08:03:01 Obligations to students.
- 24:08:03:02 Obligations to the public.
- 24:08:03:03 Obligations to the profession.

Retrieved from South Dakota Administrative Rules website:
<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:08:03>

RULE §24:08:03:01. OBLIGATIONS TO STUDENTS.

In fulfilling their obligations to the students, educators shall act as follows:

- (1) Not, without just cause, restrain students from independent action in their pursuit of learning;
- (2) Not, without just cause, deny to the students access to varying points of view in the classroom;
- (3) Present subject matter for which they bear responsibility without deliberate suppression or distortion;
- (4) Make a reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from conditions harmful to learning, physical and emotional well-being, health, and safety;
- (5) Conduct professional business in such a way that they do not expose the students to unnecessary intimidation, embarrassment, or disparagement;
- (6) Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping condition, national origin, or ethnic background;
- (7) Maintain professional relationships with students without exploitation of a student for personal gain or advantage;
- (8) Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
- (9) Maintain professional relationships with students in a manner which is free of vindictiveness, recrimination, and harassment;

(10) Not engage in or be a party to any sexual activity with students including sexual intercourse, sexual contact, sexual photography, or illicit sexual communication.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985; 13 SDR 3, effective July 22, 1986; 20 SDR 92, effective December 21, 1993; 27 SDR 141, effective July 3, 2001; 37 SDR 18, effective August 18, 2010.

RULE §24:08:03:02. OBLIGATIONS TO THE PUBLIC.

In fulfilling their obligations to the public, educators shall act as follows:

- (1) Take precautions to distinguish between their personal views and those of the local school district or governing body;
- (2) Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
- (3) Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
- (4) Not exploit the local school district or governing body for public or personal gain;
- (5) Not exploit the local school district or governing body to promote political candidates or partisan political activities;
- (6) Neither accept nor offer any gratuities, gifts, services, or things of value that impair professional judgment, offer special advantage, or provide personal benefit;
- (7) Engage in no act that results in a conviction;
- (8) Exemplify high moral standards by not engaging in or becoming a party to such activities as fraud, embezzlement, theft, deceit, moral turpitude, gross immorality, sexual contact with students, illegal drugs, or use of misleading or false statements; and
- (9) Not misuse or abuse school equipment or property.

Source: 2 SDR 40, effective December 9, 1975; 11 SDR 96, 11 SDR 112, effective July 1, 1985; 13 SDR 3, effective July 22, 1986; 20 SDR 92, effective December 21, 1993; 27 SDR 141, effective July 3, 2001; 37 SDR 18, effective August 18, 2010.

General Authority: SDCL [13-43-25](#).

Law Implemented: SDCL [13-43-25](#).

Cross-Reference: "Moral Turpitude" defined, SDCL [22-1-2](#); Grounds for revocation or suspension of certificates, SDCL 13-42-9.

RULE §24:08:03:03. OBLIGATIONS TO THE PROFESSION.

In fulfilling their obligations to the profession, educators shall act as follows:

- (1) Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- (2) Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
- (3) Discuss professional matters concerning colleagues in a professional manner;
- (4) Accept a position or responsibility only on the basis of professional preparation and legal qualifications;
- (5) Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
- (6) Use sound professional judgment in delegating professional responsibilities to others;
- (7) Not interfere with the free participation of colleagues in the affairs of their associations;
- (8) Not use coercive or threatening means in order to influence professional decisions of colleagues;
- (9) Not knowingly misrepresent their professional qualifications;
- (10) Not knowingly distort evaluation of colleagues;
- (11) Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding;
- (12) Cooperate with authorities and the commissions regarding violations of the codes of ethics of the South Dakota Professional Teachers Practices and Standards Commission and the Professional Administrators Practices and Standards Commission;
- (13) Perform duties in accordance with local, state, and federal rules and laws.

Source: 2 SDR 40, effective December 9, 1975; 11 SDR 96, 11 SDR 112, effective July 1, 1985; subdivisions (9) and (10) transferred from § 24:08:03:04, 13 SDR 3, effective July 22, 1986; subdivisions (4) and (5) transferred from § 24:08:03:04, 13 SDR 11, effective August 11, 1986; 27 SDR 141, effective July 3, 2001.

General Authority: SDCL [13-43-25](#).

Law Implemented: SDCL [13-43-25](#).

**SOUTH DAKOTA PROFESSIONAL ADMINISTRATORS PRACTICES AND
STANDARDS COMMISSION**

RULE §24:11:03:01 Code of Ethics and Standard Practices

Code of ethics for professional administrators

The professional administrator shall comply with the following code of ethics:

- (1) Make the well-being of the students the basis of decision making and action;
- (2) Enforce and obey local, state, and national rules and laws in the performance of duties;
- (3) Exemplify high moral standards by not engaging in or becoming a party to such activities as fraud, embezzlement, deceit, moral turpitude, gross immorality, illegal drugs, or use of misleading or false statements;
- (4) Respect the civil rights of those with whom the administrator has contact in the performance of duties;
- (5) Interpret, accurately represent, and implement the policies and administrative regulations of the appropriate educational governing board;
- (6) Distinguish personal politics, attitudes, and opinions from stated policies of the appropriate educational governing board;
- (7) Fulfill professional responsibilities with honesty and integrity;
- (8) Maintain professional relationships which are free from vindictiveness, willful intimidation, and disparagement;
- (9) Safeguard confidential information;
- (10) Not allow professional decisions or actions to be impaired or influenced by personal gain, gifts, gratuities, favors, and services made or withheld;
- (11) Avoid preferential treatment and conflicts of interest;
- (12) Honor all contracts until fulfillment, release, or dissolution by mutual agreement of all parties;
- (13) Apply for, accept, offer, or assign a position of responsibility on the basis of professional preparation and legal qualifications;
- (14) Accurately represent personal qualifications and the evaluations and recommendations of others;
- (15) Cooperate with authorities regarding violations of the codes of ethics of the South Dakota Professional Administrators Practices and Standards Commission and the South Dakota Professional Teachers Practices and Standards Commission.

Source: 13 SDR 3, effective July 22, 1986; 27 SDR 141, effective July 3, 2001.

STUDENT INFORMATION MANAGEMENT SYSTEM - FERPA

FERPA gives parents (as well as students in postsecondary schools) the right to review and confirm the accuracy of education records. This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released only for specific and legally defined purposes.

FERPA's legal statute citation can be found in the U.S. Code (20 USC 1232g), which incorporates all amendments to FERPPA. FERPA regulations are found in the Federal Register (34 CFR Part 99). FERPA's 1994 amendments are found in Public Law (P.L.) 103-382.

FERPA Protects Privacy

FERPA applies to public schools and state or local education agencies that receive Federal education funds, and it protects both paper and computerized records. FERPA requires schools and local education agencies to annually notify parents of their rights under FERPA. The notice must effectively inform parents with disabilities or who have a primary home language other than English. The annual notice pertaining to FERPA rights must explain that parents may inspect and review records and, if they believe the records to be inaccurate, they may seek to amend them. Parents also have the right to consent to disclosures of personally identifiable information in the record, except under authorized circumstances.

FERPA gives both parents, custodial and noncustodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights. When students reach the age of 18, or when they become students at postsecondary education institutions, they become "eligible students" and rights under FERPA transfer to them. However, parents retain access to student records of children who are their dependents for tax purposes.

FERPA Defines an Education Record

Education records include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Examples are:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;

- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- Personal information such as student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student

Personal notes made by teachers and other school officials that are not shared with others are not considered education records. Additionally, law enforcement records created and maintained by a school or district's law enforcement unit are not education records.

Part of the education record, known as directory information, includes personal information about a student that can be made public according to a school system's student records policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes.

Each year schools must give parents public notice of the types of information designated as directory information. By a specified time after parents are notified of their review rights, parents may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent.

FERPA Guarantees Parent Review and Appeal

If, upon review, parents find an education record is inaccurate or misleading, they may request changes or corrections, and schools and education agencies must respond promptly to these requests.

Requests should be made in writing, according to an agency's annual notice of procedures for exercising rights to amend records. Within a reasonable time period, the school or agency must decide if the request to change a record is consistent with its own assessment of the accuracy of the record. If a parent's request is denied, he or she must be offered the opportunity for a hearing. If the disagreement with the record continues after the hearing, the parent may insert an explanation of the objection in the record. FERPA's provisions do not apply to grades and educational decisions about children that school personnel make.

While parents have a right to review records, schools are not required by Federal law to provide copies of information, unless providing copies would be the only way of giving

parents access. Schools may charge a reasonable fee for obtaining records, and they may not destroy records if a request for access is pending.

FERPA Restricts Disclosure of Student Records

Local education agencies and schools may release information from students' education records with the prior written consent of parents, under limited conditions specified by law, or as stated in local agencies' student records policies. The same rules restricting disclosures apply to records maintained by third parties acting on behalf of schools, such as state and local education agencies, intermediate administrative units, researchers, psychologists, or medical practitioners who work for or are under contract to schools.

If an education agency or school district has a policy of disclosing records, it must specify the criteria for determining school officials within an agency, including teachers, who have a legitimate educational interest. Generally, school officials have legitimate educational interest if they need to review an education record to fulfill their professional responsibilities.

Teachers and school officials who work with the students and schools to which students apply for entrance may also have access to education records without prior consent of the parent. In addition, information from students' records may be released to state and local education officials to conduct audits or to review records in compliance with Federal laws. Schools may also disclose information from education records without the consent of parents in response to subpoenas or court orders. A school official must make a reasonable effort to notify the parent before complying with the subpoena unless the subpoena is issued to enforce a law and specifies not to notify the parent. In emergencies, school officials can provide information from education records to protect the health or safety of the student or others.

There are cases when schools or school systems decide it is in the public interests to participate in policy evaluations or research studies. If student records are to be released for these purposes, the school or school system must obtain prior consent of the parent. Signed and dated written consent must:

- Specify the records that will be released;
- State the reason for releasing the records;
- Identify the groups or individuals who will receive the records.

In general, information about each request for records access and each disclosure of information from an education record must be maintained as part of the record until the school or agency destroys the education record. Outside parties receiving records must receive a written explanation of the restrictions on the re-release of information.

Additional FERPA Provisions

In 1994, the Improving America's School Act amended several components of FERPA, tightening privacy assurances for students and families. The amendments apply to the following key areas:

- Parents have the right to review the education records of their children maintained by the state education agencies;
- Any third party that inappropriately re-releases personally identifiable information from an education record cannot have access to education records for five years;
- Information about disciplinary actions taken against students may be shared, without prior consent of the parent, with officials in other education institutions;
- Schools may release records in compliance with certain law enforcement judicial orders and subpoenas without notifying parents.

School districts, state education agencies, and the U.S. Department of Education all offer assistance about FERPA. Before contacting Federal officials, however, you can often get a direct and immediate response from your local or state education officials.

More information regarding FERPA is located on the South Dakota Department of Education website

http://doe.sd.gov/ofm/sims_ferpa.asp

The Family Policy Compliance Office can be reached at the following address

U.S. Department of Education
600 Independent Avenue, SW
Washington, DC 20202-4605
(202) 260-3887

INTERNSHIP DESCRIPTION

The principal internship is part of the LMEA 796 School Community Action Project (SCAP) six credit hour course. Internship is designed to take place over a period of two (2) consecutive semesters serving under a licensed principal at elementary, middle, or secondary level. You are required to have successfully completed thirty (30) hours of the program of study with a 3.00 GPA in each required course before entering the school internship. You are required to apply on semester prior to entry.

INTERNSHIP REQUIREMENTS

The intern must secure approval from the school(s) of choice. The internship should include all job responsibilities of the principalship at the age/grade span for which authorization is sought. For a preschool through grade 12 principal program, the internship must include time spent in at least two of the levels of elementary school, junior high/middle school, or secondary school.¹ A total of 120 hours is required for the internship experience and shall be completed within two (2) semesters, equivalent to 60 hours per semester.

An agreement form with the appropriate signatures must be returned to the Education Administration Program Coordinator. No internship can officially begin until this form is signed by the appropriate school official(s) and returned to the Education Administration Program Coordinator.

The intern will keep a log of his/her activities that entails a brief description of the task involved, the date, the beginning and ending time, the amount of time involved (expressed in fraction of an hour, ex. 2.25). A reflective journal corresponding with each activity will should be included covering; description of the activity, standard met, connections to the student work sample cited. The cooperating school administrator (COSA) must certify the log of activities, and that you have completed 120 hours required for your internship. Education Administration Coordinator will review for progress and completion throughout. The final scoring and analysis of completed internship activities and hours are completed prior to exiting the program. A complete internship is a graduation and certification requirement.

SUGGESTED TIMELINE

Log review 1	December	60 hours
Log review 2	April	60 hours
(Final Submission)	May	120 hours

INTERNSHIP ACTIVITIES

¹South Dakota Legislature Administrative Rule, 24:53:08:01 (4). Retrieved from <http://www.legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:53:08:01>

The intern is required to participate in activities that focus on ELCC elements; 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. The specific activities will be planned collaboratively between the principal intern and the cooperating school administrator (COSA). The following is a small sample of potential activities (these are SAMPLE activities; you may choose others in collaboration with your COSA).

Recommended Activities for Element 1.3

- Write a vision statement for the school and share it with the site based management team. Demonstrate how stakeholders were involved with the development and present a plan for implementation.
- Collect, analyze and interpret school data in a way which reflects the school's values and mission statements for inclusion in the school improvement plan and/or reports.
- Interview the stakeholders i.e., faculty, students, parents, community members, building administrators, superintendent or central office administrator(s) etc. to begin ascertaining the values and norms of the school. Use this data to develop a vision statement and develop a plan for implementing the vision statement.
- Identify what features and artifacts support and promote the school's vision and which detract from the school's vision, and formulate plans for improvement.

Recommended Activities for Element 2.1

- Assess the school environment by collecting data on the diversity (e.g., population, language, disability, gender, socio-economic) of the school and community. Use the data to develop a policy to enhance school programs and the school environment.
- Analyze and revise a written community or school strategic plan that includes activities to address the diversity and cultural norms for the community. Present your plan at a staff/faculty meeting or school board meeting.
- Plan, and implement a school activity to promote a positive school environment

Recommended Activities for Element 2.2

- Coordinate a textbook adoption process, curriculum review, or standardized testing program
- Develop an after school peer study/tutoring program
- Assess the level of instructional technology in the school, and develop recommendations for further implementation and integration to improve student learning.
- Assess procedures for dealing with obsolete hardware and software in the school, and possibly develop guidelines accordingly.
- Conduct an audit of the IEP development process.
- Assess special education initiatives, such as inclusion, and work with interested faculty in developing plans for improvement.

Recommended Activities for Element 2.3

- Review scholarly literature and Lakota philosophy and belief system regarding student learning. Lead a faculty discussion of the application to improved student learning.
- Review scholarly literature and Lakota philosophy and belief system regarding human development and motivation. Lead a faculty discussion of discussion of the application to improved student learning.

Recommended Activities for Element 2.4

- Conduct a needs assessment for staff development, needs of the faculty and propose an appropriate research based recommendations for future in-service endeavors.
- Conduct and/or observe the supervisory cycle. Write a series of summative evaluations and make specific recommendations in the form of comprehensive growth plans.
- Align staff development activities with existing school-wide school improvement plans.
- Assist in locating 'experts' to provide in-service to faculty and staff.
- Develop and/or refine non-certified staff performance evaluations.
- Develop in-service training for non-instructional staff.

Recommended Activities for Element 3.2

- Conduct a needs assessment for organizational/community communication. Evaluate the perceptions of stakeholders and make recommendations for improvements in the internal/external communications policy.
- Organize a staff development experience that enhances understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient school environment.
- Assist in the preparation of an accreditation visit.
- Assess the extent to which features of site based management and decentralization are utilized in the school.
- Assess various administrative procedures and provide written recommendations for improvement.
- Gather information about methods of obtaining and expending funds at the school level.
- Review activity fund accounting procedures.
- Participate in and/or observe the school-wide budget planning, implementation, management and evaluation process.
- Assist in the development of financial reporting documents.
- Review technologies available to support administrative functions in the school. Research and review possible technologies available that would improve administrative processes.

Recommended Activities for Element 4.1

- Develop a survey to determine parental/guardian/community resources and expertise to enhance student learning. Then propose recommendations, in a staff meeting, based on the data.

- Develop honors programs; award nights, or special student assemblies.

Recommended Activities for Element 4.2

- Interview school board members to better understand their vision for school/community collaboration.
- Interview key policy makers to better understand community interests, needs and assess the potential for school/community collaboration.

Recommended Activities for Element 4.3

- Develop and present a plan recommending alignment of social service agency programs within school improvement needs.
- Investigate counseling delivery systems, formulating possible improvements.
- Review safety practices and modify where appropriate.

Recommended Activities for Element 5.1

- Develop a code of leadership ethics using personal platforms, professional associations and other documents.
- Activities related to other ELCC elements that demonstrate the candidate's respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (An example is 'Conduct and/or observe the supervisory cycle,' as indicated in element 2.4. The candidate may indicate that he/she has demonstrated competency in element 5.1 while also demonstrating competency in element 2.4).

Recommended Activities for Element 5.2

- Conduct an analysis of school community interaction looking for examples of integrity, fairness and ethical behavior.
- Activities related to other ELCC elements that demonstrate the candidate's ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (An example is 'Use that data to develop a policy to enhance positive school environment,' as indicated in element 2.1. The candidate may indicate that he/she has demonstrated competency in element 5.2 while also demonstrating competency in element 2.1).

Recommended Activities for Element 5.3

- Analyze and explain how decisions made by the principal were based on ethical and legal principles.
- Activities related to other ELCC elements that demonstrate the candidate makes and explains decisions based upon ethical and legal principles. (An example is 'Assess various administrative procedures and provide written recommendations for improvement,' as indicated in element 3.2. The candidate may indicate that he/she has demonstrated competency in element 5.3 while also demonstrating competency in element 3.2).

Recommended Activities for Element 6.1

- Prepare a report about a school project or activity for a newspaper, radio or television show.
- Develop a newspaper for parents/guardians or the community
- Develop and/or chair a community and school partnership

Recommended Activities for Element 6.2

- Develop a brochure on student health or fitness and report to the faculty
- Coordinate open houses, parent-teacher conferences, etc.

Recommended Activities for Element 6.3

- Interview five state legislators, lobbyists, tribal leaders, or school board members to determine strategies useful in influencing change.

EVALUATION OF INTERNSHIP EXPERIENCE

It is essential that the intern stay in touch with the COSA and periodically schedule conferences so that the intern can be advised on local school situations and other aspects associated to the leadership of the school. Throughout the internship experience the Education Administration Program Coordinator is available to both the intern and the COSA for discussion and assessment of the internship experience.

At the close of the internship experience the COSA will have a closing conference with the intern. The COSA will submit a formal evaluation of the intern experience and the Education Administration Program Coordinator will meet with the intern in a formal concluding conference. The focus of this conference will address the internship.

Graduate studies department faculty and staff will prepare a formal evaluation of the intern, based on the activity logs which include; date, time, hours and brief description of each activity and supporting documents submitted by the intern coupled with feedback provided by the COSA.

APPENDICES DESCRIPTION

Appendix A- Request for Internship Application Form

To be completed by the intern and submit to Education Administration coordinator along with Appendix B- On Site Administrator Approval Form

Appendix B- On Site Administrator Approval Form

Intern will complete the intern information section, sign and date, have the cooperating administrator sign and date and the superintendent sign and date, if required by school administration.

Appendix C- Internship Activity Log

Activity log will be completed by intern and signed off by the supervising administrator

Appendix D- Internship Log

Intern will complete the internship log by recording each internship activity, hours completed, timeframe, date and what ELCC was met.

Appendix E- Principal Internship Cooperating On-site Administrator Assessment Form

Cooperating Administrator will complete the assessment form by filling in

- Name
- Intern's name
- Building site
- Beginning and ending internship date
- Amount of hours the intern completed under their supervision
- Supervising Administrator's Assessment of Intern- complete the following based the abilities of the intern concerning how s/he understands and can apply the standards of the Educational Leadership Constituency Consortium (ELCC) required and utilized in our building level program.

Appendix F- Principal Internship and Portfolio Scoring Rubric

Responsibility of the Graduate Studies Department and the Education Administration Advisory Committee

Appendix G- Principal Internship Scoring Criteria

Scoring criteria to guide intern and cooperating administrator in developing relevant internship activities

Appendix A- Request for Internship Application Form
LMEA 796 Education Administration Principal Internship

Name: _____

Address (Home): _____ City: _____

Zip: _____ Phone :(_____) _____

Address (Work): _____ City: _____

Zip: _____ Phone :(_____) _____

Administrative Internship: Building Level

Proposed Internship Site #1: _____

School District: _____

Address
(Site): _____

City: _____

Zip: _____ Phone :(_____) _____

Cooperating Supervisor: _____

Title: _____

City: _____ Zip: _____

Phone :(_____) _____ Email: _____

Proposed Internship Site #2: _____

School District: _____

Address (Site): _____

City: _____ Zip: _____

Phone :(_____) _____

Cooperating Supervisor: _____

Title: _____

City: _____ Zip: _____

Phone :(_____) _____ Email: _____

Proposed Internship Site #3: _____

School District: _____

Address (Site): _____

City: _____ Zip: _____

Phone :(_____) _____

Cooperating Supervisor: _____

Title: _____

Address (If different than site): _____

City: _____ Zip: _____

Phone :(_____) _____ Email: _____

**Appendix B - On-Site Administrative Approval Form
Principal Internship
LMEA 796**

Semester _____

Academic Year _____

Intern Information:

Name School

Address Position

City, Zip School Phone

Home Phone E-Mail Address

Statement of Confidentiality: I understand that during the course of events associated with intern experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the internship experience.

Date Signature of Student

I have reviewed the requirements for completion of the internship and will provide the student with opportunities and assistance necessary to fulfill those requirements. The applicant is granted permission to do the internship under the supervision of the Oglala Lakota College and the Supervisor designated below.

Date Cooperating Principal

Date Cooperating Superintendent

Appendix C - LMEA 796

Internship Activity Log

Name of Intern:

Date of Task/Activity:

Type of Task/Activity:

ELCC ELEMENT ADDRESSED:

Briefly describe the Task/Activity:

Others involved in the Task/Activity:

How will the involvement in this Task/Activity assist you as a future administrator?

Intern Signature

Date

Supervising Administrator Signature

Date

Appendix D - LMEA 796

Internship Log

Hours in standard 1 _____	Hours in standard 4 _____
Hours in standard 2 _____	Hours in standard 5 _____
Hours in standard 3 _____	Hours in standard 6 _____

Participant: _____

Due Date: _____

DATE	TIME	HOURS	DESCRIPTION	ELCC Standard(s)

TOTAL _____

Appendix E

Principal Internship LMEA 796 Cooperating On-site Administrator Assessment Form

To: OLC Graduate Studies Director: ___Dawn Frank_____

From: Supervising Administrator: _____

Re: Principal Internship

Intern's Name _____

Building Site _____

Beginning Date _____

Ending Date _____

On-the-job experience has consisted of _____ clock hours of activities by the intern under my supervision or under the supervision of my designee(s). To the best of my knowledge, the intern has acquired the following types of competencies required for the Lakota Leadership and Management Masters in Education Administration Program by the Oglala Lakota College.

*Please complete **Cooperating On-site Administrator's Assessment of Intern** on next page.

Cooperating On-site Administrator's Assessment of Intern

In an effort to determine the effectiveness of the internship experience the Education Administration Program at Oglala Lakota College, Graduate Studies Department requests your input on the abilities of the intern concerning how s/he understands and can apply the standards of the Educational Leadership Constituency Consortium (ELCC) required and utilized in our building level programs.

Assessment Questions:

- The intern is an educational leader who has 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. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- The intern is an educational leader who has the knowledge and ability to promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- The intern is an educational leader who has 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. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

- The intern is an educational leader who has 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. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

5. The intern is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. (circle one)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

6. The intern is an educational leader who has 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.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

If you have any questions, please feel free to call Graduate Studies Department at (605) 455-6128. Thank you for completing this survey, we appreciate your input.

RETURN THIS SURVEY TO:

Oglala Lakota College
 Graduate Studies Department
 Education Administration
 PO Box 490
 Kyle, SD 57752

Appendix F

LMEA 796 Principal Internship and Portfolio Scoring Rubric

Students Name: _____

TIME LOG

THE CANDIDATE:

Has 120 hours documented covering each of the six standards Yes No

THE ELCC 6 STANDARDS

Standard 1:

Facilitated the development, articulation, implementation, and stewardship of a school vision of learning supported by the community:

Standard Element to Be Assessed:

Implement a vision: 1.3ab (**internship activity**)

Activity assessed in course work	Yes	No	Partial		
Description of the Goal	Yes	No			
ID ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Standard 2:

Provided an effective instructional program, applying best practices to student learning, and designed comprehensive professional growth plans for staff:

Standard Elements to Be Assessed:

Promote a positive school culture: 2.1 (**internship activity**)

Activity assessed in course work	Yes	No	Partial
Description of the Goal	Yes	No	

ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Provide effective instructional program: 2.2abc (**internship activity**)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Apply best-practice to student learning 2.3abc (**internship activity**)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Design comprehensive professional growth plans: 2.4abc (**internship activity**)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Standard 3:

Managed the organization, operations, and resources in a way that promotes the safe, efficient, and effective learning environment:

Standard Elements to Be Assessed:

Manage operations 3.2abc (**internship activity**)

Activity assessed in course work	Yes	No	Partial		
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Standard 4:

Collaborated with families and other community members, responding to diverse community interests and needs, and mobilized community resources:

Standard Elements to Be Assessed:

Collaborate w/Family & Other Community Members 4.1abcdefgh (**internship activity**)

Activity assessed in course work	Yes	No	Partial		
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Respond to community interests and needs: 4.2abcd (**internship activity**)

Activity assessed in course work	Yes	No	Partial		
Description of the Goal	Yes	No			

ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Mobilize Community Resources 4.3abc (internship activity)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Standard 5:

Acted with integrity, fairly, and in an ethical manner:

Standard Elements to Be Assessed:

Acts with Integrity 5.1 (internship activity)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Acts Fairly 5.2 (internship activity)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency	Yes	No			

and Lakota values

Appropriate evidence	Yes	No			
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Overall quality	5	4	3	2	1
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Acts Ethically 5.3 (internship activity)

Activity assessed in course work	Yes	No			Partial
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Description of the Goal	Yes	No			
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ID the ELCC, SD state competency and Lakota values	Yes	No			
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Appropriate evidence	Yes	No			
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Overall quality	5	4	3	2	1
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Standard 6:

Understood, responded to, and influenced the larger political, social, economic, legal, and cultural context:

Standard Elements to Be Assessed:

Understand The Larger Context 6.1 abcdefgh (internship activity)

Activity assessed in course work	Yes	No			Partial
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Description of the Goal	Yes	No			
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ID the ELCC, SD state competency and Lakota values	Yes	No			
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Appropriate evidence	Yes	No			
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Overall quality	5	4	3	2	1
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Respond to Larger Context 6.2 (internship activity)

Activity assessed in course work	Yes	No			Partial
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Description of the Goal	Yes	No			
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ID the ELCC, SD state competency and Lakota values	Yes	No			
--	-----	----	--	--	--

Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

Influence The Larger Context 6.3abc (internship activity)

Activity assessed in course work	Yes	No			Partial
Description of the Goal	Yes	No			
ID the ELCC, SD state competency and Lakota values	Yes	No			
Appropriate evidence	Yes	No			
Overall quality	5	4	3	2	1

ADMINISTRATORS EVALUATION

All areas are satisfactory	Yes	No			
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REFLECTIVE JOURNAL

Consistent reflective feedback	Yes	No			
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PORTFOLIO DOCUMENT REVIEWER COMMENTS:

Appendix G - Principal Internship Scoring Criteria

The following criteria will be used to differentiate adequate performance of candidate's internship experience.

DOES NOT MEET EXPECTATION:

- The internship failed to satisfy minimum two semester time frame and activity planning requirements.
- The intern failed to accept responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- Internship experience did not occur in the multiple settings that would have allowed for the demonstration of a wide range of relevant knowledge and skills.
- The intern failed to apply skills and knowledge articulated in the ELCC, SD state competencies and Lakota values for educational leaders.
- The internship experience failed to provide candidate with substantial responsibilities that increased over the duration of the internship
- The intern failed to plan experiences cooperatively with the school site administrator.

MEETS EXPECTATION:

- The internship satisfied the minimum two semester time frame and activity planning requirements.
- The intern accepted genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- Internship experience occurred in multiple settings, allowing for the demonstration of a wide range of relevant knowledge and skills.
- The intern applied skills and knowledge articulated in the ELCC, SD State competencies and Lakota values for educational leaders.
- The internship experience provided candidate with substantial responsibilities that increased over the duration of the internship.
- The intern planned experiences cooperatively with the school site administrator.

OUTSTANDING:

- The internship satisfied the minimum two semester time frame and included an exceptional amount of planning activities.
- The intern became heavily involved in critical areas of administrative responsibility, including leading, facilitating, and decision-making.
- Internship experience was distinguished by a quality experience in a variety of educational settings, demonstrating a connection between knowledge and skills in each setting.
- The intern demonstrated extensive application of leadership competencies as articulated in the ELCC, SD State competencies and Lakota values for educational leaders.
- The internship experience provided candidate with exceptional and a high quality amount of responsibilities that increased significantly over the duration of the internship.
- The intern planned experiences extensively with the school site administrator.

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
1.3	1	2	3

Additionally, the Education Administration Program will evaluate performance in each of the included ELCC elements. The Education Administration Program will choose the level that BEST represents the candidate’s performance for each element:

1.3: Implement a Vision

ASSESSMENT OF THE CANDIDATE’S ABILITY TO IMPLEMENT A VISION:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
1.3 Implement a Vision	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision. • Candidate failed to demonstrate the ability to 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). <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to promote the implementation of a plan using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision. • Candidate demonstrated the ability to 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). <ul style="list-style-type: none"> • Candidate demonstrates the ability to promote the implementation of a plan using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> •Candidate demonstrated at a high level of proficiency the ability to formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision. • Candidate demonstrated at a high level of proficiency the ability to 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). <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to promote the implementation of a plan using relevant Lakota values; honesty, courage, fortitude,

			respect, generosity and wisdom
Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.1	1	2	3

2.1: Promote Positive School Culture

ASSESSMENT OF THE CANDIDATE'S ABILITY TO PROMOTE A POSITIVE SCHOOL CULTURE:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.1 Promote Positive School Culture	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to 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. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to promote a positive school culture using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to 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. <ul style="list-style-type: none"> • Candidate demonstrates the ability to promote a positive school culture using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to 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. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to promote a positive school culture using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.2	1	2	3

2.2: Provide Effective Instructional Program

ASSESSMENT OF THE CANDIDATE’S ABILITY TO PROVIDE EFFECTIVE INSTRUCTIONAL PROGRAM:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.2 Provide an Effective Instructional Program	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidate failed to demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learner’s diverse needs. • Candidate failed to demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to provide effective instructional programing using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidate demonstrated the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learner’s diverse needs. • Candidate demonstrated the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. <ul style="list-style-type: none"> • Candidate demonstrates the ability to provide effective instructional programing using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. • Candidate demonstrated at a high level of proficiency the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learner’s diverse needs. • Candidate demonstrated at a high level of proficiency the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to provide effective instructional programing using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.3	1	2	3

2.3: Apply Best Practice

ASSESSMENT OF THE CANDIDATE’S ABILITY TO APPLY BEST PRACTICE:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.3 Apply Best Practices to Student Learning	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. • Candidate failed to demonstrate the ability to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • Candidate failed to demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. • Candidate does not demonstrate the ability to apply best practice to student learning using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to assist school personnel in understanding and applying best practices for student learning. • Candidate demonstrated the ability to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • Candidate demonstrated an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. • Candidate demonstrates the ability to apply best practice to student learning using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to assist school personnel in understanding and applying best practices for student learning. • Candidate demonstrated at a high level of proficiency the ability to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. • Candidate demonstrated at a high level of proficiency an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. • Candidate demonstrates, in detail, the ability to apply best practice to student learning using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.4	1	2	3

2.4: Design Comprehensive Professional Growth Plans

ASSESSMENT OF THE CANDIDATE’S ABILITY TO DESIGN PROFESSIONAL GROWTH PLANS:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
2.4 Design Comprehensive Professional Growth Plans	<ul style="list-style-type: none"> • Candidate failed to demonstrate the 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. • Candidate failed to 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. • Candidate failed to demonstrate the ability to implement personal professional growth plans that reflect a commitment to life-long learning. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to design professional growth plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the 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. • Candidate demonstrated 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. • Candidate demonstrated the ability to implement personal professional growth plans that reflect a commitment to life-long learning. <ul style="list-style-type: none"> • Candidate demonstrates the ability to design professional growth plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the 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. • Candidate demonstrated at a high level of proficiency 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. • Candidate demonstrated at a high level of proficiency the ability to implement personal professional growth plans that reflect a commitment to life-long learning. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to design professional growth plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and

			wisdom
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Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
3.2	1	2	3

3.2: Manage Operations

ASSESSMENT OF THE CANDIDATE’S ABILITY TO MANAGE OPERATIONS:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
3.2 Manage Operations	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidate failed to demonstrate the ability to develop communication plans for staff that included opportunities for staff to develop their family and community collaboration skills. • Candidate failed to demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective and efficient facility. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to manage operational plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidate demonstrated the ability to develop communication plans for staff that included opportunities for staff to develop their family and community collaboration skills. • Candidate demonstrated an understanding of how to apply legal principles to promote educational equity and provide a safe, effective and efficient facility. <ul style="list-style-type: none"> • Candidate demonstrates the ability to manage operational plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessments, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. • Candidate demonstrated at a high level of proficiency the ability to develop communication plans for staff that included opportunities for staff to develop their family and community collaboration skills. • Candidate demonstrated at a high level of proficiency an understanding of how to apply legal principles to promote educational equity and provide a safe, effective and efficient facility. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to manage operational plans using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.1	1	2	3

4.1: Collaborative Leadership

ASSESSMENT OF THE CANDIDATE’S ABILITY TO COLLABORATE WITH FAMILIES AND OTHER COMMUNITY MEMBERS:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.1 Collaborate w/ Families and Other Community Members	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to bring together the resources of family and the community to positively affect student learning. • Candidate failed to demonstrate the 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. • Candidate failed to demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidate failed to demonstrate how to apply community relations models, marketing strategies and processes, data-based decision-making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidate failed to demonstrate how to develop various methods of outreach aimed at business, religious, political, and service 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to bring together the resources of family and the community to positively affect student learning. • Candidate demonstrated the 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. • Candidate demonstrated the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidate demonstrated the ability to apply community relations models, marketing strategies and processes, data-based decision-making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships. • Candidate demonstrated the ability to develop various methods of outreach aimed at business, religious, political, and service organizations. 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to bring together the resources of family and the community to positively affect student learning. • Candidate demonstrated at a high level of proficiency the 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. • Candidate demonstrated at a high level of proficiency the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. • Candidate demonstrated at a high level of proficiency how to apply community relations models, marketing strategies and processes, data-based decision-making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships.

	<p>organizations.</p> <ul style="list-style-type: none"> •Candidate failed to 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. • Candidate failed to demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. • Candidate failed to demonstrate the ability to develop a comprehensive program of community relations and demonstrated the ability to work with the media. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to collaborate with families and other community members using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated 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. • Candidate demonstrated the ability to collaborate with community agencies to integrate health, social, and other services. • Candidate demonstrated the ability to develop a comprehensive program of community relations and demonstrated the ability to work with the media. <ul style="list-style-type: none"> • Candidate demonstrates the ability to collaborate with families and other community members using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> •Candidate demonstrated at a high level of proficiency how to develop various methods of outreach aimed at business, religious, political, and service organizations. • Candidate demonstrated at a high level of proficiency 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. • Candidate demonstrated at a high level of proficiency the ability to collaborate with community agencies to integrate health, social, and other services. • Candidate demonstrated at a high level of proficiency the ability to develop a comprehensive program of community relations and demonstrated the ability to work with the media. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to collaborate with families and other community members using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom
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Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.2	1	2	3

4.2: Respond to Community Interest and Needs

ASSESSMENT OF THE CANDIDATE’S ABILITY TO RESPOND TO COMMUNITY INTERESTS AND NEEDS:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.2 Respond to Community Interests and Needs	<ul style="list-style-type: none"> • Candidate failed to demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidate failed to demonstrate how to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • Candidate failed to demonstrate how to provide leadership to programs serving students with special and exceptional needs. • Candidate failed to demonstrate the ability to capitalize on the diversity (cultural, economic and special interests groups) of the school community to improve school programs and meet the diverse needs of all students. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to respond to community interests and needs using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidate demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • Candidate demonstrated the ability to provide leadership to programs serving students with special and exceptional needs. • Candidate demonstrated the ability to capitalize on the diversity (cultural, economic and special interests groups) of the school community to improve school programs and meet the diverse needs of all students. <ul style="list-style-type: none"> • Candidate demonstrates the ability to respond to community interests and needs using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency active involvement within the community, including interactions with individuals and groups with conflicting perspectives. • Candidate demonstrated at a high level of proficiency the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. • Candidate demonstrated at a high level of proficiency how to provide leadership to programs serving students with special and exceptional needs. • Candidate demonstrated at a high level of proficiency the ability to capitalize on the diversity (cultural, economic and special interests groups) of the school community to improve school programs and meet the diverse needs of all students. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to respond to

			community interests and needs using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom
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Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.3	1	2	3

4.3: Mobilize Community Resources

ASSESSMENT OF THE CANDIDATE’S ABILITY TO MOBILIZE COMMUNITY RESOURCES:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
4.3 Mobilize Community Resource	<ul style="list-style-type: none"> • Candidate failed to demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidate failed to demonstrate how to use school resources and social service agencies to serve the community. • Candidate failed to demonstrate an understanding of ways to use public resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging student problems. <ul style="list-style-type: none"> • Candidate does not demonstrate the ability to mobilize community resources using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidate demonstrated the ability to use school resources and social service agencies to serve the community. • Candidate demonstrated an understanding of ways to use public resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging student problems. <ul style="list-style-type: none"> • Candidate demonstrates the ability to mobilize community resources using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. • Candidate demonstrated at a high level of proficiency how to use school resources and social service agencies to serve the community. • Candidate demonstrated at a high level of proficiency an understanding of ways to use public resources and funds appropriately and efficiently to encourage communities to provide new resources to address emerging student problems. <ul style="list-style-type: none"> • Candidate demonstrates, in detail, the ability to mobilize community resources using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
5.1	1	2	3
5.2	1	2	3
5.3	1	2	3

- 5.1: Acts with Integrity
- 5.2: Acts Fairly
- 5.3: Acts Ethically

ASSESSMENT OF THE CANDIDATE’S ABILITY TO ACT WITH INTEGRITY, FAIRLY, AND IN AN ETHICAL MANNER:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
5.1 Acts with Integrity	<ul style="list-style-type: none"> • Candidate failed to demonstrates respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions, using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrates respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions, using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrates with a high level of proficiency respect for the rights of others with regard to confidentiality and dignity and how to engage in honest interactions, using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom.
5.2 Acts Fairly	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations; using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in their interactions with others. 	<ul style="list-style-type: none"> • Candidate demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations; using relevant Lakota values honesty, courage, fortitude, respect, generosity and wisdom in their interactions with others. 	<ul style="list-style-type: none"> • Candidate demonstrates at a high level of proficiency the ability to combine impartiality, sensitivity to student diversity, and ethical considerations; using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in their interactions with others.
5.3 Acts Ethically	<ul style="list-style-type: none"> • Candidate failed to demonstrate how to make and explain decisions based upon ethical and legal principles, using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrates the ability to make and explain decisions based upon ethical and legal principles, using relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<ul style="list-style-type: none"> • Candidate demonstrates at a high level of proficiency how to make and explain decisions based upon ethical and legal principles, using relevant Lakota values; honesty,

			courage, fortitude, respect, generosity and wisdom
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Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
6.1	1	2	3

6.1: Understands the Larger Context

Recommended Activities:

- Prepare a report about a school project or activity for a newspaper, radio or television show.
- Develop a newspaper for parents/guardians or the community
- Develop and/or chair a community and school partnership

ASSESSMENT OF THE CANDIDATE'S ABILITY TO UNDERSTAND THE LARGER CONTEXT:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
6.1 Understand Larger Context	<ul style="list-style-type: none"> • Candidate failed to act as an informed consumer of educational theory and concepts appropriate to school context and failed to demonstrate how to apply appropriate research methods to a school context. • Candidate failed to the ability to explain how the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Candidate failed to demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. • Candidate failed to demonstrate an understanding of the policies, laws, and regulations enacted by tribal, local, state, and federal authorities that 	<ul style="list-style-type: none"> • Candidate acted as an informed consumer of educational theory and concepts appropriate to school context and demonstrated how to apply appropriate research methods to a school context. • Candidate demonstrated the ability to explain how the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Candidate demonstrated the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. • Candidate demonstrated an understanding of the policies, laws, and regulations enacted by tribal, local, state, and federal authorities that affect schools, especially those that might improve educational and social 	<ul style="list-style-type: none"> • Candidate acted at a high level of proficiency as an informed consumer of educational theory and concepts appropriate to school context and demonstrated how to apply appropriate research methods to a school context. • Candidate demonstrated at a high level of proficiency the ability to explain how the legal and political systems and institutional frameworks of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. • Candidate demonstrated at a high level of proficiency the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. • Candidate demonstrated at a high level of proficiency an understanding of the

	<p>affect schools, especially those that might improve educational and social opportunities.</p> <ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Candidate failed to demonstrate the ability to analyze and describe the diversity in a school community. • Candidate failed to describe community norms and values and how they relate to the role of the school in promoting social justice. • Candidate failed to demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <ul style="list-style-type: none"> • Candidate does not demonstrate relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<p>opportunities.</p> <ul style="list-style-type: none"> • Candidate demonstrated the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Candidate demonstrated the ability to analyze and describe the diversity in a school community. • Candidate can describe community norms and values and how they relate to the role of the school in promoting social justice. • Candidate demonstrated the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <ul style="list-style-type: none"> • Candidate demonstrates relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom 	<p>policies, laws, and regulations enacted by tribal, local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.</p> <ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. • Candidate demonstrated at a high level of proficiency the ability to analyze and describe the diversity in a school community. • Candidate at a high level of proficiency can describe community norms and values and how they relate to the role of the school in promoting social justice. • Candidate demonstrated at a high level of proficiency the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. <ul style="list-style-type: none"> • Candidate demonstrates, with proficiency, relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom
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Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
6.2	1	2	3

6.2: Responds to Larger Context

Recommended Activities:

- Develop a brochure on student health or fitness and report to the faculty
- Coordinate open houses, parent-teacher conferences, etc.

ASSESSMENT OF THE CANDIDATE’S ABILITY TO RESPOND TO LARGER CONTEXT:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
6.2 Respond to Larger Context	<ul style="list-style-type: none"> • Candidate failed to 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. • Candidate does not demonstrate relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in responding to the larger community 	<ul style="list-style-type: none"> • Candidate demonstrated 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. • Candidate demonstrates relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in responding to the larger community 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency 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. • Candidate demonstrates, with proficiency, relevant Lakota values honesty, courage, fortitude, respect, generosity and wisdom in responding to the larger community

Standard	Does Not Meet Expectation	Meet Expectation	Outstanding
6.3	1	2	3

6.3: Influence the Larger Context

Recommended Activities:

- Interview five state legislators, lobbyists, tribal leaders, or school board members to determine strategies useful in influencing change.

ASSESSMENT OF THE CANDIDATE’S ABILITY TO INFLUENCE THE LARGER CONTEXT:

Standard	Does Not Meet Expectation	Meets Expectation	Outstanding
6.3 Influence the Larger Context	<ul style="list-style-type: none"> • Candidate failed to demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidate failed to demonstrate how to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidate failed to demonstrate how to 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. <ul style="list-style-type: none"> • Candidate does not demonstrate relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in influencing the larger context 	<ul style="list-style-type: none"> • Candidate demonstrated the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidate demonstrated how to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidate demonstrate the ability to 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. <ul style="list-style-type: none"> • Candidate demonstrates relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in influencing the larger context 	<ul style="list-style-type: none"> • Candidate demonstrated at a high level of proficiency the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. • Candidate demonstrated at a high level of proficiency the ability to apply understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. • Candidate demonstrated at a high level of proficiency how to 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. <ul style="list-style-type: none"> • Candidate demonstrates, with proficiency, relevant Lakota values; honesty, courage, fortitude, respect, generosity and wisdom in influencing the larger context

Candidate's Name _____

Date _____

Please total the overall score for the 15 ELCC internship elements above.

TOTAL SCORE _____ / 15 elements = TOTAL SCALE SCORE _____

Disclaimer: Every effort has been made to provide students with complete and accurate information. The Graduate Studies Department reserves the right to modify, amend or revoke any rules, regulations, schedules and to change programs and program requirements. The Principal Internship Guide is provided to ensure a successful and productive internship experience.

References

University of Oklahoma; Educational Administration, Curriculum, and Supervision (EACS) program. Retrieved from: http://education.ou.edu/departments_1/eacs_course_listing/