

# DEPAUL UNIVERSITY

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**COLLEGE OF EDUCATION**

*Department of Leadership,  
Language and Curriculum*



Department of Leadership, Language and Curriculum

Principal Preparation Internship Handbook

Educational Leadership Program

2022 – 2023

## COE Mission Statement

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The mission of DePaul University's College of Education is to prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, intellectually rich, and socially just environments. As part of a Vincentian university, we cultivate the social conscience, understandings, and practices necessary to address social inequities among and with individuals, communities, and institutions. We develop critical, creative practitioners and scholars who continually inquire and reflect on educational and professional practices. Through authentic experiences in and outside the classroom, we educate our students to be engaged, service-oriented citizens of local and global communities.

## DePaul University Land Acknowledgment Statement

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At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land.

We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all.

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Dear Educational Leadership Intern,

Welcome to the Internship Program for Educational Leadership at the DePaul College of Education. The internship experience is an opportunity for you to develop, apply, and reflect on your leadership and administrative knowledge and skills in a variety of leadership situations.

Your first lines of communication during your internship are your Site Supervisor and DePaul Supervisor. Once you determine your internship site and Site Supervisor, you will submit an internship application and be enrolled in the first internship course, A&S 601. With the assistance of the department assistant, I will assign you to your DePaul Supervisor, who will then contact you to begin the advisory process.

The Site Supervisor and DePaul Supervisor should be seen as the first source of information and advice if you encounter any difficulties. If you are unable to negotiate issues with neither the Site nor DePaul Supervisor, contact me as the director of the internship program. If I am unavailable, you may contact either the EdL Program Director or the chair of the Department of Leadership, Language and Curriculum. Our contact information follows.

I encourage you to make the most of this opportunity to practice leading, facilitating, and making decisions in a contemporary educational organization.

A handwritten signature in cursive script that reads "Melissa Bradford".

Melissa Riley Bradford, Ph.D.

Program Director, Principal Preparation and Superintendent Internship  
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## Internship Program Contact Information

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## Roles and Responsibilities

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**EdL Internship Director (Internship Director):** The EdL Internship Director is a full-time faculty member and is responsible for the entire internship experience. The Director oversees and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The Director is available for consultation during the internship experience for the Intern, the DePaul Supervisor, and the Site Supervisor if necessary.

**LLC Department Assistant:** The LLC Department Assistant oversees the administrative duties of the internship experience. They facilitate the application process, update all internship materials and distribute the relevant materials to all involved participants. They serve as the liaison between the Internship Director and students by collecting all required forms and documentation.

**Academic Advisor:** The Academic Advisor to the Internship program collects the application materials, sends them to the Internship Director for approval, and registers the student for the appropriate internship classes (A&S 601 Internship Orientation and A&S 604 for both the elementary and secondary internships).

**Student Intern:** The Student Intern is responsible for meeting the internship experience expectations and is also responsible for locating and securing a Site Supervisor.

**Site Supervisor:** The Site Supervisor serves as both a supervisor and mentor to the student intern. The Site Supervisor must be a practicing administrator and have oversight of department, program, or education-related agency. The Site Supervisor is required to complete an evaluation (Appendix B) and write a reference letter for the student intern.

**DePaul Supervisor:** The role of the DePaul Supervisor is to act as a liaison between the field setting and the university. The DePaul Supervisor works in collaboration with the internship Site Supervisor to complete the assessment of the Student Intern's performance.

## Timely Completion of Internship Program

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Interns are expected to complete the program in a timely fashion. If an intern is working on a project with the Site Supervisor and requests an extension of time, approval will be decided on a case-by-case basis by the EdL Internship Director in consultation with the DePaul Supervisor and the Site Supervisor.

In cases where the intern is affected by serious personal or health related issues, a student's status will be suspended for up to one academic year, until the intern is able to take up the duties of the internship again. Any intern in this situation must contact either the EdL Internship Director, the EdL Program Director or the department chair as soon as possible, either directly or via a personal representative. The intern will be allowed to take up duties once they report back.

Examples of serious personal or health related issues include:

1. Death of an immediate family member (parent, spouse, child)
2. Serious injury or debilitating illness of the student
3. Serious injury or debilitating illness of an immediate family member (parent, spouse, child) which requires the intern to focus attention on family rather than the internship
4. Serious destruction or loss of one's family residence/one's primary residence

If an intern suspends the internship for longer than one academic year, the student will need to be readmitted. If the intern has been absent from the program for more than two years, they may be required to take remedial course work at the discretion of the program.

## Principal Preparation Internship Overview

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The Principal Preparation Internship provides an opportunity to integrate learning about educational principal administration with the hands-on experience of principals and their own supervised experience. This intensive field experience [200 clock hours and successful completion of the required internship seminars] provides an opportunity to reflect upon and gain confidence in their abilities to fulfill a principal role. The internship experience meets the NELP program standards as developed by the National Policy Board for Educational Administration (NPBEA).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis is the foundation for the entire experience. The student is expected to develop and further their understanding, skills, appropriate attitudes, and judgment. The student intern reflects upon the relationships between

theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian personalism by treating all persons with dignity and unconditional respect.

These courses provide an approved internship as required by the Illinois State Board of Education requirements for Principal licensure.

## Timeline for Principal Preparation Internship

This table reflects the general timeline for the internship component of the Principal Preparation program for a fall start. Students are allowed to begin their first internship during Winter Quarter if they prefer, but hours for each internship site should run a full K-12 semester. *Note: 1) summer hours can only be counted if summer school is in session and students are present in the building and 2) cannot be a majority of hours at either site.*

<b>Spring of First Academic Year</b>
<i>Enroll in A&amp;S 601 – A&amp;S 601 is a zero-credit hour course that details the internship process.</i>
<b>Summer of First Academic Year</b>
<i>Submit internship application – August 15<sup>th</sup> is the deadline to submit internship application forms to the Academic Advisor, Brandon Washington. Once the application has been submitted, the Academic Advisor will enroll students in the internship course A&amp;S 604 for Fall Quarter and the Internship Director will assign them to a DePaul Supervisor.</i>
<b>Fall of Second Academic Year</b>
<i>Start internship hours for first internship site – after students have touched base with their assigned DePaul Supervisor, they can begin logging hours.</i> <i>Attend the first internship seminar – internship seminar dates will be posted on D2L.</i>
<b>Winter of Second Academic Year</b>
<i>Start internship hours for second internship site.</i> <i>Attend the second internship seminar – internship seminar dates will be posted on D2L.</i>
<b>Spring of Second Academic Year</b>
<i>Attend the final internship seminar – internship seminar dates will be posted on D2L.</i> <i>Complete internship evaluation – after finishing all internship hours, students should complete the internship evaluation.</i>

## Applying for the Principal Preparation Internship Program

Qualifications for Admission to the Internship Program:

Students in the Principal Licensure program must meet the following requirements to enter into the internship experience.

1. The student must complete half of course work and have a minimum GPA of 3.25, before starting the internship program.

2. The student must have been evaluated as having met all PSEL Standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education/Educational leadership program.
4. The student must have successfully completed the State of Illinois mandatory evaluation of certified personnel course. This is an online course and can be found on the *Initial Teacher Evaluation Training* website (<https://ilprincipals.org/grow/teacher-evaluator-training/>). Students are expected to cover the cost of the training.
5. The student must have passed the two State of Illinois Principal examinations. The exams can be found at the *Illinois Licensure Testing System (ILTS)* website ([www.il.nesinc.com](http://www.il.nesinc.com)).

*Please note:* Students who do not meet these standards must work with their advisor to either develop a plan of remediation, implement it, and satisfy the prerequisites for admission to the internship; otherwise, they must withdraw from the Principal Licensure Program.

## The Structure of the Internship

Students who have met the qualifications for the internship must:

1. Complete A&S 601 – During the spring quarter leading up to the year students plan on beginning their internship, they should enroll in A&S 601. This course is a zero-credit orientation course with modules that provide students with important information regarding the internship application process and courses.
2. Complete an application seeking internship.
3. Submit evidence of having met the prerequisites for the internship to the EdL Internship Director.
4. Upon securing placements, the mandatory Memorandum of Understanding (Appendix C) must be completed and signed by the student, Site Supervisor, and DePaul Supervisor.
5. Submit completed internship application materials and Site Verification information to the Academic Advisor on August 15 prior to the academic year when internship hours will be completed.

## Responsibilities and Requirements

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### Responsibilities

#### Intern

The intern is responsible for the following:

1. Acting in a professional manner.
2. Completing a minimum of 100 clock hours each at the assigned elementary and secondary school sites (for a total of 200 clock hours minimum). Hours must be completed outside of normal work duties. As hours are completed, they should be documented in D2L for tracking purposes.
3. Assisting the administrative team in providing an instructional program that advances the learning of every child in the school.



4. Being attentive to students with disabilities, English language learners, gifted-education students, and the particular needs of early childhood education.
5. Monitoring progress through the various activities required of the intern for the successful completion of the internship program (i.e., being certain that you are on track with the various requirements of observing, participating, and taking leadership of various aspects of the instructional program).
6. Meeting with your Site Supervisor and your DePaul Supervisor on a regular basis throughout the academic year.
7. Attending the three required seminars.

### Site Supervisor

To qualify as a Site Supervisor, the principal must have met the following criteria:

1. The principal must hold a valid Type 75/Principal License from the State of Illinois (or if the internship is located at a site out of state, the equivalent licensure by the state in which the internship site is located).
2. The principal in a non-public school must have a registered and endorsed general administrative or principal certificate.
3. The principal must have two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, as well as formal evaluations or letters of recommendation from former supervisors.
4. The principal must review the internship handbook to understand their role and expectations. It can be helpful to review the internship handbook with the intern.
5. The principal must have successfully completed the State of Illinois mandatory evaluation of certified personnel course.

The Site Supervisor is responsible for

1. Attending the one-hour orientation for Site Supervisors hosted by DePaul.
2. Working directly with interns to observe the specific tasks that are outlined as critical success factors and competencies that are outlined in the internship evaluation materials.
3. Allowing the intern to participate in specific tasks related to meeting the critical success factors and essential competencies.
4. Allowing the intern to take the lead in specific tasks related to meeting the critical success factors and essential competencies.
5. Meeting with DePaul supervisors and intern regularly to discuss progress.
6. Completing the Internship Evaluation Rubrics (Appendix B).

### DePaul Supervisor

The DePaul Supervisor must meet the following criteria to supervise interns and manage the work of the Site Supervisors.

1. Hold a valid and current administrative certificate endorsed for general administration or principal.

2. If the internship site is out of state, the DePaul Supervisor must hold a valid and comparable, current administrative certificate from the state in which the internship site is located.
3. For DePaul Supervisors who have had private school experience, the Supervisor must hold a valid and exempt Illinois administrative certificate that is registered and endorsed for general administration or principal.
4. In any case, the DePaul Supervisor must demonstrate three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.
5. The DePaul Supervisors must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

DePaul Supervisors will be responsible for the following activities:

1. Conduct, *at minimum*, four face-to-face meetings with the internship mentor at the internship sites.
2. Observe, evaluate and provide feedback to each candidate at least four times during the internship experience regarding the candidate's performance on those measures that align with the final assessments.
3. Participate, along with the EdL Internship Director and the interns, in a series of three internship seminars over the course of the internship program.
4. Work in collaboration with the internship Site Supervisor to complete the assessment of the candidate's performance during the internship.
5. The DePaul supervisor will be responsible for assigning a grade to each internship experience.
6. Faculty must submit grades, obtain all evaluations, and confirm with the Department Assistant that all evaluations have been submitted.

### EdL Internship Director

The Internship Director is responsible for coordinating all aspects of the internship. The director works under the supervision of the program director of Educational Leadership and the Chair of the Department of Leadership, Language and Curriculum.

The EdL Internship Director is responsible for

1. Approving internship assignments.
2. Supervising DePaul Supervisors.
3. Scheduling and coordinating the internship seminar meetings being held on campus or via video conference.
4. Working with university faculty and partners to coordinate the training of mentors for the internship.
5. Reviewing the assessments of interns at the end of the internship and reporting to EdL Program Director.
6. Transferring all assessment data from the internship to the College of Education Office of Assessment.

## Internship Activity Criteria

The intern must complete a minimum of 200 clock hours at the negotiated school settings (100 hours minimum in an elementary setting and 100 hours minimum in a secondary setting). The intern, while still a student, becomes a part of the administrative team by observing, participating, and leading various aspects of the instructional program as negotiated with the Site Supervisor and DePaul Supervisor and as outlined in this manual. The intern is to have experience with all constituencies of the school (English language learners; students with disabilities; gifted education, etc.).

The intern's activities must meet the following criteria:

1. The intern's focus during the internship is the instructional mission of the school in all its aspects.
2. The intern's work must not just focus upon their learning but must also meet the needs of the school setting to which they are assigned.
3. The intern is to be engaged in activities that focus upon the instructional mission of the school.
4. The purpose of the program's activities is to stretch the intern's talents and abilities beyond their comfort zone and allow them to grow in their ability as effective school leaders.
5. The internship is not merely about doing, but about reflecting upon one's practice with respect to their classroom learning.
6. Interns are to spend their time observing certified, exemplary leaders, experience the leadership demands of a full school year, participate with the leader in leading the instructional program and finally, take a leadership role in the instructional program.

The intern should not engage in activities that do not **directly** impact the instructional program, such as the supervision of students in the cafeteria or at recess, or to serve in a secretarial capacity.

The intern must demonstrate that they have either participated or taken a leading role in their activities.

## Required Activities of an Internship (Illinois Administrative Code 30.45)

<b>Competency 1: Enhancing Student Achievement</b>	
<b>Task 1A</b> Review School-Level Data	Review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions; and identification of improvement based on those results.
<b>Task 1B</b> Participate in and Present SIP Process	Participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school's goals.
<b>Task 1C</b> Communicate SIP Process and Implement SIP	Present a plan for communicating the results of the SIP process and implementing the school improvement plan.

<b>Competency 2: Hiring, Supervision, Evaluation and Professional Learning</b>	
<b>Task 2A</b> Participate in Hiring Process	Create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected.
<b>Task 2B</b> Participate in Model Teacher Evaluation	Participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher.
<b>Task 2C</b> Create a Professional Development Plan	Create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a method for evaluating the effect of the professional development on staff.
<b>Competency 3: Management of the Learning Environment</b>	
<b>Task 3A</b> Investigate Two Areas of the School's Learning Environment	Investigate two areas of the school's learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment's strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;
<b>Task 3B</b> Analyze School's Budget	Analyze the school's budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English learners; and
<b>Task 3C</b> Review Mission Statement	Review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school's mission, a description of two of these systems (i.e., curriculum, instruction, assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school's principal.
<b>Competency 4: Meeting the Needs of Each Student</b>	
<b>Task 4A</b> Use Student Data to Modify Curriculum and Instructional Strategies	Use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELs and students with disabilities, and to incorporate the data into the School Improvement Plan;
<b>Task 4B</b> Evaluate to Ensure a Wide Range of Appropriate Materials and Online Resources	Evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELs, students with disabilities, and struggling and advanced readers);

<b>Task 4C</b> Identify and Select Nondiscriminatory Assessment Strategies and Devices	In conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;
<b>Task 4D</b> Develop a School Plan for Required Support Services	Work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELs, and students identified as gifted);
<b>Task 4E</b> Serve and Advocate for All Students and Their Families	Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;
<b>Task 4F</b> Analyze and Use Student Information to Design Instruction	Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and
<b>Task 4G</b> Develop School Support Systems for Differentiation	Recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

**Suggested Activities for Internships**

Featured below is a list of suggested internship activities organized by areas of interest (i.e., Human Resources, Policy Development, Evaluation, etc.). When looking for an internship, it may be helpful for students to reference this list to get a better sense of what projects they are interested in and how those projects align with various areas of Educational Leadership. Though it is not mandatory for internships to encompass any of these activities, if students are interested in one or more of these activities, they should discuss the *possibility* of incorporating them into their internship with their Site Supervisor.

<b>Human Resources</b>	Develop a teacher handbook
	Formulate a personnel policy
	Develop an orientation program for new personnel
	Develop a recruitment plan
	Develop criteria for the evaluation of ancillary personnel
<b>Policy Development</b>	Establish attendance policies and procedures
	Establish a student conduct code
	Establish a safety policy
	Develop a student policy handbook
	Develop a plan for inclusion of special education students
<b>Evaluation</b>	Evaluate attendance policies and procedures
	Evaluate a student conduct code
	Evaluate a safety policy

	Analyze student achievement data
	Evaluate pupil personnel support services
	Evaluate the implementation of a School Improvement Plan
<b>Administration</b>	Develop a School Improvement Plan
	Prepare district, state, and federal reports
	Estimate future enrollments
	Organize or revise the student transportation schedule
	Organize and administer the state and local Student Assessment program
	Conduct an assessment of programmatic needs for students with special needs, students with disabilities, students learning English as a Second Language or students who are in danger of not being promoted or not graduating
	Develop a staff recruitment plan
<b>Facilities Operation and Maintenance</b>	Develop a plan for staff development for the custodial staff
	Develop a safety, security, and emergency plan
	Develop a plan for routine inspections
	Do a study of building utilization
<b>Curriculum Development/Implementation</b>	Analyze the alignment of a local school's curriculum with district and state standards
<b>Staff Development</b>	Outline a professional development plan

### Internship Supervisory Sessions

Interns are expected to have regular contact with their on-site mentor, the Site Supervisor, during their internship experience. While some of these contacts will be of a more perfunctory nature, the mentor and intern are to set aside time **each week** to discuss the intern's progress on assignments, reflect upon the work that the intern is doing, and to provide needed advice and guidance. Both the intern and the mentor should see these meetings as an opportunity for continued growth in the profession.

In addition, the intern, the Site Supervisor and DePaul Supervisor will meet **four times** during 100 hours of each internship: at the beginning, the end, and throughout the experience. The purpose of these meetings is to check in on the intern's progress; provide support to the mentor, in the role of mentor; observe the intern leading; and to assist the mentor in the process of evaluating the intern using the university-developed rubrics.

The intern should see the DePaul Supervisor as a resource, providing further insight into the integration of theory and practice, as well as an advocate, if the intern is having difficulties that cannot be resolved between the intern and the mentor.

#### *Internship Seminars*

All interns are required to complete three internship seminars throughout the year in which they intend to pursue their internship. The three seminars are built into A&S 604 and are held once

per quarter throughout the academic year. Dates for these mandatory seminars are indicated on Campus Connect and/or D2L.

For information on specific seminar dates, please contact the LLC Department Assistant, Ava O'Malley [aomalle6@depaul.edu](mailto:aomalle6@depaul.edu).

## Evaluation of the Internship

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### *Process of Evaluation*

Throughout the yearlong internship experience, the student should prepare the following documents for inclusion in the electronic portfolio to be reviewed by both the Site Supervisor and DePaul Supervisor:

1. An hourly log of activities, their role in the activity (participating/leading) and time spent on task during the internship.
2. A collection of artifacts of their work during each quarter.
3. Prepare a reflective, self-evaluation of your learning experience during each of the ten weeks.

The Site Supervisor and DePaul Supervisor will meet to discuss the intern's progress, making use of the university rubrics. They will determine whether the student has "met" or "not met" the competencies set forth in the Illinois Administrative Code (23 Administrative Code 30 Section 30.45, Assessment of the Internship) based on the list of required tasks and whether they are "approaching" or have "met" or "exceeded" the NELP Standards that are set forth in the internship guide. If the Site Supervisor and DePaul Supervisor identify any serious concerns, the DePaul Supervisor will contact the EdL Internship Director as soon as possible to inform them of the concerns. The DePaul Supervisor and Site Supervisor meet with the intern to discuss the evaluation and critique the experience. If serious concerns are raised in the evaluation or the interview process, the intern will be asked to meet with the EdL Internship Director to develop a plan of remediation.

### Assessment of the Internship

#### *Internship Assessment Rubric: General Comments*

The Educational Leadership program of the College of Education at DePaul University assesses each student according to the NELP Standards and the mandates of the state. A candidate who "does not meet the standard" on a particular assessment will not pass the internship and will not be eligible for licensure. Each candidate must achieve a "meets" or "exceeds" in 80% of the NELP Standards and "meets" in all of the competencies in order to successfully complete the internship. Those who do not meet a particular standard will either be required to repeat the required activities of the program, or if the person proves incapable of successfully completing the activities, will be dismissed from the program without receiving licensure.

All candidates in the program will be informed of the internship requirements at several points throughout the program. Candidates will be informed of the rubric for passing the internship during the orientation meeting that will be held upon admission into the program. This information will also be disseminated to the students during at least one of the three internship seminars. Finally, faculty, DePaul Supervisors and the EdL Internship Director will all be available to answer students' individual questions about these rubrics at any time either prior to or during the internship. Instructions for how to access the internship rubrics are found in Appendix B.

## Assessment of Competencies in Dealing with Diverse Students

The rubric guarantees that interns have access to diverse students, and that they have shown themselves competent in leading teachers in the instruction of these students. This will take place by the intern's use of student data, program evaluation, and collaboration with special education, ELL and early childhood teachers. Further, the assessment will assess the student's ability to develop a School Improvement Plan, provide proper materials for diverse student learning needs, work with faculty to implement instructional strategies and school-wide programs that implement IEPs, IFSPs and Section 504 plans, assisting teachers in providing individualized instruction which provides for the growth of each child. The assessment also ascertains that the intern has worked fairly and equitably with all families and advocates for each child.

All interns are required to be actively engaged with all populations in the school building. Any School Improvement Plan that is required of the intern must demonstrate that the intern has actively sought out the input of those teachers and other staff who work with special populations.

Above and beyond the general rubrics for the internship, the interns will describe how they were involved with students with (Individualized Educational Plans) IEPs, (Individualized Family Service Plans) IFSPs or Section 504 plans, English Language Learners, or other special groups, the intern's mentor will reflect with the intern about these experiences, and the mentor will be asked to assess the intern's ability to work with all students.

Candidates for the Principal Licensure will be informed of these expectations during the program orientation, during the midst of their coursework, and during the orientation to the internship process. Any candidate having questions on these expectations, or any related issues may also speak informally with any of the educational leadership faculty or their mentor at any time about these issues.



## Appendix A: Instructions for Logging/Tracking Hours

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Interns must log the hours they have completed at their internship sites by filling out the Google Form they receive by email on a weekly basis. In the log, report the date, the hours, the activities, the applicable competencies and standards, and a reflection on the activities. The Google Form will enter responses in a spreadsheet. The DePaul Supervisor will receive a notice each time the form is submitted.

Interns should begin receiving a link to the Google Form once the application is approved and the intern is assigned a DePaul Supervisor. Please notify the department assistant if you do not begin receiving an email with a link to the Google Form.

Interns are also expected to keep artifacts in a portfolio that they share with their DePaul Supervisor and Site Supervisor.

## Appendix B: Instructions for Assessing the Internship

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### How the Internship is Assessed

The internship is assessed by the intern, the Site Supervisor, and the DePaul Supervisor. The intern submits a portfolio to D2L that contains their hourly log spreadsheet and the artifacts that provide evidence of the intern's work. The intern, the Site Supervisor, and the DePaul Supervisor all complete two evaluation rubrics: the NELP standards and the Illinois Administrative Code competency tasks. The rubrics can be seen below.

### Instructions for Accessing Internship Evaluation Rubrics

#### Steps for Accessing Internship Evaluations

1. Use the link you will receive to access the Qualtrics evaluation survey.
2. Click the arrow button to move to the next page, where you will indicate whether you are an Intern, Site Supervisor, or DePaul Supervisor
3. From there, you will begin the evaluation.

#### Evaluation Content

1. Fill out biographical information in the first portion of the internship evaluation (last name, first name, DePaul ID, intern program, role)
2. There are two assessments that should be done in addition to portfolio and hourly logs:
  - a. NELP Standards (For detailed information, please see the [NPBEA booklet](#).)
  - b. IL Administrative Code Competency Tasks

### Evaluation Rubrics for the Internship

#### NELP Program Standards

##### Definition of Rubric Performance Levels

The basis for evaluating building-level leadership candidate competence is defined as the following three performance levels and is to be applied with the NELP assessment rubrics. Each candidate must earn a rating of "meets standard" or "exceeds standard" in at least 80 percent of the components listed in the candidate assessment rubric below.

**Level 1—Approaching** (*keyword: understands*). Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all of the component’s expectations. At this level, the candidate has developed content knowledge and understanding, but there is not sufficient evidence of a candidate’s ability for independent practice for all parts of the component expectations.

**Level 2—Meets** (*keywords: understands and applies*). Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

**Level 3—Exceeds** (*keywords: understands, applies, and implements*). Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component’s expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

NELP Program Standards - Building Level				
<b>Standard 1: Mission, Vision, and Improvement</b>		Approaching	Meets	Exceeds
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.				
<b>Component 1.1</b> School Mission and Vision	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.			
<b>Component 1.2</b> Improvement Processes	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.			
<b>Standard 2: Ethics and Professional Norms</b>		Approaching	Meets	Exceeds
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.				
<b>Component 2.1</b> Professional Dispositions and Norms	Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.			
<b>Component 2.2</b> Ethical and Legal Decisions	Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.			
<b>Component 2.3</b> Ethical Behavior	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.			
<b>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</b>		Approaching	Meets	Exceeds

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.				
<b>Component 3.1</b> Data for a Supportive, Inclusive School Culture	Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.			
<b>Component 3.2</b> Equitable Access	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.			
<b>Component 3.3</b> Instruction and Behavior Support Practices	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.			
<b>Standard 4: Learning and Instruction</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.		<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Component 4.1</b> Curricula Programs and Other Supports	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.			
<b>Component 4.2</b> Instructional Practices, Resources, Technologies, and Services	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.			
<b>Component 4.3</b> Assessments	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.			
<b>Component 4.4</b> Coherent, Equitable, and Systematic	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.			
<b>Standard 5: Community and External Leadership</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.		<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Component 5.1</b> Engagement with Diverse Families	Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.			

<b>Component 5.2</b> Engagement with External Stakeholders	Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.			
<b>Component 5.3</b> The Larger Organizational, Community, and Political Contexts	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.			
<b>Standard 6: Operations and Management</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.		<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Component 6.1</b> Management, Communication, Tech, School Governance, and Operation Systems	Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.			
<b>Component 6.2</b> A Data-Informed, Equitable Resourcing Plan	Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.			
<b>Component 6.3</b> Laws, Rights, Policies, and Regulations	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.			
<b>Standard 7: Building Professional Capacity</b> Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.		<b>Approaching</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Component 7.1</b> Recruiting, Selecting, and Hiring Staff	Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.			
<b>Component 7.2</b> Professional Culture	Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.			
<b>Component 7.3</b> Professional Learning	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.			
<b>Component 7.4</b> Systems of	Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision,			

Supervision, Support, and Evaluation	support, and evaluation designed to promote school improvement and student success.			
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### IL Administrative Code Competency Tasks

**Meets Standards** – The intern has demonstrated competency by completing the listed tasks as evidenced by hourly log and portfolio artifacts.

**Does Not Meet Standards** – The intern has not demonstrated competency by completing the listed tasks.

<b>23 IL Administrative Code 30 Section 30.45 Assessment of the Internship</b>			
<b>Competency 1: Enhancing Student Achievement</b>			
The candidate conveys an understanding of how the school's mission and vision affect the work of the staff in enhancing student achievement. The candidate understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning. As evidence of meeting this competency, the candidate shall:			
<b>Task 1A</b> Review School-Level Data	review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions; and identification of improvement based on those results;		
<b>Task 1B</b> Participate in and Present SIP Process	participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school's goals; and		
<b>Task 1C</b> Communicate SIP Process and Implement SIP	present a plan for communicating the results of the SIP process and implementing the school improvement plan.		
<b>Competency 2: Hiring, Supervision, Evaluation and Professional Learning</b>			
The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal, and ethics skills. The candidate demonstrates the ability to apply the Standards for Professional Learning (2020) promulgated by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at <a href="https://learningforward.org/standards-for-professional-learning/">https://learningforward.org/standards-for-professional-learning/</a> . No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:			
<b>Task 2A</b> Participate in Hiring Process	create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected;		
<b>Task 2B</b> Participate in Model Teacher Evaluation	participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and		
<b>Task 2C</b> Create a Professional Development Plan	create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a		

	method for evaluating the effect of the professional development on staff.		
<b>Competency 3: Management of the Learning Environment</b>		<b>Does Not Meet</b>	<b>Meets</b>
The candidate demonstrates the ability to understand and manage personnel, resources, and systems on a schoolwide basis to ensure adequacy and equity, including contributions of the learning environment to a culture of collaboration, trust, learning, and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school's mission. As evidence of meeting this competency, the candidate shall:			
<b>Task 3A</b> Investigate Two Areas of the School's Learning Environment	investigate two areas of the school's learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment's strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;		
<b>Task 3B</b> Analyze School's Budget	analyze the school's budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English learners; and		
<b>Task 3C</b> Review Mission Statement	review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school's mission, a description of two of these systems (i.e., curriculum, instruction, assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school's principal.		
<b>Competency 4: Meeting the Needs of Each Student</b>		<b>Does Not Meet</b>	<b>Meets</b>
The candidate demonstrates a thorough understanding of the requirements for, and development of, individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C, individualized family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226, 20 U.S.C. 1436, and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 and 34 CFR 104), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate can work with school personnel to identify English learners (ELs) and administer the appropriate program and services, as specified under Article 14C of the School Code and 23 Ill. Adm. Code 228, to address the curricular and academic needs of English learners. As evidence of meeting this competency, the candidate shall:			
<b>Task 4A</b> Use Student Data to Modify Curriculum and Instructional Strategies	use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELs and students with disabilities, and to incorporate the data into the School Improvement Plan;		
<b>Task 4B</b> Evaluate to Ensure a Wide Range of	evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and		



Appropriate Materials and Online Resources	levels of each student (including ELs, students with disabilities, and struggling and advanced readers);		
<b>Task 4C</b> Identify and Select Nondiscriminatory Assessment Strategies and Devices	in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;		
<b>Task 4D</b> Develop a School Plan for Required Support Services	work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELs, and students identified as gifted);		
<b>Task 4E</b> Serve and Advocate for All Students and Their Families	proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;		
<b>Task 4F</b> Analyze and Use Student Information to Design Instruction	analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and		
<b>Task 4G</b> Develop School Support Systems for Differentiation	recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.		

## Appendix C: Internship Application Materials

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- Welcome Letter
- Application Form
- Student Agreement
- MOU
- Site Supervisor Welcome Letter & Site Verification Form



Dear Educational Leadership Intern,

Welcome to the initial phase of the Educational Leadership Internship process. The Principal Preparation Internship provides students with an opportunity to integrate their learning about educational principal administration with the hands-on experience of principals and their own supervised experience as a student intern. This intensive field experience [200 clock hours and successful completion of the three required internship seminars] provides the student interns with an opportunity to reflect upon and gain confidence in their abilities to fulfill a principal role. The internship experience meets the program standards as developed by the National Policy Board for Educational Administration (NPBEA).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis is the foundation for the entire experience. The student is expected to develop and further the knowledge and understanding, skills, appropriate attitudes, and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian personalism by treating all persons with dignity and unconditional respect.

**Principal Preparation Students** must complete a yearlong internship of 200 clock hours [100 hours in K-8 setting and 100 hours at a high school setting] during the traditional K-12 fall and spring semesters. It is strongly encouraged to start the internship during fall quarter of Year Two, so that half of your course work has been completed prior to starting your internship. Listed below are the possible timelines for Principal Preparation internships:

Starting Quarter	Continuing Quarter	Finishing Quarter
Fall Quarter (i.e., 2022) and December intercession	Winter Quarter (i.e., 2023)	Spring Quarter (i.e., 2023)
<i>100 hours during fall semester at first internship site</i>	<i>100 hours during spring semester at second internship site</i>	

Starting Quarter	Continuing Quarter	Finishing Quarter
Winter Quarter (i.e., 2023)	Spring Quarter (i.e., 2023)	Fall Quarter (i.e., 2023) and December intercession
<i>100 hours during spring semester at first internship site</i>		<i>100 hours during fall semester at second internship site</i>

**Students are not permitted to start their internship during Spring Quarter (unless given special permission)** because it would mean starting their internship halfway through a traditional K-12 spring semester. The State requires a two-semester experience that follows the K-12 semester schedule, so students should plan on completing 100 hours during the K-12 fall semester (September-December) and 100 hours during the K-12 spring semester (January-May).



Your first step is to complete the A&S 601 internship orientation, so please register for this course (typically, during spring quarter) as you make preparations for your internship. Next, find an appropriate site and Site Supervisor for your first internship. Once you have finalized your site and Site Supervisor, complete the following pages of this application package and submit them to the Educational Leadership Academic Advisor, Brandon Washington. Once approved, Mr. Washington will register you for A&S 604 and I will assign you your DePaul Supervisor, who will serve as a mentor and liaison between you and your Site Supervisor. In addition, once you secure your second site, be sure to submit an updated application (MOU and Site Verification form).

Warm wishes for a successful internship experience.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Bradford". The signature is written in black ink on a white background.

Melissa Riley Bradford, Ph.D.

Program Director, Principal Preparation and Superintendent Internship  
Educational Leadership | College of Education | DePaul University  
2247 N. Halsted Street | Chicago, IL, 60614  
Office: 773-325-2896 | Cell: 815-557-6119 | Email: [melissa.r.bradford@depaul.edu](mailto:melissa.r.bradford@depaul.edu)



## Principal Preparation Program A&S 604 Internship Experience Application Form

### Applicant Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Work Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_ DePaul ID #: \_\_\_\_\_

Course Requested:  A&S 604 Principal Preparation Internship

Internship Timeframe and Year:  Fall 20\_\_\_\_ – Spring 20\_\_\_\_  Winter – Fall 20\_\_\_\_

*If you have received permission to complete your internship outside of traditional timeframe complete the following:*

*Approved timeframe* \_\_\_\_\_

*Internship Director Signature* \_\_\_\_\_

By checking this box, I verify that I have completed the A&S 601 internship orientation.

### Academic Information

Please attach the following to this application:

- A course history report printed from Campus Connect. Please indicate the courses you still have to complete for the program on your course history report.
- An updated copy of your resume

### Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program prior to the quarter when your internship experience would begin.

I have attached the following:

- A copy of my course history
- An updated copy of my resume
- Student Agreement signed by me
- Memo of Understanding and Responsibilities signed by my site supervisor and by me (one for each internship site)
- Site Verification Form signed by my site supervisor (one for each internship site)



## Principal Preparation Program Internship Experience Student Agreement

As a reflection of DePaul University's Mission and Vincentian Personalism, the Educational Leadership Program is committed to the professional and personal development of students. Since completion of this program would lead directly to entry into the profession, the Educational Leadership faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, Educational Leadership faculty members monitor both academic performance and non-academic behavior to identify, nurture and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. Please read, review, and sign the below agreement.

As an internship student, I agree to the following:

1. I will be receptive to supervisors' and faculty feedback and act meaningfully and professionally upon suggestions.
2. I will reflect upon my own progress and identify strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies and modifying future practices.
3. I will take initiative, understand the importance of, and am committed to communicating clearly, orally and in writing, both in traditional and in new and emerging digital formats.
4. I will be open to new ideas and engagement in learning.
5. I will appreciate diversity and demonstrate awareness of personal biases. I will respect and consider cultural contexts to determine how to be responsive to students and staff and to proactively promote social justice.
6. I will communicate and cooperate effectively with others.
7. I will be committed to collaboration with students/staff, colleagues, families, and communities to promote growth and development.
8. I will demonstrate professional, ethical, and legal behavior as defined by the respective codes of ethics and laws.
9. I will demonstrate consistent, professional behavior across all academic settings.
10. I will maintain appropriate interpersonal and professional boundaries.
11. I will accept personal responsibility for my behavior.
12. I will express feelings and opinions effectively and appropriately.

Student Intern's Name: \_\_\_\_\_

Student Intern's Signature and Date: \_\_\_\_\_



## Principal Preparation Program Internship Experience Memo of Understanding (MOU) and Responsibility

*It is the responsibility of the student ("intern") to present this MOU to the practicum site ("Site") before any internship work begins. This MOU must be read and understood by all parties involved before signing.*

The purpose of this MOU is to state clearly the responsibilities of all parties involved in the internship and internship placement that is the subject of this MOU ("Site Placement") at DePaul University ("DePaul").

The term of this MOU will begin on \_\_\_\_\_ and end on \_\_\_\_\_. **(The internship should cover one K-12 semester as closely as possible.)** DePaul retains the right to terminate the Internship Placement at any time for any reason. The Site retains the right to request withdrawal of any Intern whose conduct or work violates the policies and procedures of DePaul or the Site, but only after first consulting with DePaul to try and resolve the matter without removing the Intern from the Site Placement. This MOU may only be renewed by mutual written agreement of the parties.

### **The student intern is expected to:**

- Comply with DePaul, College of Education, Educational Leadership, and Site policies and procedures.
- Make every effort to meet the Site's expectations for work performance, including standards for work quantity and quality, adherence to agreed-upon work schedule and other expectations.
- Make the best use of the learning environment that has been provided by taking advantage of opportunities to acquire new skills, knowledge and awareness.
- Act in a professional manner.
- Inform the Internship Director of any potential problems or changes involving the internship placement in a timely manner so that appropriate interventions can be made.
- Principal interns must complete a minimum of 100 clock hours each at the assigned elementary and secondary school sites (for a total of 200 clock hours minimum).
- Assist the administrative team in providing an instructional program that advances the learning of every child in the school.
- Balance the demands of work and school such that neither suffers, especially during the internship experience.
- Keep site and DePaul supervisors informed regarding the internship/practicum experience.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance with these standards.
- Immediately contact the DePaul Supervisor should any problem or change in relation to the placement site occur.

- Be attentive to the particular needs of students with disabilities, English language learners, gifted-education students, and the particular needs of early childhood education.
- Monitor your progress through the various activities required of the intern for the successful completion of the internship program (e.g., being certain that you are on track with the various requirements of observing, participating, and taking leadership of various aspects of the instructional program).
- Meet with Site Supervisor and your DePaul Supervisor on a regular basis.
- Attend the three required seminars.
- Complete the requirements outlined in the internship handbook.
- Evaluate the internship and supervisory experience at the end of the internship.
- Inform the Internship Director and DePaul Supervisor about any of the following situations: serious difficulties or conflicts, changes in Site Supervisors, or changes in the internship sites.

**The internship site and Site Supervisor are expected to:**

- Abide by the guidelines established in the internship contract developed and agreed upon by the student intern, Site Supervisor and DePaul Supervisor, including meeting, virtually or in-person, at least four times with the DePaul Supervisor.
- Attend the virtual Site Supervisor orientation offered by DePaul.
- Provide adequate orientation, training, and supervision to the student intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the student's abilities, knowledge, and interests to the fullest extent possible. A list of suggested activities is available in the Educational Leadership Internship Handbook.
- Comply with all applicable laws during the placement, including, but not limited to laws related to workplace discrimination and workplace safety.
- Comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
- Understand that the internship is a learning environment. If the student intern is not otherwise an employee at the internship site, they shall neither be compensated for their participation in the internship, nor be covered by the site's Worker's Compensation, social security, or unemployment compensation programs. If the student intern is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The student intern's work at the site shall not at any time replace or substitute for any employee, nor shall the student intern perform any of the duties normally performed by an employee at the site as part of the placement, except as such duties as are a part of the student intern's training and are performed by the student intern under the direct supervision of the assigned supervisor. If the student intern is an employee of the site, they may not accrue internship hours for tasks which are completed as a part of the student intern's employment responsibilities.
- Inform the Internship Director, in a timely manner, of any potential problems or changes involving a student intern's internship placement, so that appropriate intervention(s) can be made.
- Use the organization's resources to create a learning environment in which the student intern can acquire marketable skills and experiences and make a valuable contribution to the school.
- Assign a Site Supervisor who has the appropriate credentials, time, and interest for training the student intern.

- Provide opportunities for the student to engage in a variety of administrative activities.
- Provide the student with adequate workspace, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the student intern and return them to the student intern and DePaul Supervisor in a timely fashion.
- Immediately contact the DePaul Supervisor should any problems or changes in relation to the student and placement site occur.
- Maintain, and provide proof to DePaul of, professional liability insurance of at least One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate covering the Site Placement, its employees, and counselors; and general liability coverage of at least One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate. If the site is requiring the transportation of clients, the site must maintain auto insurance covering students in amounts of at least \$1,000,000 per occurrence. If requested by DePaul, Certificates of Insurance evidencing coverage as specified above must be produced prior to the Professional Practice Placement.
- Defend, indemnify, and hold DePaul, its affiliates, trustees, directors, officers, faculty, employees, and agents, past or present, harmless from and against all claims, causes of action, fees, liabilities, damages, expenses (including reasonable attorney's fees) and costs relating to or arising from or based upon the negligent or willful acts, omissions, or breach of warranty by Site or its employees or agents in relation to the Internship placement.

**The DePaul Supervisor is expected to:**

- Hold a valid and current administrative certificate endorsed for general administration or principal.
- If the internship site is out of state, the supervisor must hold a valid and comparable, current administrative certificate from the state in which the internship site is located.
- For DePaul Supervisors who have had private school experience, the supervisor must hold a valid and exempt Illinois administrative certificate that is registered and endorsed for general administration or principal.
- In any case, the DePaul Supervisor must demonstrate two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.
- The DePaul Supervisors must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

DePaul Supervisors will be responsible for the following activities:

- Conducting, at minimum, four face-to-face meetings with the Site Supervisor at the internship site.
- Observe, evaluate, and provide feedback at least four times during the course of the internship experience to each candidate about the candidate's performance on those measures, which align to the final assessments.
- Participate, along with the Principal Internship Director and the faculty, in a series of three internship meetings over the course of the internship program.
- Work in collaboration with the internship Site Supervisor to complete the assessment of the candidate's performance during the internship.

- The DePaul Supervisor will be responsible for assigning a grade to each internship experience.
- Faculty must submit grades, obtain all evaluations, and confirm with the Department Assistant that all evaluations have been submitted.

**The Internship Director is expected to:**

- Orient the student intern, Site Supervisor, and DePaul Supervisor to the monitoring and evaluation procedures.
- Monitor the Internship placement through face-to-face, telephone and/or email contact with Site Supervisor, DePaul Supervisor and student throughout the internship experience, including a visit to the placement site if deemed necessary.
- Make appropriate interventions involving the student's internship placement when problems occur, including recommendations for altering or terminating the internship experience when necessary.

The parties understand that the Intern will be in a learning situation and that the primary purpose of the Internship is for the Intern's learning. The Intern will receive academic course credit from DePaul for the educational experiences at the Site, and the coursework associated with those educational experiences assigned by DePaul. If an Intern is not otherwise an employee or independent contractor of the Site or DePaul, they shall neither be compensated by either party for their participation in the Internship nor covered under DePaul's or the Site's Worker's Compensation, social security, or unemployment compensation programs. If any Intern is otherwise an employee or independent contractor of the Site, the Site shall assume full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The Intern's Internship work shall not at any time replace or substitute for any employee nor shall the Intern perform any of the duties normally performed by an employee of the Site as part of the Internship except as such duties are a part of the Intern's training and are performed by the Intern under the direct supervision of the assigned supervisor of the Site.

**Principal Licensure Internship Site Supervisor Requirements**

In order to qualify as an internship Site Supervisor, the principal must have met the following criteria:

- The principal must hold a valid Type 75 / Principal License from the State of Illinois (or if the internship is located at a site out of state, the equivalent licensure by the state in which the internship site is located).
- The principal in a non-public school must have a registered and endorsed general administrative or principal certificate.
- The principal must have two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, as well as formal evaluations or letters of recommendation from former supervisors.
- The principal must complete a one-hour training sponsored by the university which will describe the Site Supervisor's duties and provide the requisite skills for supervising the intern.
- The principal must have successfully completed the State of Illinois mandatory evaluation of certified personnel course.

**Agreement to Memo of Understanding & Responsibility:**

**I understand and agree to perform the responsibilities outlined above. I further understand and agree to follow the guidelines and procedures outlined in the Internship Handbook for the Educational Leadership Program at DePaul University.**

_____	_____
Student Intern	Date
_____	_____
DePaul Supervisor	Date
_____	_____
Site Supervisor	Date
_____	_____
Internship Director	Date





Dear Colleague:

Welcome to the Educational Leadership Program! We are grateful for your willingness to work with us and our students. The excellence of the Educational Leadership Program depends on the quality internship experiences provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

Please complete this form and return it to the DePaul University student who will be completing his or her internship at your institution. This information helps us to communicate and work effectively with you and your institution. It will also assist us in keeping the necessary data for our accrediting agencies. Thank you.

*Melissa Bradford*

Melissa Riley Bradford, Ph.D.

Program Director, Principal Preparation and Superintendent Internship  
Office: 773-325-2896

Email: [melissa.r.bradford@depaul.edu](mailto:melissa.r.bradford@depaul.edu)



**Principal Preparation Program Internship Experience  
Site Verification Form**

Name of DePaul Student:

Student ID:

Name of School Serving as Site:  Elementary  Secondary

School Address:

Name of Site Supervisor:

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Preferred Method of Communication:  Email  Phone

Level of Education (degrees earned):

<b>Degree</b>	<b>Subject</b>	<b>College/University</b>
Bachelor's		
Master's		
Doctorate		

Site Supervisor: check box if you have two years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from current or former supervisors.

Please list ALL valid certificates held.

<b>Certificate Number</b>	<b>Initial or Standard</b>	<b>Type</b>	<b>Expiration Date</b>

Signature of Site Supervisor: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_