

**DEPAUL
UNIVERSITY**
COLLEGE OF EDUCATION



Department of Leadership, Language and Curriculum

Internship Handbook

Educational Leadership Program

2016 – 2017

LLC

Leadership | Language | Curriculum



COE Mission Statement

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.

TABLE OF CONTENTS

PRINCIPAL PREPARATION INTERNSHIP PROGRAM	1
Applying for the Principal Preparation Internship Program	1
The Structure of the Internship	2
Requirements and Responsibilities	3
The Internship Experience	5
Required Activities of the Internship	5
Internship Supervisory Sessions	7
Timely Completion of the Internship Program	8
The Evaluation of the Internship	8
Assessment of the Internship	9
Assessment of Competencies in Dealing with Diverse Students	9
Lines of Communication	10
List of Contacts	10
Internship Application Checklist	11
Application for Admission into the Internship	12
Site Verification Form	13
INTERNSHIP IN EDUCATIONAL LEADERSHIP	14
Admissions Requirements for the Internship	14
Internship Requirements	14
Suggested Activities for the Internship	14
Criteria for Evaluation of Student Intern Progress	15
Expectations of the Internship	15
Roles and Responsibilities	16
Internship Course	17
Enrollment Process for Internship Experience	17
Frequently Asked Questions	17
Appendix A: Memorandum of Understanding	20
Appendix B: Instructions for Accessing Internship Evaluation Rubrics	25

PRINCIPAL PREPARATION INTERNSHIP PROGRAM

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 unpaid clock hours and 4 mandatory seminars] provides the student intern 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 ELCC (Educational Leadership Constituent Council).

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.

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

APPLYING FOR THE PRINCIPAL INTERNSHIP PROGRAM

Qualifications for Admission to the Internship Program:

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

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC 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 *Growth Through Learning* website (www.growththroughlearningillinois.org). The cost of the course is \$650.
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).

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

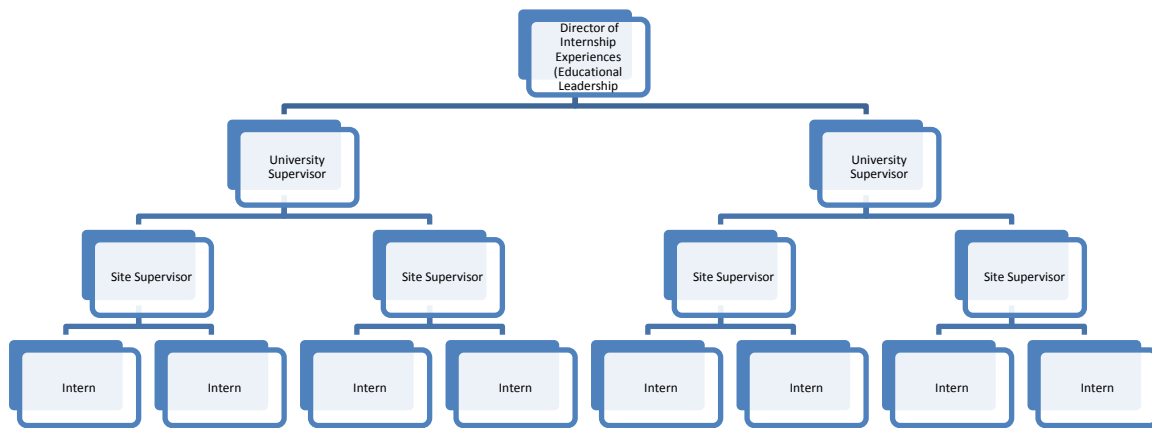
Internship Program Application Process:

Students who have met the qualifications for the internship must:

1. Attend the required information and internship sessions.
2. Complete an application seeking internship.
3. Submit evidence of having met the prerequisites for the internship to the Director of Internships.

4. Develop a learning plan which outlines those areas in which the student would like to grow during the internship experience. To this end, the student will submit three bullet points that indicate their areas of growth.
5. Upon placement, the mandatory MOU must be completed and signed by the student, site, and DePaul Faculty.

The Director of Internships in conjunction with the student will determine student placements in approved school settings with our partner districts or affiliated districts. Students will be required to spend 100 clock hours in an elementary school setting (Pre-K – 8) and 100 clock hours in a secondary school setting (9 – 12). Students may begin with either the elementary or the secondary school experience first. The internship experience must span the equivalent of one academic year or three academic quarters to comply with the ISBE requirement of a year-long internship.



THE STRUCTURE OF THE INTERNSHIP

Once a student has been accepted into the internship program s/he meets with the Director of Internships in order to determine their assignment(s) for the internship. Each intern will be placed for eleven weeks in an elementary (Pre-K – 8) school and a secondary (9-12) school. At the end of the twenty-two weeks, the intern is expected to have experienced a range of instructional leadership experiences and challenges that span the complete area of licensure. Once assigned to his/her schools, the intern is expected to meet with his/her supervisors prior to the start of the first internship quarter. It is at this time that the intern and the Site Supervisor will begin a preliminary negotiation of assigned duties for the duration of the internship experience.

The intern will spend one quarter in either an elementary or a secondary school, and then the second quarter of internship in the other. The Director of Internships will determine whether the student will serve first in an elementary or a secondary school. The student is to complete a minimum of 100 hours in the first site by the end of the first 10 week quarter (winter term) and after the spring break will continue in the second site for the second 10 week quarter (spring term). Students, who have legitimate need, may continue their internship experience or defer it to the summer term. Those who do so will be assigned to schools that either have year-round programs, or alternatively have substantial summer sessions in place so that the experience of the internship remains robust.

At the end of each quarter, the student will submit a reflective self-evaluation, a journal of activities and artifacts of their work during the course of the quarter. The University Supervisor and Site Supervisor will likewise evaluate the intern's progress. An intern, who does not meet standards at the end of the first quarter may not be permitted to continue in the second quarter of internship, if in the view of the stakeholders (University Supervisor, Site Supervisor, Director of Internships) the intern does not have the capacity to be successful, or needs remediation before continuing the internship experience

REQUIREMENTS AND RESPONSIBILITIES

Intern

In order to qualify as an intern, the applicant must complete the following requirements:

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC 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.
5. The student must have passed the State of Illinois Principal examination.

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 site (for a total of 200 clock hours minimum).
3. Assisting the administrative team in providing an instructional program that advances the learning of every child in the school.
4. Being attentive to the particular needs of special education students, English language learners, gifted-education students, and the particular needs of early childhood education.
5. Monitoring 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).
6. Meeting with your Site Supervisor and your university supervisor on a regular basis.
7. Attending the required seminars on campus.

Site Supervisor

In order 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 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, as well as formal evaluations or letters of recommendation from former supervisors.
4. The Site Supervisor must complete a one-day training sponsored by the university which will describe the mentor's duties and provide the requisite skills for supervising the intern.
5. The Site Supervisor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

The Site Supervisor is responsible for

1. working directly with interns in order to observe the specific tasks that are outlined as critical success factors and competencies that are outlined in the internship evaluation materials.
2. allowing the intern to participate in specific tasks related to meeting the critical success factors and essential competencies.
3. allowing the intern to take the lead in specific tasks related to meeting the critical success factors and essential competencies.

University Supervisors

University Supervisors must meet the following criteria in order to supervise interns and manage the work of the mentors.

1. Hold a valid and current administrative certificate endorsed for general administration or principal.
2. 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.
3. For faculty 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 university 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 principals previous five years, and formal evaluations or letters of recommendation from former supervisors.
5. The university supervisor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

University supervisors will be responsible for the following activities:

1. Conducting, *at minimum*, four face-to-face meetings with the internship mentor at the internship site.
2. 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.
3. Participate, along with the director of internships and the faculty in a series of four internship meetings 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 university supervisor will be responsible for assigning a grade to each internship experience.
6. Faculty must submit grade, obtain all evaluations, and confirm with Dept. Assistant that all evaluations have been submitted.

Director of Internships

The Director of Internships is a faculty member of the College of Education who has the primary responsibility for the coordination of 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 Director of Internships is responsible for

1. Coordination of internship assignments
2. Supervision of faculty supervisors
3. Scheduling and coordination of the internship seminar meetings being held on campus.
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 the program director.

6. Transferring all assessment data from the internship to the College of Education Office of Assessment.

THE INTERNSHIP EXPERIENCE

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 observing, participating and leading various aspects of the instructional program as negotiated with the mentor and university supervisor and outlined in this manual. The intern is to have experience with all constituencies of the school, (English language learners; special education students; 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 his/her learning, but must also meet the real needs of the school setting to which they are assigned.
3. 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.
4. The internship is not merely about doing, but about reflecting upon one's practice in light of their classroom learning.
5. Interns are to spend their time observing certified, exemplary leaders, participate with the leader in leading the instructional program and finally, take a leadership role in a number of aspects of the instructional program.

The intern is to be engaged in activities that focus upon the instructional mission of the school. Therefore, it would be inappropriate for the intern to be engaged 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 be engaged in the activities listed below and be able to demonstrate that s/he has either participated or taken a leading role in these activities.

REQUIRED ACTIVITIES OF THE INTERNSHIP

1. *School leaders are able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)*
 - a. Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
 - b. Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
 - c. Working with the faculty to develop, define, and / or adapt best practices, based on current research, that support the school's vision.
 - d. Assisting with transitional activities for students as they progress to higher levels of placement (e.g. elementary to middle, middle to high school, high school to higher education).
2. *School leaders are able to set high expectations for all students to learn high-level content. (ISLLC Standard 2)*
 - a. Developing / overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
 - b. Activities resulting in raising standards and academic achievement for all students and teachers.

- c. Authentic assessments of student work through the use and / or evaluation of rubrics, end-of-course tests, projects.
- 3. School leaders are able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. (ISLLC Standard 2)**
 - a. Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
 - b. Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
 - c. Working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.
 - d. Working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
 - e. Working with a school team to monitor implementation of an adopted curriculum.
 - f. Involvement in the work of literacy and numeracy task forces.
 - g. Working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.
 - 4. The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. (ISLLC Standard 5)**
 - a. Working with staff to identify needs of all students.
 - b. Collaborating with adults from within the school and community to provide mentors for all students.
 - c. Engaging in activities designed to increase parental involvement.
 - d. Engaging in parent / student / school collaborations that develop long-term educational plans for students.
 - 5. The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. (ISLLC Standard 4)**
 - a. Analyzing data (including standardized test scores, teaching assessments, psychological data, etc.) to develop / refine instructional activities and set instructional goals.
 - b. Facilitating data disaggregation for use by faculty and other stakeholders.
 - 6. The school leader is able to keep everyone informed and focused on student achievement. (ISLLC Standard 4)**
 - a. Analyzing and communicating school progress and school achievement to teachers, parents and staff.
 - b. Gathering feedback regarding the effectiveness of personal communication skills.
 - 7. The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration. (ISLLC Standard 4)**
 - a. Working in meaningful relationships with faculty and parents to develop actions plans for student achievement.
 - 8. The school leader is able to understand the change process and have the leadership and facilitations skills to manage it effectively. (ISLLC Standard 3)**
 - a. Working with faculty and staff in professional development activities.
 - b. Inducting and / or mentoring new teaching staff.
 - c. Building a "learning community" that includes all stakeholders.
 - 9. The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students. (ISLLC Standard 3)**

- a. Study groups, problem-solving sessions and / or ongoing meetings to promote student achievement.
- b. Scheduling, developing and / or presenting professional development activities to faculty that positively impact student achievement.

10. The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)

- a. Scheduling of classroom and / or professional development activities in a way that provides meaningful time for school improvement activities.
- b. Scheduling time to provide struggling students with the opportunity for extra support (e.g. individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.

11. The school leader is able to acquire and use resources wisely. (ISLLC Standard 3)

- a. Writing grants or developing partnerships that provide needed resources for school improvement.
- b. Developing schedules that maximize student learning in meaningful ways with measurable success.

12. The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. (ISLLC Standard 6)

- a. Working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.
- b. Working with faculty, parents and community to build collaboration and support for the school's agenda.

13. The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)

- a. Working with faculty to implement research based instructional practices
- b. Working with professional groups and organizations.

INTERNSHIP SUPERVISORY SESSIONS

Interns are expected to have regular contact with their on-site mentor during the course of their internship experience. While some of these contacts will be of a more perfunctory nature, the mentor and intern are to set aside a period of 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.

The University Supervisor will meet with the mentor four times during each quarter of the internship, once during the first week of the term, the second at the halfway mark of the quarter and a third time at the end of the quarter. The purpose of these meetings is to check in on the intern's progress; provide support to the mentor, in the role of mentor; and to assist the mentor in the process of evaluating the intern using the university-developed rubrics.

The University Supervisor will also meet with the intern at least twice on site during the course of each quarter, as well as during the seminar sessions held on campus. The intern should see the University 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 attend the on campus internship seminars during the course of the internship. Non-attendance will lead to a non-passing grade. These seminars will be scheduled on a weekday in the late afternoon. The Director of Internships or designee will lead the sessions, with assistance from other faculty. Each session will be three hours in length. The agenda will include a check-in, general discussion of topics related to the internship (including intern challenges), a discussion of an assigned topic related to the internship experience, and some small group discussion between the faculty supervisor and the interns. Individual faculty will be invited to sit in with the faculty supervisors to observe and offer insights.

For specific internship seminar dates, please contact Brandon Washington (bwashin3@depaul.edu) or Karlee Johnson (kjohn140@depaul.edu).

TIMELY COMPLETION OF THE INTERNSHIP PROGRAM

Interns are expected to complete the internship program in a timely fashion. If an intern is working on a particular project with the Site Supervisor and requests an extension of time to see the project to fruition, an approval will be granted or denied on a case by case basis by the Director of Internships in consultation with the University Supervisor and mentor.

In cases where the intern has met with serious, personal or health related issues, a student's status will be suspended up to one academic year, until such time as the intern is able to take up the duties of the internship again. Any student in this situation must contact either the director of internship, the program director or the department chair as soon as possible—either directly, or if incapacitated, via a personal representative. The intern will be allowed to take up duties once s/he reports 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 internship.
4. Serious destruction or loss of one's family residence / one's primary residence.

If an intern suspends 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, s/he may be required to take remedial course work at the discretion of the program.

THE EVALUATION OF THE INTERNSHIP

Process of Evaluation

In the eighth week of each quarter of the internship, the student is to begin preparing the following documents for inclusion in the electronic portfolio to be reviewed by both the mentor and faculty supervisor:

1. A journal 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 the course of the quarter.
3. Prepare a reflective, self-evaluation of your learning experience during the course of the ten weeks.

The Site Supervisor and University Supervisor will meet to discuss the intern's progress, making use of the university rubrics. They will determine whether or not the student has "met" or "not met" the ISLLC Standards that are set forth in the internship guide. If the Site Supervisor and University Supervisor identify any serious concerns, the University Supervisor will contact the director of internships as soon as possible to inform him/her of the concerns. In the beginning of the eleventh week, the University 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 director of internships and the program 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 ISLLC 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 "evident in every assessment 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 particular internship requirements at several points throughout the program. Candidates will be informed of the specific internship requirements and rubric for passing the internship during the orientation meeting that will be held upon admission into the program. This information will be disseminated to the students a second time, during the internship information session, prior to beginning the program. Finally, faculty, University Supervisors and the Director of Internships will all be available to answer student's individual questions about these rubrics at any time either prior to or during the course of the internship. Instructions for how to access the internship rubrics are found in the appendix.

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.

LINES OF COMMUNICATION

The intern's first lines of communication are their Site Supervisor and University Supervisor. The intern will be given their contact data during the orientation session, prior to his/her first day on the internship. The Site Supervisor and University Supervisor should be seen as the first source of information and advice if the intern encounters any difficulties.

If the intern is unable to negotiate issues with neither the Site nor University Supervisor, the intern should then contact the Director of Internships (*see contact information on next page*). If the Director of Internships is unavailable, the intern may contact either the program director for Educational Leadership, the Department Assistant or the chair of the Department of Leadership, Language and Curriculum (*see contact information on next page*).

LIST OF CONTACTS

Director of Internships:
William Hoecker, CAS
Phone: 773-325-8356
E-mail: whoecker@depaul.edu

Educational Leadership Program Director:
Barbara Rieckhoff, Ph.D.
Phone: (773) 325-8670
E-mail: briekho@depaul.edu

Department Chair:
Dr. Sonia Soltero, Ph.D.
Phone: 773-325-4788
E-mail: ssoltero@depaul.edu

Academic Advisor:
Brandon Washington
Phone: 773-325-7495
Email: bwashin3@depaul.edu

Department Assistant:
Karlee Johnson
Phone: 773-325-4806
Email: kjohn140@depaul.edu



Internship Application Checklist

Before you apply to the Principal Preparation Internship Program, complete the following requirements checklist with your advisor. Use this checklist to make sure you are ready to apply:

Have you completed the following requirements?

_____ Completed all coursework, with the exception of A&S608, with a GPA of 3.25 or higher

_____ Been evaluated for and met all ISLLC standards with regards to course curriculum

_____ Met the Dispositional Standards of the College of Education / Educational Leadership program in all course work

_____ Successfully completed the State of Illinois mandatory evaluation of certified personnel course through the Growth Through Learning website? (See page 2 for more details)

_____ Passed the two State of Illinois Principal examinations? (See page 1 for more details)

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

Once the checklist above is complete, you are ready for the following steps:

1. Complete an application seeking internship. (See application on page 13)
2. Submit evidence of having met the requirements above to the Director of Internship experiences.
3. Develop a learning plan which outlines the areas in which you would like to grow during the internship experience. The learning plan should consist of three bullet points that indicate areas of growth.



**Educational Leadership Program | Principal Preparation Internship
Site Verification Form**

Dear Colleague:

Thank you for supporting the development of our leadership candidates! We are grateful for your willingness to work with us and our students. The excellence of the Educational Leadership Program depends on the quality internships provided by institutions such as yours. It is our sincere hope that working together will train the next generation of leaders. Please complete this form and return 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. With questions contact Bill Hoecker.

Professor Bill Hoecker
whoecker@depaul.edu
Clinical Director
Educational Leadership Program

DePaul University Student Information

Name of DePaul student: _____

Student ID: _____

Site Information

Name of School: _____

School Address: _____

Site Supervisor Information

Name of Site Supervisor: _____

Email: _____ Phone: _____

Preferred Method of Communication: Email _____ Phone _____

Level of Education (degrees earned):

- | | <i>Subject</i> | | <i>College/University</i> |
|--------------------------|---------------------|------|---------------------------|
| <input type="checkbox"/> | Bachelor's in _____ | from | _____ |
| <input type="checkbox"/> | Master's in _____ | from | _____ |
| <input type="checkbox"/> | Doctorate in _____ | from | _____ |

Please list ALL valid certificates held and submit copies of your certificates with this form:

Certificate Number	Initial or Standard	Type	Expiration Date

Signature of Site Supervisor: _____

Title: _____ Date: _____

Internship in Educational Leadership

The purpose of the clinical experience provides students an opportunity to integrate their learning about educational administration with the hands on experience of administrators and their own supervised experience as a student intern. This intensive field experience [200 unpaid clock hours] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill an administrative role. The clinical experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis undergirds the entire experience. The student is expected to develop 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.

ADMISSIONS REQUIREMENTS FOR THE INTERNSHIP

- I. Completion of a majority of the Educational Leadership program, especially the A&S core courses.
- II. A cumulative GPA of 3.0 in all course work completed to date.
- III. Mandatory Internship seminars must be attended.
- IV. Applications must be submitted one quarter in advance of the intended quarter the student would like to enroll in the internship course.
- V. Approval of the Educational Leadership Director of Internships.

INTERNSHIP REQUIREMENTS

The student intern must complete 200 unpaid clock hours in the negotiated school setting. The student intern is required to be in an educational setting, assisting in the administration of the program in all of its various components. The student intern, while still a student, becomes a part of the administrative team providing assistance and input as appropriate and as negotiated with the site supervisor.

The student intern may be involved in a focused administrative activity within a school. The activity is to meet the following criteria:

- I. It meets a real need of the school.
- II. It will challenge the intern to stretch their own talents/abilities beyond their comfort zone and allow them to grow in their ability as school leaders/administrators
- III. Provide the intern with an opportunity to reflect upon the integration of their course work with the lived experience in which they find themselves.

SUGGESTED ACTIVITIES FOR THE INTERNSHIP

Human Resources

- 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

Policy Development

- 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

Evaluation

- 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

Administration

- 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

Facilities Operation and Maintenance

- 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

Curriculum Development/Implementation

- Analyze the alignment of a local school's curriculum with district and state standards

Staff Development

- Outline a professional development

CRITERIA FOR EVALUATION OF STUDENT INTERN PROGRESS

- I. Student intern's success at accomplishing the work assigned.
- II. Student intern's reflection on their experience, including an examination of their successes and failures, with an eye toward developing a continuing agenda for their own personal growth and development as a school leader.
- III. Student intern's ability to demonstrate an integration of their learning and lived experience in the field experience.

EXPECTATIONS OF THE INTERNSHIP

- Attend an internship info session regarding internship experience.
- Attend three seminars on campus to discuss internship experiences.
- Work collaboratively with the site supervisor and university supervisor to develop a plan and timeline for the completion of the clinical experience hours.
- Complete 200 hours (unpaid, during hours you are not working for your employer) on site.
- Complete a portfolio with the following components:
 - I. A journal of the student intern's experiences during the clinical experience.

This journal should not only indicate what work the student intern was involved in, but also his/her own reflections about that work, and connections with his/her learning.

II. Time Log –including dates, hours, and how the time was spent.

III. Various artifacts from the intern's activities.

IV. Concluding Reflection Paper written by the student intern including an examination of successes and failures. The following questions can be responded to as a foundation for providing structure to the student intern's reflections.

a. What were the most/least professionally challenging or personally meaningful elements of your experience? Explain.

b. In what ways did your thinking or your attitudes change as a consequence of this experience?

c. What insights into interactions, relationships and the unique nature of your Internship did you derive from the process?

d. Was there any one thing in the experience that did not meet your expectations at all, which really surprised you?

e. What was the most significant thing that you learned about yourself as a person, as a consequence of the clinical experience? Explain.

f. Do you still want to be an administrator? Why or why not?

Complete/submit the following: student intern self-evaluation, DePaul supervisor evaluation, site supervisor evaluation, and reference letter completed by the site supervisor.

ROLES AND RESPONSIBILITIES

Director of Internships: The Director of Internships is a full-time faculty member at DePaul University and is responsible for the entire clinical experience. The Director of Internships oversees and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The Director of Internships is available for consultation during the clinical experience for the Intern, the DePaul supervisor, and the site supervisor if necessary. **Director of Internships is Professor Bill Hoecker*
whoecker@depaul.edu

Academic Advisor: The Academic Advisor for Educational Leadership program oversees the administrative duties of the clinical experience. He facilitates the application process, updates all clinical materials and distributes the relevant materials to all involved participants. He serves as the liaison between the Clinical Director and students by collecting all required forms and documentation. **Academic Advisor is Brandon Washington*
bwashin3@depaul.edu 773-325-7495, Mailing Address: College of Education, 2247 N Halsted St. Chicago, IL 60614

Student Intern: The student intern is responsible for meeting all of the clinical experience expectations. The student intern is also responsible for locating and securing a site supervisor.

Site Supervisor: The site supervisor serves as both a supervisor & 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. **The student intern's clinical experience cannot be a paid experience.*

University Supervisor: The role of the Site supervisor is to act as a liaison between the field setting and the university. The DePaul supervisor is to meet with the student intern and site supervisor at the site, a minimum of three times during the internship / practicum experience. The Site Supervisor will:

- Contact the student at least two weeks prior to the start of the clinical experience.

- Assist the student intern in integrating his/her clinical experience with his/her earlier course work.
- Meet with the site supervisor within two weeks of the start date.
- Meet with the student intern and site supervisor at least three times at the placement site during the clinical experience.
- Observe and offer advice to the student intern about the execution of his/her duties and reflecting upon his/her experiences.
- Serve as a resource to both the student intern and the site supervisor.
- Review the portfolio throughout the experience and collect it at the end. Turn it into the Clinical Director with a copy of the grade, as posted on Campus Connect. The Director of Internships will return the portfolio to the student intern.
- Assign the final grade for the clinical experience based on tools of evaluation and post it on Campus Connect.

INTERNSHIP COURSE

A&S 594 Internship in Educational Leadership **Students are expected to enroll in A&S 594**

The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

ENROLLMENT PROCESS FOR INTERNSHIP EXPERIENCE

1. Complete/meet all qualifications criteria for the Educational Leadership Internship Experience.
2. Submit the full application (application form, site verification form, memo of understanding and responsibility, student agreement, course history report, resume, and answers to questions noted on the application form) to the Academic Advisor, Brandon Washington, one quarter in advance prior to the quarter the student wishes to enroll in the clinical experience. Students may scan/email, mail or drop off the application. (e.g. application materials should be submitted by the first week of Jan for students wishing to begin the clinical experience the following spring quarter of that year)
3. The Academic Advisor will notify students of the status of their application after the Clinical Director has reviewed the application.
4. Students will be enrolled in the clinical experience approximately one month prior to the start of the quarter in which the student applied to begin the clinical experience. The Academic Advisor will enroll and notify students of his or her enrollment after the student's DePaul supervisor has been assigned.

FREQUENTLY ASKED QUESTIONS

When would I begin my internship?

Students begin the internship when all other coursework has been completed. Students

are recommended to register for the A&S 608 Capstone course (for degree seeking students only) the same quarter they apply for the clinical experience, as the two courses complement one another. A registration request form is required for A&S 608. This form must be submitted to Dr. Rieckhoff with a course history

report. All approved students will be enrolled by Brandon, approximately one month prior to the start of the quarter in which the student applied to register.

What if I can't finish all 200 unpaid hours in one quarter?

Students may spread out their 150 hours over a period of two quarters to complete their 200 unpaid hours. Students may have up to one academic year to complete the 200 unpaid hours if they need more time, pending site and DePaul supervisor approval. Students will receive an "R" (research in progress) grade which will automatically turn into an F grade at the end of one academic year, excluding summer. Students are expected to keep their site and DePaul supervisors updated on their progress and obtain approval for the timeline of their clinical experience.

Do I have to enroll in the clinical experience course twice if I take more than one quarter to finish the hours?

No, students need only enroll in the clinical experience course once, unless the student does not pass the course. If a student does not successfully complete the clinical experience requirements, he/she will need to reapply to enroll in the clinical experience.

What if I need to work with two site supervisors?

Students may work two supervisors, provided both site supervisors sign all required paperwork and they meet the requirements for site supervisors.

My site supervisor isn't sure what to do with me. What should I tell him/her?

Please review the Memo of Understanding and Agreement along with the Suggested Activities with your site supervisor. If he/she is still uncertain, the Clinical Handbook may also help. Site supervisors may also contact the DePaul supervisor and/or Clinical Director, Prof Bill Hoecker for further assistance.

How do I complete 200 unpaid clinical experience hours when I work as a full time teacher or school service person?

Students are advised to work with their employer and site supervisor (if separate) to determine the hours the student intern may be able to complete clinical experience hours. Most hours are completed before/after school, during lunch time, and on weekends. However, some hours may

need to be completed during a regular school day. Student interns are expected to complete all hours during non-paid hours. As such, this time must be negotiated with the student intern's employer to ensure these are non-paid hours.

I can't attend one of the seminars, what should I do?

Attendance for the four seminars is mandatory for the quarter in which you are enrolled in the internship course. Students will not receive a grade for their clinical experience course until the attendance requirement has been satisfied. Under extenuating circumstances, a student intern may negotiate seminar attendance during the subsequent quarter. Seminar attendance must be in chronological order. If a student intern misses seminar #2 during the fall quarter in which he/she is enrolled in A&S 594, the student will be expected to attend seminar #2 during winter quarter.

What are the differences between the internship info session, internship seminar?

The **internship info session** will explain the application process, internship expectations, and other things to consider as you prepare your application materials.

The **internship seminar** is what you attend during the quarter you are enrolled in your internship. You are required to attend four internship seminars and you will discuss your internship experience with other student interns. It would probably be an experience similar to whatever seminar/clinical course you had while student teaching or in a school service personnel internship experience.

What should my portfolio look like?

The student intern may choose to format the portfolio however they wish. However, student interns are recommended to discuss expectations/suggestions for the completion of their portfolio with their DePaul supervisor to ensure the student intern will be meeting their DePaul supervisor's expectations for the portfolio. Student interns may also seek additional guidance for the completion of their portfolios through the Career Center. Jenny Fleming works with College of Education students and can be reached at jfleming6@depaul.edu. More resources for developing your portfolio can be found here: <http://careercenter.depaul.edu/resumes/portfolios.aspx>

APPENDIX A: MEMORANDUM OF UNDERSTANDING

College of Education**Educational Leadership Program****Memorandum of Understanding for Educational Leadership Internship Experiences**

This Memorandum of Understanding for Educational Leadership Experiences ("MOU") is made by and between DePaul University ("DePaul") and _____ ("Site"). The purpose of this MOU is to state clearly the responsibilities of all parties with respect to an internship/practicum experience ("Internship") for a DePaul student ("Intern"). **It is the responsibility of the Intern to present this MOU to the Site before the start of the Internship. This MOU must be read and understood by all parties involved before signing.**

The term of this MOU will begin on _____ and will end on _____. DePaul retains the right to terminate the Internship 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. This MOU may only be renewed by mutual written agreement of the parties.

The 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 Clinical Director and DePaul supervisor of any potential problems or changes involving the Internship in a timely manner so that appropriate interventions can be made.
- Interns in the Principal program must complete a minimum of 100 clock hours each at the assigned elementary and secondary school site (for a total of 200 clock hours minimum). Interns in the Educational Leadership program must also complete 200 hours at the Site.
- 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.
- Keep the Site and DePaul supervisors informed regarding the Internship.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance to these standards.
- Be attentive to the particular needs of special education students, English language learners, gifted-education students, and the particular needs of early childhood education.
- Monitor progress through the various activities required of the Intern for the successful completion of the Internship (e.g., being on track with the various requirements of observing, participating and taking leadership of various aspects of the instructional program).
- Meet with Internship mentor and DePaul supervisor on a regular basis.
- Attend the required seminars on campus. There are two required seminars/100 hours.
- Complete the requirements outlined in the appropriate internship handbook.

- Evaluate the Internship and supervisory experience at the end of the Internship.

The Site is expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the Intern, Site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to the Intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the Intern's abilities, knowledge and interests to the fullest extent possible. A list of suggested activities is available in the Educational Leadership Clinical Handbook.
- Be in compliance with all applicable laws during the Internship, 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).
- Inform the Clinical Director and the DePaul supervisor, in a timely manner, of any potential problems or changes involving an Intern or the Internship, so that appropriate intervention(s) can be made.
- Use the Site's resources to create a learning environment in which the Intern can acquire marketable skills and experiences and make a valuable contribution to the Site.
- Assign a Site supervisor who has the appropriate credentials, time and interest for training the Intern.
- Provide opportunities for the Intern to engage in a variety of administrative activities.
- Provide the Intern with adequate work space, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the Intern and return them to the Intern and DePaul supervisor in a timely fashion.
- 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, 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 that the Intern transport students, the Site must maintain auto insurance covering Interns 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 Internship.
- 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.

DePaul, through the DePaul supervisor is expected to:

- Meet regularly with the Intern to discuss progress and to verify the Intern's performance and productivity during the Internship.
- Fairly evaluate the Intern's work both academically and experientially.
- Notify the Clinical Director in a timely fashion if any problems arise.
- Be available for face-to-face, telephone and/or email consultation with both the Site supervisor and Intern.
- Distribute and collect evaluation forms from the Site supervisor and the Intern.
- Make at least three visits to the Site while the Intern works to complete the Internship. At least one visit should include both the Intern and the principal or other Site supervisor.
- Be responsible for the assignment of the final grade.

- Complete evaluations and documents needed to assess the Intern and return them in a timely manner.

DePaul, through the Clinical Director is expected to:

- Orient the Intern, Site supervisor, and DePaul supervisor to the monitoring and evaluation procedures.
- Monitor the Internship through face-to-face, telephone and/or email contact with Site supervisor, DePaul supervisor and Intern, including a visit to the Site if deemed necessary.
- Make appropriate interventions when problems occur, including recommendations for altering or terminating the Internship 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, s/he shall neither be compensated by either party for his/her 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.

Additional Information Regarding Principal Licensure Internships:

Internship Mentor

In order to qualify as an internship mentor, 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 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, as well as formal evaluations or letters of recommendation from former supervisors.
- The principal must complete a one-day training sponsored by DePaul that will describe the internship mentor's duties and provide the requisite skills for supervising the Intern.
- The principal must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

Additional Information Regarding Educational Leadership Internships:

Site Supervisor

The Site supervisor must be a practicing administrator, duly credentialed (holds valid Type 75). The Site supervisor is required to complete an evaluation and write a reference letter for the Intern. *The Internship cannot be a paid experience.

Hour Breakdown	Principal Internship I	Principal Internship II	Educational Leadership Internship	
----------------	------------------------	-------------------------	-----------------------------------	--

	Hours Required	Hours Required	Hours Required	Total
Principal	100	100	x	200
Educational Leadership Internship	x	x	200	200

FOR DEPAUL UNIVERSITY:

By: _____

Its: _____

Date: _____

FOR SITE:

By: _____

Its: _____

Date: _____

APPENDIX B: INSTRUCTIONS FOR ACCESSING INTERNSHIP EVALUATION RUBRICS

DePaul University Educational Leadership Internship Evaluation

Instruction Sheet for Completing the Supervisor or Student Evaluation Tool

Please read these instructions in full before completing the evaluation

DePaul supervisor, site supervisor, and/or student intern must complete an online evaluation of the student intern by the end of the internship. The data submitted through this evaluation is collected and reviewed by the College of Education at DePaul as well as by the program to gauge the quality of our student performance.

Each evaluation, both that of the DePaul supervisor and site supervisor, should be printed before it is submitted. Printed copies are to be given to the student to turn into his or her DePaul supervisor. DePaul supervisors do not have access to the data once evaluations are submitted so printed copies allow them to review the student intern's progress and have a record of the evaluation. Student interns and site supervisor may make copies of the printed evaluations for their own records.

Principal Preparation Internship Evaluations	https://www.snapsurveys.com/wh/s.asp?k=145375796028
Superintendent Internship Evaluations	https://www.snapsurveys.com/wh/s.asp?k=145393565465

The evaluation should take between 15 and 20 minutes to complete. Most items of the evaluation are of a ranking type and require a single click. DePaul supervisors and site supervisor will also be asked for narrative information that will require additional typing.

The following are instructions for completing the evaluation:

1. Site supervisor and student interns should set aside a block of time and sitting to complete the evaluations together so that they are part of a weekly supervision session and create a professional dialogue.
2. Site supervisors may wish to click through the evaluation before entering data to view the types of questions they will be answering. For the narrative questions, they may wish to jot these down and construct their answers in a separate word document and then copy and paste in to the evaluation for official submission.
3. The evaluation link is set *not* to time out but depending upon your individual computer and connection, you may experience a locked screen if you attempt to complete the evaluation over an extended period of time or multiple sittings. You are able to save as you go along by clicking the blue "save" button at the bottom of each screen.
4. Browser choice matters when printing. We recommend using Firefox, Chrome or Internet Explorer.
5. Once you have completed the evaluation you will see a final screen like the image below. Click the blue PRINT button first.

Now please do the following:

Step 1: Print

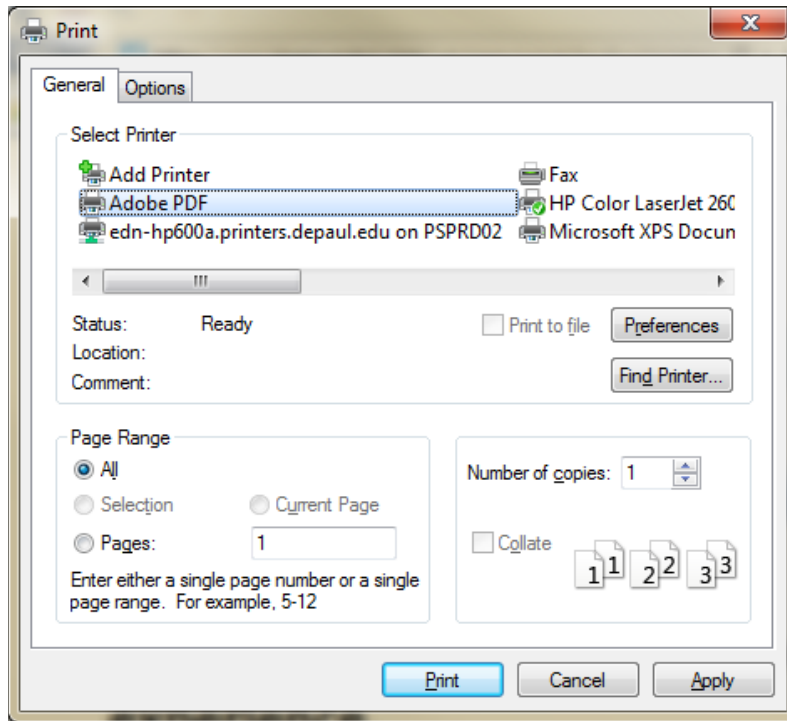
Step 2: Submit



6. **Step 1 – Print:** After you click 'Print', depending upon your specific browser, a new window will pop up like the image below and this page contains all your entered data. You can then print this page.

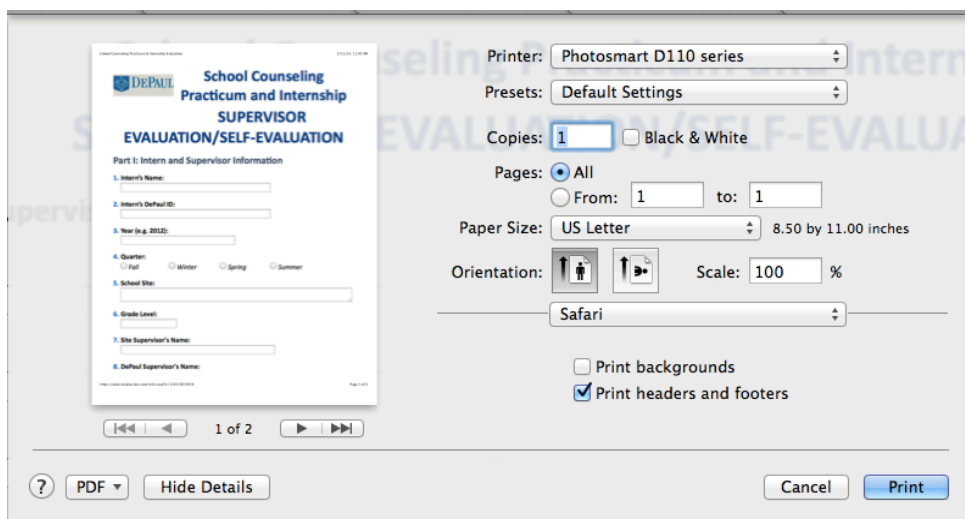
The screenshot shows a web browser window with the URL <https://www.anapsurveys.com/vh/s.asp?i=138370554643>. The page title is "Cooperating Teacher Evaluation" and the subtitle is "Content Area Standards Elementary Education". The DePaul University logo is in the top left. The main heading is "Cooperating Teacher Evaluation Content Area Standards Elementary Education". Below this is the instruction "Evaluation to be completed by the cooperating teacher on the student teacher candidate". The section is titled "Part I: Student Teacher and Supervisor Information". It contains four numbered items: 1. "Student Teacher's Name:" with a text input field. 2. "Student Teacher's DePaul ID:" with a text input field. 3. "Student Teacher's Program Level:" with radio buttons for "Undergraduate" and "Graduate". 4. "Quarter:" with radio buttons for "Fall", "Winter", "Spring", and "Summer". At the bottom left is a "Powered by SIBP" logo. At the bottom right is a navigation bar with "Reset", "Save", and "Next" buttons.

- Find the printer by clicking on the right corner of the page like the image above (depending upon your specific browser) and then select your printer as shown below:



Note: You do not really need a physical computer. All you need is to select 'Adobe PDF' and click 'Print'. Then you can save your evaluations in a PDF file.

- Or you will see a printer dialogue window like the image below:




If this is your case, follow Instruction 7.

9. **Step 2 – Submit:** After printing evaluations, go back to the last page of your responses and click ‘Submit’ as shown below:

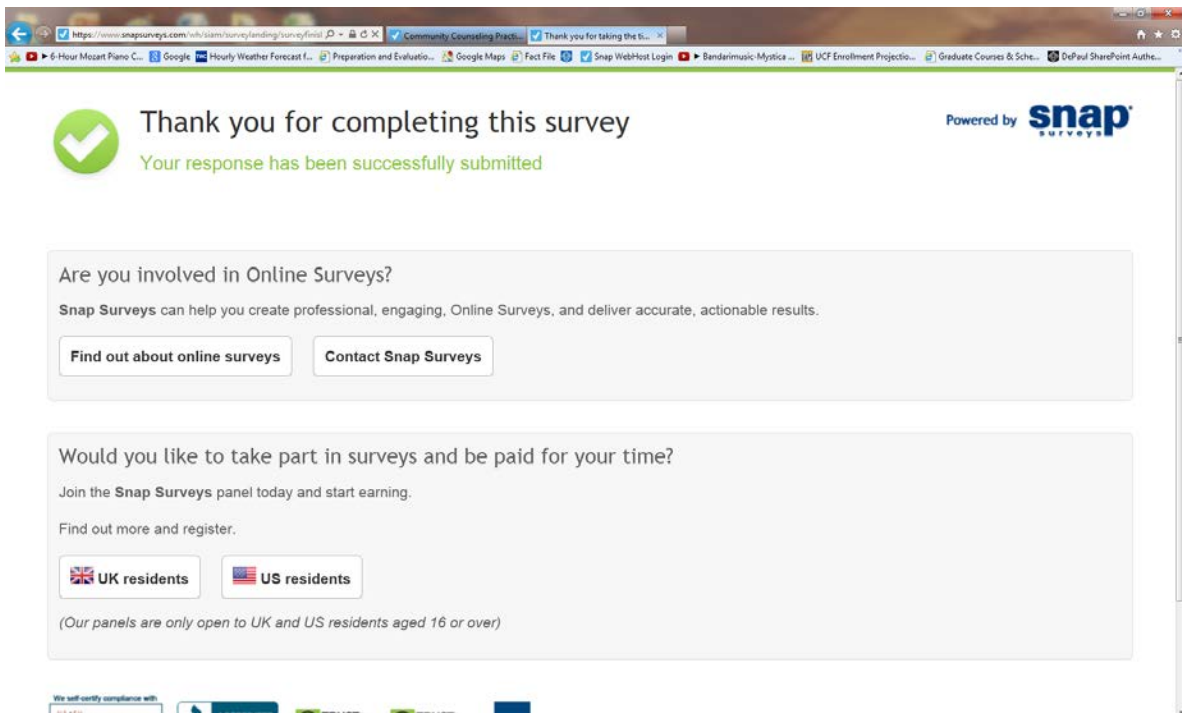
Now please do the following:

Step 1: Print

Step 2: Submit



10. Your evaluation is not completed until you see the following page:



Should you encounter any difficulties with the evaluation tool, please contact Zongmin Kang at zkang@depaul.edu.