



Department of Leadership, Language and Curriculum

Internship Handbook

Educational Leadership Program

2020 – 2021

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.

Contents

Lines of Communication and List of Contacts	4
Suggested Activities for Internship	5
Timely Completion of Internship Program	6
Section 1: PRINCIPAL PREPARATION INTERNSHIP PROGRAM	7
Timeline for Principal Preparation Internship	7
Applying for the Principal Preparation Internship Program.....	8
The Structure of the Internship.....	8
Requirements and Responsibilities.....	8
Internship Experiences.....	10
Required Activities of an Internship	11
Internship Supervisory Sessions.....	13
Evaluation of the Internship.....	13
Assessment of the Internship.....	14
Assessment of Competencies in Dealing with Diverse Students	14
Section 2: GENERAL LEADERSHIP & HIGHER EDUCATION INTERNSHIP PROGRAM	15
Timeline for General Leadership & Higher Education Internship.....	15
Admissions Requirements for Internship	15
Internship Requirements	15
Criteria for Evaluation of Student Intern Progress	16
Expectations of Internship.....	16
Roles and Responsibilities	17
Internship Course.....	18
Enrollment Process for Internship Experience.....	18
Frequently Asked Questions	18
Appendix A: INSTRUCTIONS FOR LOGGING/TRACKING HOURS	20
Appendix B: INSTRUCTIONS FOR ACCESSING INTERNSHIP EVALUATION RUBRICS	21
Appendix C: INTERNSHIP APPLICATION AND MEMORANDUM OF UNDERSTANDING (PAID)	26
Appendix D: INTERNSHIP APPLICATION AND MEMORANDUM OF UNDERSTANDING (UNPAID) .	27

Lines of Communication and List of Contacts

The intern's first lines of communication are their Site Supervisor and DePaul 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 DePaul 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 DePaul Supervisor, the intern should then contact the Educational Leadership (EdL) Internship Director. If the EdL Internship Director is unavailable, the intern may contact either the EdL Program Director or the chair of the Department of Leadership, Language and Curriculum.

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Suggested Activities for Internship

Featured below is a list of suggested internship activities organized by particular 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.

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

Timely Completion of 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 EdL Internship Director in consultation with the DePaul 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 EdL Internship Director, the EdL 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.

Section 1: 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 successful completion of the 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 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.

Timeline for Principal Preparation Internship

The below table reflects the general timeline for the internship component of the Principal Preparation program. The timeline beginning in the first Academic Year that students start the Principal Preparation Program – regardless of whether students start in Fall Quarter or Winter Quarter.

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

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 in order to be eligible to enter into the internship experience.

1. The student must have completed all coursework 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 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).

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 the admission to the internship; or 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 spring quarter leading up to the year students plan on completing their internship, they should enroll in A&S 601. This course is a zero credit, one class information session that provides 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. 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 Memorandum of Understanding (Appendix A) must be completed and signed by the student, site, and DePaul Faculty.
6. Submit completed internship application materials and site verification information to Brandon Washington on August 1 prior to the academic year when internship hours will be completed.

Requirements and 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 site (for a total of 200 clock hours minimum). 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 the particular needs of special education students, 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 (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 DePaul supervisor on a regular basis throughout the academic year.
 7. Attending the four required seminars.

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 review internship handbook to understand their role and expectations. It can be helpful to review internship handbook with 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.
4. Meeting with DePaul supervisors and intern regularly to discuss progress.
5. completing the Internship Evaluation Rubrics (Appendix B).

DePaul Supervisors

DePaul 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 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 principals 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. 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 EdL Internship Director 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 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 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 EdL Internship Director 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 EdL Program Director.
6. Transferring all assessment data from the internship to the College of Education Office of Assessment.

Internship Experiences

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 DePaul 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 an 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. (PSEL Standard 1)

- b. Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
- c. Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
- d. Working with the faculty to develop, define, and/or adapt best practices, based on current research, that support the school's vision.
- e. 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. (PSEL Standards 2 and 3)

- 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. (PSEL Standards 4 and 6)

- 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. (PSEL Standard 9)

- 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. (PSEL Standard 7)**
- 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. (PSEL Standard 7)**
- 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. (PSEL Standard 7)**
- 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. (PSEL Standard 8)**
- 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. (PSEL Standard 8)**
- 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. (PSEL Standard 8)**
- 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. (PSEL Standard 8)**
- 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. (PSEL Standard 10)**
- 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. (PSEL Standard 7)**

- 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 DePaul Supervisor will meet with the mentor **four times** during 100 hours of the 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 four internship seminars throughout the year in which they intend to pursue their internship. The four seminars are built into A&S 604 and are distributed throughout the academic year as follows: one in fall quarter, two in winter quarter and one final seminar in spring quarter. Dates for these mandatory seminars are indicated on Campus Connect and/or D2L.

For clarification on specific seminar dates, please contact Alyssa Hepker (ahepker@depaul.edu).

Evaluation of the Internship

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 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 DePaul 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 PSEL 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 him/her 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 PESL 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 an “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 also be disseminated to the students during at least one of the four internship seminars. Finally, faculty, DePaul Supervisors and the EdL Internship Director 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 Appendix C.

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.

Section 2: GENERAL LEADERSHIP & HIGHER EDUCATION INTERNSHIP PROGRAM

The purpose of the internship 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 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 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.

Timeline for General Leadership & Higher Education Internship

The below table reflects the general timeline for the internship component of the Educational Leadership Program. The timeline beginning in the first Academic

Quarter Prior to Starting Internship Hours
<i>Submit internship application</i> – students should submit their internship application materials to Brandon Washington and wait to be assigned a DePaul Supervisor before the quarter they desire to begin their internship hours.
Internship
<i>Start internship hours</i> – once students are enrolled in the internship course they can begin logging hours. Students MUST be enrolled in an internship to count internship hours. Students should also be in contact with their DePaul Supervisor prior to logging hours.
Final Quarter of Internship
<i>Complete internship evaluation</i> – after finishing all internship hours, students should complete the internship evaluation.

Admissions Requirements for Internship

1. Completion of a majority of the Educational Leadership program, especially the A&S core courses.
2. A cumulative GPA of 3.0 in all course work completed to date.
3. Must attend mandatory internship info session one quarter prior to the internship.
4. Applications must be submitted one quarter in advance of the intended quarter the student would like to enroll in the internship course.
5. Approval of the EdL Internship Director.

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 an educational setting. The activity is to meet the following criteria:

1. It meets a real need of the organization, agency, or school.
2. 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.
3. Provide the intern with an opportunity to reflect upon the integration of their course work with the lived experience in which they find themselves.

Criteria for Evaluation of Student Intern Progress

1. Student intern's success at accomplishing the work assigned.
2. 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.
3. Student intern's ability to demonstrate an integration of their learning and lived experience in the field experience.

Expectations of Internship

- Attend an internship info session regarding internship experience.
- Work collaboratively with the site supervisor and DePaul supervisor to develop a plan and timeline for the completion of the internship experience hours.
- Complete 200 hours on site – internships can be paid, unless students are completing hours with their typical employer, then hours must be unpaid.
- Complete a portfolio with the following components:
 1. A journal of the student intern's experiences during the internship experience.
 2. 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.
 3. Time Log –including dates, hours, and how the time was spent.
 4. Various artifacts from the intern's activities.
 5. 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 internship 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

EdL Internship Director (Internship Director): The EdL Internship Director is a full-time faculty member at DePaul University and is responsible for the entire internship experience. The EdL Internship Director oversees and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The EdL Internship 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.

- LLC Department Assistant is Alyssa Hepker, ahepker@depaul.edu/773-325-4806
Mailing Address: College of Education, 2247 N Halsted St. Rm. 344, Chicago, IL 60614

Student Intern: The student intern is responsible for meeting all of the internship 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.

DePaul 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 internship experience.
- Assist the student intern in integrating his/her internship experience with his/her earlier course work.
- Meet (via Zoom or in-person) with the site supervisor within two weeks of the start date.
- Meet (via Zoom or in-person) with the student intern and site supervisor at least three times at the placement site during the internship 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 Internship Director with a copy of the grade, as posted on Campus Connect. The EdL Internship Director will return the portfolio to the student intern.
- Assign the final grade for the internship experience based on tools of evaluation and post it on Campus Connect.

Internship Course

A&S 594 Internship in Educational Leadership

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, résumé, and answers to questions noted on the application form) to Academic Advisor, prior to the quarter the student wishes to enroll in the internship experience. It is recommend that students submit their application at least one month prior to the start of the quarter they would like to start their internship. Students may scan/email, mail or drop off the application. (e.g. application materials should be submitted by the first week of January for students wishing to begin the internship experience the following spring quarter of that year)
3. The Academic Advisor will notify students of the status of their application after the Internship Director has reviewed the application.
4. Students will be enrolled in the internship experience course (A&S 594) approximately one month prior to the start of the quarter in which the student applied to begin the internship experience. For example, if a student would like to start their internship during fall quarter (i.e. September), then students must submit the internship application to their advisor no later than August 1st to ensure there is enough time to assign the student to a DePaul Supervisor and enroll the student in A&S 594 for fall quarter. The Academic Advisor will enroll and notify students of his or her enrollment only after the student's DePaul supervisor has been assigned.

Frequently Asked Questions

When would I begin my internship?

Students begin the internship typically in the second year of the program. 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 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 internship experience.

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

No, students need only enroll in the internship experience course once, unless the student does not pass the course. If a student does not successfully complete the internship experience requirements, he/she will need to reapply to enroll in the internship 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 Internship Handbook may also help. Site supervisors may also contact the DePaul supervisor and/or EdL Internship Director, Dr. Melissa Bradford for further assistance.

How do I complete 200 internship 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 internship 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.

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: <https://resources.depaul.edu/career-center/resumes-interviews/Pages/default.aspx>

Appendix A: INSTRUCTIONS FOR LOGGING/TRACKING HOURS

On a weekly basis interns should log the hours they have completed at their internship site by filling out the Qualtrics Internship log. The internship log can be found by following this link:

https://rebrand.ly/HourLog_EdLeadership

Appendix B: INSTRUCTIONS FOR ACCESSING INTERNSHIP EVALUATION RUBRICS

Steps for accessing internship evaluations:

1. Use the following link to access the below webpage:
 - a. https://depaul.qualtrics.com/jfe/form/SV_efegIW6rcKrKJxz
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 here, you will begin the evaluation.

Sample of Evaluation

1. Fill out biographical information in the first portion of the internship evaluation (last name, first name, DePaul ID, intern program, site supervisor)
2. Internship evaluation is on a 1-5 grading scale. This scale will be applied to the three sections of internship evaluation.

4 - Evident at an exemplary level. Reserved for the truly 'outstanding' performance. This designation is for the candidate who 'goes well beyond' any expectations of an intern.

3 - Consistently evident. This is a fine rating – and one to be expected and desired in an intern. Indicates that the desired behavior is 'always seen when it is called for' in the candidate's internship situation.

2 - Sometimes evident. Indicates that the desired behavior is emerging; that is, within the candidate's current teaching situation, sometimes the behavior is seen when it 'should be' yet other times it is not observable when one would expect it to be.

1 - Not evident. Indicates that the desired behavior, while expected in the particular situation observed, was not seen.

NA - Not applicable; No opportunity to observe. The indicator does not apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

Section 1: Diversity & Positive Transformation

Develops and supports a learning environment that affirms students' home and community cultures. (1)

Develops and supports a learning environment that helps students understand and value the unique ways in which they learn. (2)

Develops and supports a learning environment that communicates the value of education in individual students' lives. (3)

Develops and supports a learning environment that helps students move beyond cultural boundaries in order to be successful in school. (4)

Section 2: Multiple Perspectives & Theory and Practice

Is committed to high standards of learning for all children. (1)

Develops a vision of learning for a school that promotes the success of all students. (2)
Articulates the components of the vision for a school. (3)
Communicates the vision to staff, parents, students, and community. (4)
Seeks resources to support the implementation of the vision. (5)
Develops plans and processes to evaluate and monitor the vision. (6)
Develops plans to involve the community in the realization of the vision and in school improvement efforts. (7)

Section 2a: School Culture

Appreciates how diversity can enrich a school culture. (1)
Is committed to the improvement of school climate and culture. (2)
Uses appropriate methods to assess school climate and culture. (3)
Implements appropriate strategies to improve school programs, climate and culture that capitalizes on the diversity of the school community. (4)

Section 2b: Instructional program and best practices for student learning

Is committed to the proposition that all students can learn. (1)
Facilitates activities that improve instructional practices and curricular materials. (2)
Facilitates activities that apply principles of effective instruction and best practice. (3)
Identifies barriers to student learning and recommends improvements. (4)
Recommends curricular design, implementation, and evaluation based on profile of learner's diverse needs. (5)
Assists staff to understand and apply best practices for student learning. (6)
Promotes technology to enrich and monitor instructional practices. (7)

Section 2c: Professional development

Values lifelong learning for self and others. (1)

Values supervision and is willing to evaluate teachers and staff. (2)

Facilitates well-planned professional development programs. (3)

Facilitates professional development activities that are consistent with school vision and goals. (4)

Forms appropriate comprehensive professional growth plans with school personnel. (5)

Develops own professional growth plans. (6)

Section 2d: School management

Accepts responsibility for administrative decisions to improve schools. (1)

Applies appropriate models and principles of organizational development and management. (2)

Uses research and data-driven decision-making. (3)

Effectively manages fiscal, human and material resources. (4)

Involves staff in management of operations. (5)

Gives organizational priority to student learning, safety, curriculum, and instruction. (6)

Allocates resources effectively, legally, and equitably. (7)

Section 3: Personalism, Professionalism, & Life-long Learning / Collaboration

Is committed to communication and collaboration with families. (1)

Involves stakeholders in school decision-making processes. (2)

Develops frameworks partnerships with family, business, community, government, and higher education. (3)

Involves families in the education of their children. (4)

Develops plans for effective communications with the community and the media. (5)

Mobilizes community resources to serve the school. (6)

Section 3a: Positive environment for student learning

Creates a positive environment that supports student learning. (1)

Understands and builds upon the developmental levels of students to improve the environment for student learning. (2)

Understands and builds upon the diversity of the students, families, and community to improve the environment for student learning. (3)

Understands and builds upon the policy context of the school and community to improve the environment for student learning. (4)

Uses multiple sources of data to reflect on how to improve the school/district to strengthen student learning. (5)

Section 3b: Internship

Demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions. (1)

Assumes substantial responsibilities that increase over time. (2)

Works effectively with staff, students, parents, and community leaders. (3)

Works effectively with appropriate community organizations, social service groups, and/or local businesses. (4)

Section 3c: Hiring & evaluation of teachers

Participates in the hiring process, including at a minimum: creation of a job description; and creation of interview questions and assessment rubric. (1)

Conducts a full cycle of internship supervision, including a pre- and post-observation conference and writes a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data to provide feedback to the teacher. (2)

Leads in the development of a professional development plan for a school building in conjunction with stakeholders. (3)

Section 3d: Integrity, fairness, and ethics

Is committed to bringing ethical principles to the decision-making process. (1)

Is committed to using the influence of one's office constructively and productively. (2)

Demonstrates respect for the rights of others with regard to confidentiality and dignity. (3)

Engages in honest interactions. (4)

Combines impartiality, sensitivity, diversity, and ethical considerations in interactions with others. (5)

Makes and explains decisions based on ethical and legal principles. (6)

3. If you are a supervisor, type an answer to Q41: "Please note any areas of strength that need attention. Include comments about the candidate's ability to create a successful learning environment."
4. If you are a site supervisor, sign and date under Q147. If you are an intern, click "yes," "no," or "not yet" under Q123 - "I have discussed this evaluation with my site supervisor."

Appendix C: INTERNSHIP APPLICATION AND MEMORANDUM OF UNDERSTANDING
(PAID)

See next page



DEPAUL UNIVERSITY

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Educational Leadership Program Internship Experience Application Form

Applicant Information

Name: _____ Date: _____

Address: _____ Home Phone: _____

City/State/Zip _____ Work Phone: _____

E-mail: _____ DePaul ID No: _____

Course Requested: A&S 593 Practicum ___ A&S 594 Internship ___ A&S 899 Internship ___ A&S 604 Internship ___

Term and Year Requested: Fall ___ Winter ___ Spring ___ Summer ___ Year _____

Attended Mandatory Internship Info Session: _____ (mm/dd/yy)

Academic Information

Please attach the following to this application:

1. A course history report printed from Campus Connection. Please indicate the courses you still have to complete for the program on your course history report.
2. An updated copy of your résumé.
3. A separate sheet of paper with answers to the following:
 - What do you see being your three greatest strengths as a future administrator?
 - Please list three growing issues that you believe you must continue to work on as a future administrator.
 - Please list three learning goals you will accomplish during your internship experience.
 - Please explain why your chosen internship site is a place where you might grow professionally as an administrator.

Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program **three months 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 résumé
- Answers to the four questions
- Memo of Understanding and Responsibility
- Student Agreement
- Site Verification Form



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership Program Memo of Understanding and Responsibility

It is the student intern's responsibility to present this memo to the site supervisor before any agreements are signed. This memo must be read by "all parties involved" before signing the memo of understanding and responsibility. The purpose of this memorandum is to state clearly the responsibilities of all "parties" involved in the internship experience at DePaul University. It is not intended as a legally binding contract.

The student intern is expected to:

- Comply with DePaul University, School of Education, Educational Leadership and local school/agency policies and procedures.
- Complete 200 paid internship /practicum hours at the approved higher ed facility.
- Make every effort to meet the internship/practicum 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.
- Balance the demands of work and school such that neither suffers, especially during the internship/practicum experience.
- Inform the Internship Director of any potential problems or changes involving the internship/practicum placement in a timely manner so that appropriate interventions can be made.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance to these standards.
- Keep site and DePaul supervisors informed regarding the internship/practicum experience.
- Immediately contact the DePaul supervisor should any problem or change in relation to the placement site occur.
- Attend seminars and supervisory sessions fully prepared, as outlined by the Internship Handbook and supervisor's expectations.
- Comply with the rules and regulations of the placement site (e.g. report writing, in-service training, etc.).
- Complete the requirements outlined in the Internship Handbook.
- Evaluate the internship and supervisory experience at the end of the internship/practicum.
- Inform the Internship Director and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The internship/practicum site and site supervisor are expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to 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.
- Be in compliance 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/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her 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



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

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, he/she may not accrue internship/practicum 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/agency.
- 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 work space, 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.

The DePaul supervisor is expected to:

- Meet regularly with the student intern to discuss progress and to verify the student's performance and productivity during the student intern's internship/practicum experience.
- Provide a one hour triadic supervision session for every 15 hours of internship/practicum work.
- Fairly evaluate the student intern's work both academically and experientially.
- Notify the Internship 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 student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 200 paid internship/practicum hours.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

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.

Agreement to Memo of Understanding & Responsibility:

I understand and agree to perform the above 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



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Educational Leadership 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 in order 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/practicum 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 and 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 in order 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 in order 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: _____



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership Program Internship Experience Site Verification Form

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 and return to the DePaul University student who will be completing his or her practicum/ 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.

Dr. Melissa Bradford
Internship 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):

Subject

College/University

- Bachelor's in _____ from _____
- Master's in _____ from _____
- Doctorate in _____ from _____
- Check box if principals supervising **A&S 604 interns** 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 and submit copies of your certificates with this form:

Certificate Number	Initial or Standard	Type	Expiration Date

Signature of Site Supervisor: _____

Title: _____ Date: _____



College of Education

Educational Leadership Program

Memorandum of Understanding for Educational Leadership Internship Experiences

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 will end on _____. 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.

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/practicum 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 site (for a total of 200 clock hours minimum). Educational Leadership interns must also complete 200 hours at their assigned 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/practicum 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 to 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 special education students, 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 internship mentor and your university 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/practicum.

- Inform the Internship Director and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The Site is expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to 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.
- Be in compliance 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/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her 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, he/she may not accrue internship/practicum 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/agency.
- 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 work space, 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, it's 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:

- Meet regularly with the student intern to discuss progress and to verify the student's performance and productivity during the student intern's internship/practicum experience.
- Fairly evaluate the student intern's work both academically and experientially.
- Notify the Internship 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 student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 200 paid internship/practicum hours. At least one visit should include both the Intern and the principal/site supervisor.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

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 Interns 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.

Principal Licensure Internship:
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 mentor 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.
- The mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

Educational Leadership Internship:

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 (Appendix B) and write a reference letter for the student intern.

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 AGENCY:

By: _____

Its: _____

Agency: _____

Date: _____

Appendix D: INTERNSHIP APPLICATION AND MEMORANDUM OF UNDERSTANDING (UNPAID)

See next page



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership Program Internship Experience Application Form

Applicant Information

Name: _____ Date: _____

Address: _____ Home Phone: _____

City/State/Zip _____ Work Phone: _____

E-mail: _____ DePaul ID No: _____

Course Requested: A&S 593 Practicum ___ A&S 594 Internship ___ A&S 899 Internship ___ A&S 604 Internship ___

Term and Year Requested: Fall ___ Winter ___ Spring ___ Summer ___ Year _____

Attended Mandatory Internship Info Session: _____ (mm/dd/yy)

Academic Information

Please attach the following to this application:

1. A course history report printed from Campus Connection. Please indicate the courses you still have to complete for the program on your course history report.
2. An updated copy of your résumé.
3. A separate sheet of paper with answers to the following:
 - What do you see being your three greatest strengths as a future administrator?
 - Please list three growing issues that you believe you must continue to work on as a future administrator.
 - Please list three learning goals you will accomplish during your internship experience.
 - Please explain why your chosen internship site is a place where you might grow professionally as an administrator.

Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program **three months 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 résumé
- Answers to the four questions
- Memo of Understanding and Responsibility
- Student Agreement
- Site Verification Form



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership Program Memo of Understanding and Responsibility

It is the student intern's responsibility to present this memo to the site supervisor before any agreements are signed. This memo must be read by "all parties involved" before signing the memo of understanding and responsibility. The purpose of this memorandum is to state clearly the responsibilities of all "parties" involved in the internship experience at DePaul University. It is not intended as a legally binding contract.

The student intern is expected to:

- Comply with DePaul University, School of Education, Educational Leadership and local school/agency policies and procedures.
- Complete 200 unpaid internship/practicum hours with the understanding that any work that is completed at an internship/practicum site, where the student intern is also compensated as a paid employee, may not count towards the required 200 hours.
- Make every effort to meet the internship/practicum 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.
- Balance the demands of work and school such that neither suffers, especially during the internship/practicum experience.
- Inform the Internship Director of any potential problems or changes involving the internship/practicum placement in a timely manner so that appropriate interventions can be made.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance to these standards.
- Keep site and DePaul supervisors informed regarding the internship/practicum experience.
- Immediately contact the DePaul supervisor should any problem or change in relation to the placement site occur.
- Attend seminars and supervisory sessions fully prepared, as outlined by the Internship Handbook and supervisor's expectations.
- Comply with the rules and regulations of the placement site (e.g. report writing, in-service training, etc.).
- Complete the requirements outlined in the Internship Handbook.
- Evaluate the internship and supervisory experience at the end of the internship/practicum.
- Inform the Internship Director and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The internship/practicum site and site supervisor are expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to 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.
- Be in compliance 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/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her 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



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

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, he/she may not accrue internship/practicum 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/agency.
- 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 work space, 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.

The DePaul supervisor is expected to:

- Meet regularly with the student intern to discuss progress and to verify the student’s performance and productivity during the student intern’s internship/practicum experience.
- Provide a one hour triadic supervision session for every 15 hours of internship/practicum work.
- Fairly evaluate the student intern’s work both academically and experientially.
- Notify the Internship 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 student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 150 unpaid internship/practicum hours.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

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.

Agreement to Memo of Understanding & Responsibility:

I understand and agree to perform the above 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



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership 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 in order 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/practicum 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 and 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 in order 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 in order 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: _____



DEPAUL UNIVERSITY

COLLEGE OF EDUCATION

Educational Leadership Program Internship Experience Site Verification Form

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 and return to the DePaul University student who will be completing his or her practicum/ 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.

Dr. Melissa Bradford
Internship 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):

Subject

College/University

- Bachelor's in _____ from _____
- Master's in _____ from _____
- Doctorate in _____ from _____
- Check box if principals supervising **A&S 604 interns** 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 and submit copies of your certificates with this form:

Certificate Number	Initial or Standard	Type	Expiration Date

Signature of Site Supervisor: _____

Title: _____ Date: _____



College of Education

Educational Leadership Program

Memorandum of Understanding for Educational Leadership Internship Experiences

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 will end on _____. 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.

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/practicum 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 site (for a total of 200 clock hours minimum). Educational Leadership interns must also complete 200 hours at their assigned 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/practicum 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 to 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 special education students, 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 internship mentor and your university 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/practicum.

- Inform the Internship Director and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The Site is expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to 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.
- Be in compliance 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/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her 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, he/she may not accrue internship/practicum 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/agency.
- 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 work space, 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, it's 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:

- Meet regularly with the student intern to discuss progress and to verify the student's performance and productivity during the student intern's internship/practicum experience.
- Fairly evaluate the student intern's work both academically and experientially.
- Notify the Internship 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 student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 200 unpaid internship/practicum hours. At least one visit should include both the Intern and the principal/site supervisor.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

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 Interns 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.

Principal Licensure Internship:
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 mentor 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.
- The mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

Educational Leadership Internship:

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 (Appendix B) and write a reference letter for the student intern. *The student intern's internship experience 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 AGENCY:

By: _____

Its: _____

Agency: _____

Date: _____