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Program Purpose:

The Principal Preparation Internship Experience provides students with an opportunity to integrate their learning about educational principal administration with the hands on experience of principals and their own supervised experience as a student intern. This intensive field experience [200 unpaid clock hours and 4 mandatory seminars] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill a principal role. The internship experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

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

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

Qualifications for Admission to the Internship Program:

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

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC Standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education / Educational leadership program.
4. The student must have successfully completed the State of Illinois mandatory evaluation of certified personnel course. This is an online course, and can be found on the Growth Through Learning website (www.growththroughlearningillinois.org). The cost of the course is $650.
5. The student must have passed the State of Illinois Principal examination. The exam can be found at on the Illinois Licensure Testing System (ILTS) website (www.il.nesinc.com).

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

Process of Admission to the Internship Program:

Students who have met the base line qualifications for the internship must:

1. Complete an application seeking internship. (See application on page 13)
2. Submit evidence of having met the prerequisites for the internship to the program director of internship experiences.
3. 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.
4. Upon placement, the mandatory MOU must be completed and signed by the student, site, and DePaul Faculty.

The program director of internship experiences in conjunction with the student will determine student placements in approved school settings with our partner districts or affiliated districts. Students will be required to spend 100 clock hours in an elementary school setting (Pre-K – 8) and 100 clock hours in a secondary school setting (9 – 12). Each 100-hour segment will take place during the course of an eleven-week quarter. Students may begin with either the elementary or the secondary school experience first.

DEFINITION OF TERMS

The intern is the student who has been assigned to a school for the internship experience.

The mentor is the principal / assistant principal who will serve as the site-based supervisor of the intern, offering an example to the intern, coordinates and provides the intern with opportunities to meet internship goals by participating with the mentor in the instructional leadership activities described above or by providing the intern with possibilities of taking independent leadership in particular leadership activities. The mentor must have a Type 75 certificate / Principal Licensure in order to serve in the role of mentor.
The university supervisor is an adjunct member of the Educational Leadership faculty who has the responsibility of coordinating the efforts of the intern and mentor. The university supervisor is responsible for assisting the mentor and intern in completing the various duties described above; negotiating and arbitrating between the mentor and intern when necessary; and reporting the progress of the intern and the quality of internship experience to the Director of Internships and university faculty. It is the University Supervisor’s responsibility to assign a grade to the intern, after consultation with the intern’s mentor. The University Supervisor must hold appropriate academic degrees, a Type 75 certificate / Principal Licensure and passed the State of Illinois mandatory course in Evaluation of Instructional Personnel.

The organizational chart of the internship process is outlined below. The university supervisors report to the Program Director of Internship Experiences. The university supervisors will work directly with both the mentors and the interns (a concept that is hard to express in a traditional organizational chart). No mentor will be responsible for more than two interns at any given time.

REQUIREMENTS AND RESPONSIBILITIES

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

1. The student must have completed all course work except A&S 608, with a minimum GPA of 3.25 prior to entering into the internship program.
2. The student must have been evaluated as having met all ISLLC Standards as they are prescribed in the curriculum.
3. The student must have met the Dispositional Standards of the College of Education / Educational leadership program.
4. The student must have successfully completed the State of Illinois mandatory evaluation of certified personnel course.
5. The student must have passed the State of Illinois Principal examination.

The intern is responsible for the following:

1. Acting in a professional manner.
2. Completing a minimum of 100 clock hours each at the assigned elementary and secondary school site (for a total of 200 clock hours minimum).
3. Assisting the administrative team in providing an instructional program that advances the learning of every child in the school.

4. Being attentive to the particular needs of special education students, English language learners, gifted-education students, and the particular needs of early childhood education.

5. Monitoring your progress through the various activities required of the intern for the successful completion of the internship program (e.g. being certain that you are on track with the various requirements of observing, participating and taking leadership of various aspects of the instructional program).

6. Meeting with your mentor and your university supervisor on a regular basis.

7. Attending the required on campus seminars.

Internship Mentor

In order to qualify as an internship mentor, 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 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.

5. The mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

The internship mentor 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.

Faculty Supervisors

Faculty 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 faculty 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 mentor must successfully complete the State of Illinois mandatory evaluation of certified personnel course.

Faculty supervisors will be responsible for the following activities:
1. Conducting, at minimum, four face-to-face meetings with the internship mentor at the internship site.
2. Observe, evaluate and provide feedback at least four times during the course of the internship experience to each candidate about the candidate’s performance on those measures, which align to the final assessments.
3. Participate, along with the director of internships and the faculty in a series of four internship meetings over the course of the internship program.
4. Work in collaboration with the internship mentors to complete the assessment of the candidate’s performance during the internship.
5. The faculty supervisor will be responsible for assigning a grade to each internship experience.

**Program Director of Internships**
The Program Director of Internships is a faculty member of the College of Education who has the primary responsibility for the coordination of all aspects of the internship. The director works under the supervision of the program director of Educational Leadership and the Chair of the Department of Leadership, Language and Curriculum.

The Program Director of Internships is responsible for
1. Coordination of internship assignments
2. Supervision of faculty supervisors
3. Scheduling and coordination of the internship seminar meetings being held on campus.
4. Working with university faculty and partners to coordinate the training of mentors for the internship.
5. Reviewing the assessments of interns at the end of the internship and reporting to the program director.
6. Transferring all assessment data from the internship to the College of Education Office of Assessment.

**THE INTERNSHIP EXPERIENCE:**

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

The intern’s activities must meet the following criteria:
1. The intern’s focus during the internship is the instructional mission of the school in all its aspects.
2. The intern’s work must not just focus upon his/her learning, but must also meet the real needs of the school setting to which they are assigned.
3. The purpose of the program’s activities is to stretch the intern’s talents and abilities beyond their comfort zone and allow them to grow in their ability as effective school leaders.
4. The internship is not merely about doing, but about reflecting upon one’s practice in light of their classroom learning.
5. Interns are to spend their time observing certified, exemplary leaders, participate with the leader in leading the instructional program and finally, take a leadership role in a number of aspects of the instructional program.

The intern is to be engaged in activities that focus upon the instructional mission of the school. Therefore, it would be inappropriate for the intern to be engaged in activities that do not directly impact
the instructional program, such as the supervision of students in the cafeteria or at recess, or to serve in a secretarial capacity.

The intern must be engaged in the activities listed below and be able to demonstrate that s/he has either participated or taken a leading role in these activities.

**Required activities of the internship**

1. **School leaders are able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible. (ISLLC Standard 1)**
   a. Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.
   b. Working with the administration to develop, define and/or adapt best practices based on current research that supports the school's vision.
   c. Working with the faculty to develop, define, and/or adapt best practices, based on current research, that support the school's vision.
   d. Assisting with transitional activities for students as they progress to higher levels of placement (e.g. elementary to middle, middle to high school, high school to higher education).

2. **School leaders are able to set high expectations for all students to learn high-level content. (ISLLC Standard 2)**
   a. Developing/overseeing academic recognition programs that acknowledge and celebrate student's success at all levels of ability.
   b. Activities resulting in raising standards and academic achievement for all students and teachers.
   c. Authentic assessments of student work through the use and/or evaluation of rubrics, end-of-course tests, projects.

3. **School leaders are able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement. (ISLLC Standard 2)**
   a. Using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.
   b. Working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.
   c. Working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.
   d. Working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.
   e. Working with a school team to monitor implementation of an adopted curriculum.
   f. Involvement in the work of literacy and numeracy task forces.
   g. Working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.

4. **The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult. (ISLLC Standard 5)**
   a. Working with staff to identify needs of all students.
   b. Collaborating with adults from within the school and community to provide mentors for all students.
   c. Engaging in activities designed to increase parental involvement.
   d. Engaging in parent/student/school collaborations that develop long-term educational plans for students.
5. The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement. (ISLLC Standard 4)
   a. Analyzing data (including standardized test scores, teaching assessments, psychological data, etc.) to develop / refine instructional activities and set instructional goals.
   b. Facilitating data disaggregation for use by faculty and other stakeholders.

6. The school leader is able to keep everyone informed and focused on student achievement. (ISLLC Standard 4)
   a. Analyzing and communicating school progress and school achievement to teachers, parents and staff.
   b. Gathering feedback regarding the effectiveness of personal communication skills.

7. The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration. (ISLLC Standard 4)
   a. Working in meaningful relationships with faculty and parents to develop actions plans for student achievement.

8. The school leader is able to understand the change process and have the leadership and facilitations skills to manage it effectively. (ISLLC Standard 3)
   a. Working with faculty and staff in professional development activities.
   b. Inducting and / or mentoring new teaching staff.
   c. Building a “learning community” that includes all stakeholders.

9. The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students. (ISLLC Standard 3)
   a. Study groups, problem-solving sessions and / or ongoing meetings to promote student achievement.
   b. Scheduling, developing and / or presenting professional development activities to faculty that positively impact student achievement.

10. The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. (ISLLC Standard 3)
    a. Scheduling of classroom and / or professional development activities in a way that provides meaningful time for school improvement activities.
    b. Scheduling time to provide struggling students with the opportunity for extra support (e.g. individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.

11. The school leader is able to acquire and use resources wisely. (ISLLC Standard 3)
    a. Writing grants or developing partnerships that provide needed resources for school improvement.
    b. Developing schedules that maximize student learning in meaningful ways with measurable success.

12. The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda. (ISLLC Standard 6)
    a. Working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.
    b. Working with faculty, parents and community to build collaboration and support for the school’s agenda.

13. The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices. (ISLLC Standard 4)
a. Working with faculty to implement research based instructional practices
b. Working with professional groups and organizations.

Internship Supervisory Sessions

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

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

The Faculty Supervisor will also meet with the intern at least twice on site during the course of each quarter, as well as during the seminar sessions held on campus. The intern should see the faculty supervisor as a resource, providing further insight into the integration of theory and practice, as well as an advocate, if the intern is having difficulties that cannot be resolved between the intern and the mentor.

Internship Seminars

All interns are required to attend the on campus internship seminars during the course of the internship. Non-attendance will lead to a non-passing grade. These seminars will be scheduled on a weekday in the late afternoon. There will be two seminars during each quarter of the internship experience (two seminars for A&S602 and 2 seminars for A&S603). The program director of internships will lead the sessions, with assistance from other faculty. Each session will be three hours in length. The agenda will include a check-in, general discussion of topics related to the internship (including intern challenges), a discussion of an assigned topic related to the internship experience, and some small group discussion between the faculty supervisor and the interns. Individual faculty will be invited to sit in with the faculty supervisors to observe and offer insights.

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

A&S 608 Capstone Course

Interns will be enrolled in A&S608 Capstone in Educational Leadership course during the first two quarters of the internship. This course is designed to provide the intern with a culminating experience that integrates theory and practice. The course also provides the interns with the assistance they need to develop their electronic portfolio.

Specifically, this course was developed for students who have completed the majority of the Educational Leadership coursework. They will engage in a complete and thorough analysis of an urban or suburban school, and develop an appropriate plan for school improvement. Students will gather and analyze demographic, financial and testing data, develop a narrative to tell the story of a school’s history and recent past; capture the school by way of photographs and interviews and collect and document other pertinent data and artifacts. Students will be participating in an actual school improvement plan for a school, becoming familiar with current urban, public, parochial and charter school models. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the Interstate Schools Leadership Licensure Consortium (ISLLC) standards as a guideline,
students will complete a plan that clearly outlines goals and objectives, schedules, professional development plans, budgets, and enrollment projections. Students will prepare a professional electronic portfolio that highlights a personal vision for a school and reflect upon leadership experiences connected to key course assignment and internship accomplishments according to the knowledge, dispositions and beliefs of the ISLLC standards.

THE STRUCTURE OF THE INTERNSHIP

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

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

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

TIMELY COMPLETION OF THE INTERNSHIP PROGRAM

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

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

Examples of serious personal or health related issues include:

1. Death of an immediate family member (parent, spouse, child)
2. Serious injury or debilitating illness of the student
3. Serious injury or debilitating illness of an immediate family member (parent, spouse, child) which requires the intern to focus attention on family rather than internship.
4. Serious destruction or loss of one’s family residence / one’s primary residence.
If an intern suspends internship for longer than one academic year, the student will need to be readmitted. If the intern has been absent from the program for more than two years, s/he may be required to take remedial course work at the discretion of the program.

THE EVALUATION OF THE INTERNSHIP

Process of Evaluation

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

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

These materials are to be shared with the mentor, and submitted to the faculty supervisor in the 10th week of the quarter.

During the 10th week of the quarter, the mentor and faculty supervisor will meet to discuss the intern’s progress, making use of the university rubrics. They will determine whether or not the student has “met” or “not met” the ISLLC Standards that are set forth in the internship guide. If the mentor and faculty supervisor identify any serious concerns, the faculty supervisor will contact the director of internships as soon as possible to inform him/her of the concerns. In the beginning of the eleventh week, the faculty supervisor and mentor meet with the intern to discuss the evaluation and critique the experience. If serious concerns are raised in the evaluation or the interview process, the intern will be asked to meet with the director of internships and the program director to develop a plan of remediation.

A sample of the rubric is provided in the next section.

LINES OF COMMUNICATION

The intern’s first lines of communication are their on-site mentor and the faculty supervisor. You will be given their contact data during the orientation session, prior to your first day on the internship. Your mentor and faculty supervisor should be seen as your first source of information and advice if you encounter any difficulties.

If you are unable to negotiate issues with neither your mentor nor your faculty supervisor, you should then contact the program director of internships (see contact information on next page). If the program director of internships is unavailable, you may contact either the program director for Educational Leadership, the Department Assistant or the chair of the Department of Leadership, Language and Curriculum (see contact information on next page).

LIST OF CONTACTS

Program Director of Internships:
William Hoecker, CAS
Phone: 773-325-8356
E-mail: whoecker@depaul.edu
Program Director:
Barbara Rieckhoff, Ph.D.
Phone: (773) 325-8670
E-mail: brieckho@depaul.edu

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

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

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

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

Have you completed the following requirements?

- [ ] Completed all coursework, with the exception of A&S608, with a GPA of 3.25 or higher
- [ ] Been evaluated for and met all ISLLC standards with regards to course curriculum
- [ ] Met the Dispositional Standards of the College of Education / Educational Leadership program in all course work
- [ ] Successfully completed the State of Illinois mandatory evaluation of certified personnel course through the Growth Through Learning website? (See page 2 for more details)
- [ ] Passed the State of Illinois Principal examination? (See page 2 for more details)

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

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

1. Complete an application seeking internship. (See application on page 13)

2. Submit evidence of having met the requirements above to the program director of internship experiences.

3. Develop a learning plan which outlines the areas in which you would like to grow during the internship experience. The learning plan should consist of three bullet points that indicate areas of growth.
Please print

Personal Information:
Full Name: ____________________________________________
Student ID #: _________________________________________
Street Address: _________________________________________
City, State Zip: _________________________________________
E-mail address: _________________________________________
Phone number (please give us the best number to reach you.)
________________________________________________________________________

Course Work Completed:

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<th>Course</th>
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What is your current GPA? ___________

Have you successfully completed the required course on Evaluation of certified personnel mandated by the State of Illinois? Yes No

Have you passed the Principal Licensure Examination? Yes No

Have you applied for A&S 608? Yes No

If yes, the date that you applied for A&S 608? ___________

Please attach an unofficial copy of your transcript of study, and proof of successfully completing the State Mandated course on the evaluation of certified personnel and having passed the Principal Licensure Examination.

Submit this application form and supplementary materials to Brandon Washington, the Educational Leadership Principal Preparation Program Advisor in COE149.

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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 internships provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

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

Professor Bill Hoecker  
Clinical Director  
Educational Leadership Program

DePaul University Student Information

Name of DePaul student:  
Student ID:  

Site Information

Name of School:  
School Address:  

Site Supervisor Information

Name of Site Supervisor:  
Email:  Phone:  
Preferred Method of Communication:  Email  Phone  
Level of Education (degrees earned):

Subject College/University

- Bachelor's in  from  
- Master's in  from  
- Doctorate in  from  

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

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<th>Certificate Number</th>
<th>Initial or Standard</th>
<th>Type</th>
<th>Expiration Date</th>
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Signature of Site Supervisor:  
Title:  Date: 

Questions regarding the Educational Leadership Clinical Application or the data collected can be referred to the Educational Leadership Clinical Director, Professor Bill Hoecker, hoecker@depaul.edu
Assessment of the Internship

Internship Assessment Rubric: General Comments

The Educational Leadership program of the College of Education at DePaul University assesses each student according to the ISLLC Standards and the mandates of the state. A candidate who “does not meet the standard” on a particular assessment, will not pass the internship, and will not be eligible for licensure. Each candidate must achieve a “meets the standard” 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 rubric and the requirements for passing the internship during the orientation meeting that will be held upon admission into the program. This information will be disseminated to the students a second time, during the orientation to the internship, prior to beginning the program. Finally, faculty, faculty supervisors and the program director of internships will all be available to answer student’s individual questions about these rubrics at any time either prior to or during the course of the internship. The internship rubrics are online and instructions for accessing them can be found in Appendix A. The rubrics will be disseminated to students at the beginning of the program and again during the orientation for the internship.

The program, through the program director of internships, will have multiple opportunities to communicate with the faculty supervisor and the intern during the course of the internship experience. First, all interns are required to attend on-campus internship sessions at given intervals during the internship (see Internship syllabus, Internship Handbook). These sessions will provide opportunities for the program, faculty supervisors, and the interns to communicate with one another—both formally and informally. Secondly, each intern has the contact information of the program director of internships, program director and department chair, so that any questions they might have can be answered in a timely fashion. Thirdly, faculty supervisors will meet with the program director of internships and members of the faculty during the course of the internship experience. All of these opportunities provide all of the stakeholders opportunities to communicate, formally and informally, about important issues that face them in the course of making the internship a successful experience.

ASSESSMENT OF COMPETENCIES IN DEALING WITH DIVERSE STUDENTS

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

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

Above and beyond the general rubrics for the internship, the interns will describe how they were involved with students with (Individualized Educational Plans) IEPs, (Individualized Family Service Plans) IFSPs or Section 504 plans, English Language Learners, or other special groups, the intern’s mentor will reflect with the intern about these experiences, and the mentor will be asked to assess the intern’s ability to work with all students.
Candidates for the Principal Licensure will be informed of these expectations during the program orientation, during the midst of their coursework, and during the orientation to the internship process. Any candidate having questions on these expectations or any related issues may also speak informally with any of the educational leadership faculty or their mentor at any time about these issues.
Appendix A: Internship Evaluation Instructions
DePaul University Educational Leadership Internship Evaluation

Instruction Sheet for Completing the Supervisor or Student Evaluation Tool

Please read these instructions in full before completing the evaluation

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

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

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

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

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

The following are instructions for completing the evaluation:

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

![DePaul Cooperating Teacher Evaluation](image)

7. Find the printer by clicking on the right corner of the page like the image above (depending upon your specific browser) and then select your printer as shown below:
Note: You do not really need a physical computer. All you need is to select ‘Adobe PDF’ and click ‘Print’. Then you can save your evaluations in a PDF file.

8. Or you will see a printer dialogue window like the image below:
If this is your case, follow Instruction 7.

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

Now please do the following:

**Step 1: Print**
**Step 2: Submit**

10. Your evaluation is not completed until you see the following page:
Should you encounter any difficulties with the evaluation tool, please contact Zongmin Kang at zkang@depaul.edu.