# APPENDIX F: INTERNSHIP PLAN FORMAT

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Primary site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Secondary sites: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Serve as a member or leader of the school improvement planning team (16) | 1.2, 1.3, 1.4, 2.2, 2.3 |  |  |
| Compare and contrast your school’s mission statement with the district’s mission and strategic goals, and with at least one other school’s mission statement. Prepare recommendations for updating the mission; present recommendations to administration (6) | 1.1 |  |  |
| Review and revise your personal Platform of Beliefs created in EDLE 620. Discuss this document with your site supervisor and one or more teachers in your school and reflect on how your beliefs as a leader have changed (4) | 1.1, 2.1 |  |  |
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| Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Implement and evaluate the school improvement project (60) | 2.1, 2.2, 2.3, 2.4, 3.4, 3.5 |  |  |
| Lead a staff development program based on assessed needs of the school and the school’s vision and goals (12) | 2.2, 1.3 |  |  |
| Conduct walkthrough observations using a template or observation tool that exists in your school. Meet with an assistant principal and discuss data that were collected. Follow up with teachers to the extent recommended by the assistant principal (8) | 2.3, 2.4 |  |  |
| Participate in or lead an inservice program or evaluation related to the integration or use of instructional technology (8) | 2.4, 2.2, 2.3 |  |  |
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| ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Review hiring procedures at your school, and participate in the process of interviewing potential new hires (8) | 3.1, |  |  |
| Participate in the development of the school’s master schedule (6) | 3.5, 3.1, 3.2 |  |  |
| Participate in developing the school budget proposal or reconciliation of school financial records/accounts (6) | 3.2, 3.3 |  |  |
| Participate in a building maintenance or safety audit or walk-through (6) | 3.2, 3.3 |  |  |
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| ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Organize and participate in an activity that involves parents and/or families in students’ learning (12) | 4.1, 4.2, 4.3, 4.4 |  |  |
| Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration (12) | 4.2, 4.3, 4.4 |  |  |
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| ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Lead a group of fellow professionals in the school to study your school’s disciplinary procedures and practices, with an emphasis on fairness and equity. Prepare recommendations for improvement (8) | 5.1, 5.2, 5.4 |  |  |
| Attend one or more special education placement or annual review meetings (8) | 5.1, 5.2, 5.3, 5.4, 6.1 |  |  |
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| ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies |
| **Activity (Brief)** | **Element(s)** | **Role****(L/A/P/O)\*** | **Site** |
| Attend at least 1 school board meeting and record actions taken and reasons for the actions, including policies and regulations that affect schools or the educational opportunity of students (6) | 6.2, 6.3 |  |  |
| Participate in or lead the process of writing a grant application for the school (8) | 6.1, 6.2, 6.3 |  |  |
| Create and enact an advocacy plan seeking to address a needed change in policy or practice that impacts the lives of students in your school or school community (10) | 6.3, 6.2, 4.4 |  |  |
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\*Leader, Assistant, Participant, Observer