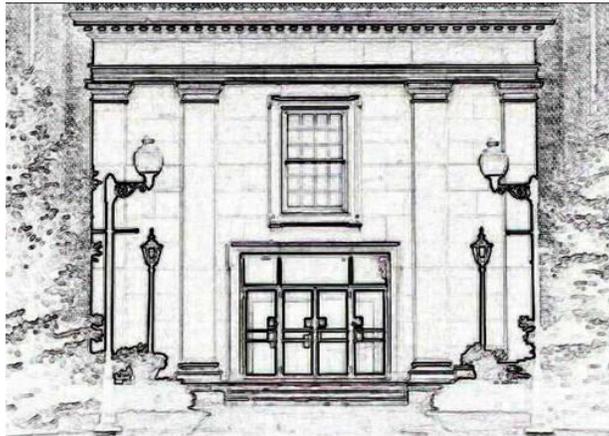


**East Tennessee State University**  
College of Education

Department of Educational Leadership  
& Policy Analysis



SCHOOL LEADERSHIP PROGRAM

Doctoral Internship Handbook

ELPA 6581

## Table of Contents

<b>Introduction.....</b>	<b>5</b>
<b>Rationale .....</b>	<b>5</b>
<b>Purpose .....</b>	<b>5</b>
<b>Mentor &amp; Intern’s Relationship .....</b>	<b>6</b>
<b><u>Intern Responsibilities</u></b>	
<b>Planning the Internship</b>	
<b>Step 1: Involve Your Program Coordinator Early in the Planning Process .....</b>	<b>7</b>
<b>Step 2: Contact the Internship Facilitator Prior to the Semester of Enrollment .....</b>	<b>7</b>
<b>Step 3: Initial Contact with Mentor .....</b>	<b>7</b>
<b>Step 4: Assemble Professional Growth Plan .....</b>	<b>8</b>
<b>Step 5: The Internship .....</b>	<b>9</b>
<b>Step 6: Complete the Internship .....</b>	<b>10</b>
<b>Step 7: Final Evaluation Activity .....</b>	<b>10</b>
<b><u>Mentor Responsibilities</u></b>	
<b>Introduction.....</b>	<b>11</b>
<b>The Purpose of Mentoring .....</b>	<b>11</b>

<b>The Role of the Mentor in Developing Leadership Skills .....</b>	<b>12</b>
<b>Basic Principles of Mentoring .....</b>	<b>12</b>
<b>Qualifications for a Mentor.....</b>	<b>13</b>
<b>Benefits of Mentoring .....</b>	<b>13</b>
<b>Setting the Stage for a Successful Internship Experience</b>	
<b>Initiation .....</b>	<b>14</b>
<b>Development .....</b>	<b>15</b>
<b>Completion .....</b>	<b>15</b>
<b>Potential Problems in Mentoring Relationships .....</b>	<b>15</b>
<b>Criteria for Useful Feedback .....</b>	<b>16</b>
<b>Ways of Providing Effective Feedback .....</b>	<b>16</b>
<b>Mentor’s Role in Helping Intern Assess The Feedback Session .....</b>	<b>17</b>
<b>References .....</b>	<b>18</b>

## **Appendices**

- A. Proposed Internship Sites**
- B. Intern & Mentor Contact Information**
- C. Internship Site Agreement**
- D. Self-Assessment of Leadership Competencies**
- E. Summary Worksheet**
- F. Professional Growth Plan**
- G. Log of Field Experience**
- H. Intern Self-Evaluation**
- I. Mentor Feedback Form**
- J. Internship Specific Data**

**Note: All documents in the appendices are available in the D2L Content section.**

## **SCHOOL LEADERSHIP PROGRAM Doctoral Internship Handbook**

### **Introduction**

The internship program of study (ELPA 6581) is a **three credit hour** class that requires a minimum of **150 contact hours**. Within these three credit hours it is possible for the student to have more than one placement and/or mentor. There is a minimum of 50 clock hours per setting.

The internship placement site should be individualized to the student's need. The project may be planned and carried out in a multitude of settings in either school district or community locations.

### **Rationale**

Field or clinical experience is one of the essential components of the Doctor of Education Program (EdD) in the Department of Educational Leadership and Policy Analysis (ELPA). The field experiences obtained through ELPA 6581 (Internship in Educational Leadership) provides the opportunity for a student to implement the leadership skills developed during his or her graduate study in Educational Leadership at East Tennessee State University (ETSU). It is a time to put into practice the leadership knowledge, skills, and attitudes that have been learned or developed during coursework. The main objective is to increase student competence as a leader through participation in "hands-on" learning experiences at an internship site. This internship will constitute an integral part of the student's leadership preparation program.

### **Purpose**

Internships are designed to establish and provide a link between theory and practice in educational leadership through planned fieldwork experiences, also known as "on-the-job training." This program is designed to provide leadership experiences in school, community, and business settings. During the Internship, students are expected to carry real and continuous responsibilities under the direct mentorship of an identified organizational leader. Internships are intended to encourage students to pursue not only diverse educational experiences, but also, offer wide-ranging internship activities. Consequently, it is essential that the internship is more than simply putting in time. This course must constitute a quality, substantive experience.

## **Mentor & Intern's Relationship**

ELPA is grateful for the willingness of educational and community leaders to become Internship Mentors. A section of this Handbook specifically addresses the Mentor relationship and provides guidelines to assist and prepare the Internship Mentor for his or her role for in the internship experience. This section provides a brief explanation of the importance of the Internship Mentor. **The Internship Mentor should become familiar with this Handbook to understand the requirements and responsibilities of the Intern and Mentor. Pages 11 to 17 provide details specific to the Mentor.** Mentoring provides the foundation of the internship experience. The mentoring relationship is a complex interpersonal process that has governed professional practice in all disciplines. Mentoring can take many forms and exist in many settings, and remains one of the most effective means of professional induction and guidance. Mentors can shape an environment to be conducive to growth and development of novice leaders. Mentoring should facilitate professional growth in a highly individual and holistic manner. The importance of the mentoring relationship is critical to the student's success.

## **Intern Information**

### **Planning the Internship**

#### **Step #1: INVOLVE YOUR PROGRAM COORDINATOR EARLY IN THE PLANNING PROCESS**

Prior to engaging in the internship experience, the student should recognize that it is essential to involve Program Coordinators in the process. Prior to the initiation of field experiences the Program Coordinator must approve final plans for internship. Students should discuss possible sites and projects for the internship with the Program Coordinator and come to agreement prior to enrolling in ELPA 6851 and prior to meeting with the Internship Facilitator or Internship Mentor. The **Proposed Internship Sites** [Appendix A] should be filled out during this meeting. The Program Coordinator must be involved in the planning of the field experience. Guidelines regarding placement site and contact hours are addressed in the introduction (see page 5).

#### **Step #2: CONTACT THE INTERNSHIP FACILITATOR PRIOR TO THE SEMESTER OF ENROLLMENT**

The Internship Facilitator is a member of the ELPA faculty who will serve to oversee the internship project and site placement. Ideally, during the semester prior to enrollment in ELPA 6851, students should discuss Internship plans with the Internship Facilitator to finalize their Internship.

#### **Step #3: INITIAL CONTACT WITH THE MENTOR**

It is the responsibility of interns to make the initial contact with the organization and/or person to discuss the internship project. In some circumstances, if an intern is not familiar with a specific site, the Program Coordinators or the Internship Facilitator may make additional suggestions and assist with direction.

The Intern will need to have an initial meeting with the proposed Internship Mentor to discuss goals, objectives, and opportunities. It is important that this meeting occurs early to ensure adequate planning. During this meeting the **Internship Contact Information** [Appendix B] should be completed by the Intern. The Intern and Mentor should also complete and sign the **Internship Site Agreement** [Appendix C] at this meeting. Both forms, at this time should be submitted on D2L.

In this initial meeting, a frank and meaningful dialogue needs to occur in order to establish the following parameters of the internship project:

- Guidelines and expectations to create a meaningful, relevant internship experience.
- Limitations and organization of schedules and available time for the internship.
- Setting forth a schedule for meeting at the internship site.
- Brainstorm types of activities and experiences that will best prepare the student to fulfill the duties and responsibilities of the internship project.

If there is more than one placement site, there needs to be an **Internship Site Agreement** [Appendix C] and **Internship Contact Information** [Appendix B] (if necessary) completed for each internship placement site.

#### **Step #4: ASSEMBLE YOUR PROFESSIONAL GROWTH PLAN**

At this point of the process, the student should have completed the following:

1. **Discussion in order to establish direction with the Program Coordinator and Internship Facilitator (Proposed Internship Sites** [Appendix A]).
2. **Initial meeting with the Internship Mentor and completion of Internship Site Agreement** [Appendix C]
3. **Completion of Self-Assessment of Leadership Competencies** [Appendix D] **provided in the Internship Handbook.**

Interns are now ready to finalize the professional growth plan. Using the **Self-Assessment of Leadership Competencies** [Appendix D], complete the **Summary Worksheet** [Appendix E]. The worksheet is designed to help plan learning activities during the Internship. These two documents are designed to serve as a planning outline for the development of the **Professional Growth Plan** [Appendix F]. These forms (**Self-Assessment of Leadership Competencies** [Appendix D] and **Summary Worksheet** [Appendix E]) are not to be submitted as part of the Internship documents.

As the student prepares for the Professional Growth Plan(s), he or she should identify the core competencies that will be the focus of the intern project(s) and enter these at the top of the worksheet entitled **Professional Growth Plan** [Appendix F]. Under each heading the student should identify the following:

- **SPECIFIC LEARNING OBJECTIVES**  
"What do I propose to learn?"
- **LEARNING AND RESOURCE STRATEGIES**  
"What resources and strategies will I utilize in learning this?"
- **EVIDENCE OF ACCOMPLISHMENT**  
"How will I show that I have learned what I set out to learn?"
- **MEANS FOR VALIDATING THE EVIDENCE**  
"How will I know if my evidence is good?"

This plan will provide structure for the Internship experience. Resources needed to meet learning objectives will need to be identified. These resources may include organizational personnel and related experiences (e.g., attending weekly staff meeting), but also may include other materials, including outside reading and literature searches (e.g., reading Principle-Centered Leadership). One experience in an organization may address several competency areas. The more thought given to planning the Internship, the more successful the student will be in developing the identified competencies. **Once completed, this form must be submitted in the D2L drop box.**

## **Step 5: THE INTERNSHIP**

Successful completion of the Internship requires that the following must be completed along with several activities in which the student must engage, and documents that must be submitted to a drop box on the appropriate D2L site during the course.

- **Log of Field Experiences** [Appendix G]  
This will serve to record significant activities and occurrences. The dates, times, and brief descriptions of major activities should be recorded for each day/block of time spent on internship activities.
- **Final Evaluation Activity**  
At the completion of the Internship, there will be a final activity (power point presentation, reflective paper) that will provide information relevant to the internship. Information will be tied to the **Internship Specific Data** [Appendix J].

- **Intern Self-Evaluation** [*Appendix H*]

At the completion of the project Interns will complete and submit a self-evaluation of his or her growth during the Internship.

- **Mentor Feedback Form** [*Appendix I*]

Mentors will be provided a form to evaluate Interns.

## **Step 6: COMPLETE THE INTERNSHIP**

At the conclusion of the Internship the identified documents will be finalized and submitted. When this is complete, the student's Final Evaluation Activity will serve as the concluding conference.

The Facilitator will assess documentation, as it will serve as criteria of the student's final grade.

The final grade will be determined by submission & presentation follows:

### **Submission and completion of following D2L Documents**

- a) Internship Contact information
- b) Site Agreement
- c) Professional Growth Plan
- d) Log of Field Experience
- e) Intern Self-Evaluation
- f) Intern Specific Data
- g) Final Evaluation Activity (power point, presentation, or reflection paper) completed
- h) Mentor Evaluation (scan and submit)

### **Final Evaluation Activity (see g above)**

### **Additional discussions or assignments identified in the D2L site**

All internship documentation must be submitted/ presented before the final grade is calculated.

## **Step 7: FINAL EVALUATION CONFERENCE WITH MENTOR**

At the conclusion of the student's time at the Internship site, the student must have a concluding conference with the Internship Mentor. During that conference, the Internship Mentor can discuss his or her evaluation of performance using the **Mentor Feedback Form** [*Appendix I*]. At the same time, the student can discuss his or her self-evaluation completed using the **Intern Self Evaluation Form** [*Appendix H*].

## **Primary Responsibilities of the Mentor**

### **Introduction**

Inherent in the Department's mission is the need for clinical experience and the development of collaborative relationships with schools, businesses and community agencies. The mentoring program demonstrates one way in which the Department of ELPA at ETSU is working cooperatively with public school districts and private organizations to use proven leaders as mentors in the preparation of educational and community leaders of tomorrow.

By definition, an Internship Mentor is an experienced role model who guides the professional development of a less experienced individual through coaching and advising (Hersey & Blanchard, 1990). As mentoring evolves to meet the needs of different professions, its definition will necessarily change in emphasis, although the main idea – a relationship between an experienced person and a less experienced person wherein the latter learns about the organization or profession – will remain constant (Muse, Wasden & Thomas, 1988).

ELPA 6581 Internship program is a 3-hour course based on 150 contact hours.

### **The Purpose of Mentoring**

The primary purpose of mentoring students in the Department of ELPA at ETSU is to prepare a new generation of educators who will enter their leadership positions confident and capable because of the combination of solid academic preparation and thorough practical experience with outstanding Mentors. As a Mentor in this program, the expectation will be to specifically provide students with the ability to meet the following objective:

- Prepare confident, caring and capable leaders.
- Improve the quality of leadership in schools and organizations.
- Provide on-the-job professional development opportunities for future leaders.
- Strengthen the relationship and balance between theory and practice in the field of leadership studies.
- Recognize and gain from the expertise of experienced leaders.

## The Role of the Mentor in Developing Leadership Skills

The Internship Mentor is a valuable asset in developing appropriate leadership characteristics in the student. The following characteristics are some important areas of emphasis for your consideration during the internship experience:

- **Leadership** – Ability to motivate and guide people to accomplish a task or goal.
- **Problem Analysis** – Ability to identify the important elements of a problem situation and to seek out relevant information to determine possible causes and solutions.
- **Sensitivity** – Ability to perceive the needs and concerns of others, resolving and diverting conflicts, dealing tactfully with persons from diverse backgrounds.
- **Organizational Ability** – Ability to use time and resources effectively to accomplish short-term and long-term goals
- **Delegation** – The ability to effectively assign projects and tasks to the appropriate people giving them clear authority to accomplish them and responsibility for their timely and acceptable completion.
- **Planning** – The ability to clarify a goal or objective and develop a strategy to accomplish the desired results.
- **Implementing** – The ability to carry out programs and plans to successful completion.
- **Evaluating** – The ability to examine how outcomes compare with previously defined standards, goals or priorities.
- **Oral Communication** – The ability to make clear oral presentations of facts and ideas.

## Basic Principles of Mentoring

The following elements of Leadership Skills have been identified as the basic responsibilities of a Mentor:

- Serve as a leader for the Intern by being available for guidance, direction, and feedback.
- Challenge and give responsibility.
- Help to develop a leadership perspective.
- Encourage professional growth through reading, professional groups, and academic preparation.
- Contribute insight into the social and political mores of the profession and the organization.
- Assist the Intern in building a professional network.
- Give support and encouragement.
- Provide time to meet informally with the Intern.

- Assist the Intern with learning and growing personally and professionally.
- Promote the Intern's leadership development to exceed the initial level of performance

## **Qualifications for a Mentor**

For a successful Internship experience, Mentors should possess the following qualities & interests:

- Confidence in his/her own personal and professional development.
- Enjoy giving support and encouragement to aspiring leaders on a one-on-one basis.
- Reputation as an experienced, effective leader.
- Knowledge about current educational issues and practices and/or current issues and trends affecting businesses, industries and communities.
- Understanding of political and organizational dynamics in relation to education.
- Understanding of generic leadership/management skills and key behaviors.
- Commitment to the mentoring process.

## **Benefits of Mentoring**

Mentoring provides benefits to not only the student, but also the mentor and the organization. The following are some of the benefits cited by those who have served in mentoring programs:

### **For the Intern, mentoring**

- Provides an in-depth field experience.
- Provides students with exposure to a variety of leadership styles.
- Provides knowledge of leadership skills and management practices.
- Provides an opportunity to associate with a successful role model.
- Provides opportunities for honest and constructive feedback.
- Provides exposure regarding the realities of politics within organizations.
- Provides ongoing support and encouragement.
- Provides a professional network.

### **For the Mentor, mentoring**

- Recognizes his or her achievements, abilities and contributions to the organization.
- Gives a learning opportunity for professional growth and leadership in both formal and informal settings.
- Provides for dialogue within a learning community for both the Mentor and University Faculty.
- Introduces additional current ideas.
- Expands his or her professional network.

### **For the Organization, mentoring**

- Provides cost-effective development experiences for aspiring leaders.
- Increases leadership talent in the organization.
- Expands the knowledge and skill level of potential leaders.
- Builds a more extensive professional network.
- Fosters increased leadership productivity and effectiveness.
- Provides opportunity for cooperation between the organization and the University.
- Exposes individuals within the organization to new ideas, current research and innovative practices.

## **Setting the Stage for a Successful Internship Experience**

Mentoring relationships cannot remain static. A successful Internship Mentor ensures that the relationship with the Intern is constantly changing and growing. Each internship setting involves three stages of mentoring:

### **Initiation**

Suggested steps to begin an Internship/project:

- Discuss expectations for the internship.
- Introduce the Intern to the organization.
- Review Professional Growth Plan with intern.

**Within this initiation period the Site Agreement [Appendix C] and Professional Growth Plan [Appendix F] should be signed by both the Mentor and Intern. These two documents should then be submitted to the appropriate D2L drop box.**

## **Development**

The Mentor is allowed considerable flexibility to match Internship activities to the needs and goals established in the Professional Growth Plan.

Some suggested activities might include.

- Observing the Mentor.
- Attending professional meetings.
- Delegating more responsibility.
- Delegating more complex tasks related to Internship.

## **Completion**

At the conclusion of the Internship, ETSU requests an informal one-page evaluation for the Intern. This evaluation is designed to help evaluate and provide informal feedback to the Intern and the ELPA department. The document is intended as a guide to answer three basic questions:

- Were all planned tasks completed?
- Did the Intern finish all activities?
- Was the requirement for contact hours met?

## **Potential Problems in Mentoring Relationships**

### **Conflicts**

If the Mentor and Intern cannot resolve differences informally, the Internship Facilitator should be called upon to assist with the resolution of the conflict.

## **Criteria for Useful Feedback (Schmuck & Runkel, 1994)**

Providing feedback is a way of helping another person to consider changing or improving his or her skills.

**It describes rather than judges.** Describe your own reaction. Avoid “judging” language so that the other person will feel less defensive.

**It is specific rather than general.** Instead of saying “You are dominating,” you may say instead “Just now when we were deciding the issue you didn’t listen to what I said but continued to talk.”

**It takes into account the needs of both the recipient and the giver of the feedback.** Feedback can be destructive when it serves only your own needs and fails to consider the needs of the other person.

**It is directed toward the behavior that the other person can improve.** Frustration is only increased when a person is reminded of some shortcoming over which he or she has no control.

**It is requested rather than “dumped.”** Feedback is most useful when the recipient has asked for it.

**It is well timed.** Feedback is most useful when it occurs as soon as possible after the given behavior.

**It is checked to ensure that it is clear.** Ask the recipient to try to rephrase what you have said.

## **Ways of Providing Effective Feedback**

Begin your feedback by recognizing effective skills of the Intern. If there is a need to modify skills/behaviors, focus on the behavior, not the person. Describe the behavior and how or why it was not effective. Ask the Intern how he or she might change his or her behavior for better results. Respond to the Intern’s suggested behavior changes.

Check the Intern’s perceptions of his or her performance and the discussion you have had regarding effective and less effective behavior. Are they clear about areas of strengths and areas that need improvement? Was your feedback clearly understood? Ask the Intern how he or she feels about the performance – What he or she did well. What he or she would do differently.

Ask the student to outline how he or she plans to implement new behavior within the context of his or her job responsibilities. Review the following six questions:

- What will be done?
- How will it be done?
- Who will be involved or effected?
- Where will it be done?
- When will it be done?
- How will it be monitored and evaluated?

Successful feedback sessions will include a review and summarization of the session as follows:

- An analysis of the Intern's attributes and successes.
- Suggestions for improvement.
- Strategies for implementing new behavior.
- Establishing the date, time and focus of your next contact with the Intern.

## **Mentor's Role in Helping the Intern Assess the Feedback Session**

Mentors play a valuable role in helping Interns understand and accept the feedback. The following points may be of assistance to the Intern in gaining the most from feedback regarding performance. **The mentor may find it useful to share the points as he or she counsels with the student.**

- Make a sincere effort not to be defensive.
- Remind the Intern that not everyone is skilled at giving good feedback. You may need to help to modify their response in order to reap benefits of the feedback.
- Be certain you understand the feedback by summarizing it briefly.
- Share feelings about the particular behavior(s) that have been discussed (e.g., why you may find behaviors hard to change, why they developed, etc.).

It remains the Mentor's right to evaluate what is heard, decide what to believe, and decide how necessary it is to make corrections regarding the Internship.

Mentors are requested to fill out the **Mentor Feedback Form** [Appendix I] and discuss reactions with the Intern.

## References

- Bonura, S. (2006). As mentoring flourishes, so does the intern. *Journal of School Counseling* 4(8).
- Broadus, Becca. (2011). Fostering an environment for success. *Baylor Business Review* 29(2):2.
- Guthrie, K., & McCracken, H. (2010). Reflective pedagogy: making meaning in experiential based online courses. *The Journal of Educators Online* 7(2):1-21.
- Havard, T.S., Morgan, J., & Patrick, L. (2010). Providing authentic leadership opportunities through collaboratively developed internships: a university school district partnership initiative. *Journal of Research on Leadership Education* 5(12):460-480.
- Hurst, J., & Good, L. (2010). A 20 year evolution of internships: implications for retail interns, employers, and educators. *The International Review of Retail, Distribution, and Consumer Research* 20(1):175-186.
- Hynie, M., Jensen, K., & Johnny, M. (2011). Student internships bridge research to real world problems. *Education & Training* 53(1):45-56.
- Newman, B.S., Dannenfelser, P.L., Clemmons, V., & Webster, S. (2007). Working to learn: internships for today's social work students. *Journal of Social Work Education* 43(3):513-528.
- Tovey, J. (2001). Building connections between industry and university: implementing an internship program at a regional university. *Technical Communications Quarterly* 10(2):225-240.
- Warren, L. (2005). Teaching effective problem solving strategies for interns. *Educational Research Quarterly* 29(2):48-53.
- Cunningham, W. G. (2007). *A handbook for educational leadership interns: A rite of passage*. USA: Pearson Education, Inc.
- Daresh, J.C., Playko, M.A. (1988). *Mentorship for beginning school administrators: Prelude to professional growth*. Paper presented at the Annual Meeting of National Council of States for In-service Education, New Orleans, LA.
- Daresh, J.C., & Playko, M.A. (1989). *Teacher mentors and administrator mentors: Same trains, Different tracks*. *Planning and Changing*. 27,1.
- Hessel, K., & Holloway, J. (2006). *A framework for school leaders: Linking the ISLLC standards to practice*. Upper Saddle River, NJ: Pearson Education.

- Haensly, P., & Edlind, P. (1986). *A search for ideal types in mentorship*. Paper presented at the First International Conference on Mentoring, Vancouver, BC.
- Hersey, L.G., & Hersey, P.W. (1990). *Mentoring and coaching: Developing educational leaders*. Reston, VA: National Association of Secondary School Principals.
- Joyce, B., & Weil, M. (1986). *Models of teaching* (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Kram, K.E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26, 608-625.
- Kram, K.E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.
- Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.A. & McDee, B. (1978). *Seasons of a man's life*. New York: Knopf.
- Martin, G.E. Wright, Wright, W. F., & Danzig, A. B. (2003). *School leader internship: Developing, monitoring, and evaluating your internship experience*. Larchmont, NY: Eye on Education.
- Muse, I., Wasden, F., & Thomas, G. (1988). *The mentor principal handbook*. Provo, UT: Brigham Young University Press.
- Schmuck, R.A., & Runkel P.J. (1994). *The handbook of organizational development*. Prospect Heights, IL: Waveland Press.
- SREB Learning-Centered Leadership Program, (2007/2008). *Mentoring School Leaders in Competency-Based Internships*. Atlanta, GA: Southern Regional Education Board.
- Sweitzer, H. F., & King, M. A. (2004). *The successful internship: Transformation and empowerment in experiential learning*, Belmont, CA: Brooks/Cole-Thomson Learning.
- Virginia Tech College of Human Resources and Education, and Educational Leadership and Policy Studies. (1998-2000). *Mentor training and internship experience handbook*. Richmond, VA: Virginia Technological University.
- Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass.

## **Appendices**

- A. Proposed Internship Sites**
- B. Intern & Mentor Contact Information**
- C. Internship Site Agreement**
- D. Self-Assessment of Leadership Competencies**
- E. Summary Worksheet**
- F. Professional Growth Plan**
- G. Log of Field Experience**
- H. Intern Self-Evaluation**
- I. Mentor Feedback Form**
- J. Internship Specific Data**

**Note: All documents in the appendices are available in the D2L Content section.**

## Proposed Internship Sites

This planning worksheet should be completed with the Program Coordinator and is not intended for submission on D2L.

**Intern's Name** \_\_\_\_\_

**Proposed Location I** \_\_\_\_\_

Proposed Mentor \_\_\_\_\_

Proposed Number of Hours \_\_\_\_\_

Proposed Dates \_\_\_\_\_

**Proposed Location I** \_\_\_\_\_

Proposed Mentor \_\_\_\_\_

Proposed Number of Hours \_\_\_\_\_

Proposed Dates \_\_\_\_\_

**Proposed Location I** \_\_\_\_\_

Proposed Mentor \_\_\_\_\_

Proposed Number of Hours \_\_\_\_\_

Proposed Dates \_\_\_\_\_

## Intern & Mentor Contact Information

**Intern's Name** \_\_\_\_\_ **Cohort** \_\_\_\_\_  
Name/Number

### Contact Numbers

Work \_\_\_\_\_  
Home \_\_\_\_\_  
Cell \_\_\_\_\_  
Email(s) \_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

County (**where Intern Facilitator will visit**) \_\_\_\_\_

### Internship Location/Address

Physical address that can be found on a GPS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Mentor's Name** \_\_\_\_\_

Office Phone \_\_\_\_\_  
Email \_\_\_\_\_

Office Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Internship Site Agreement

(A Site Agreement Is Needed For Each Intern Placement Site)

\_\_\_\_\_, **(Please Print)** a graduate student intern from the Department of Educational Leadership and Policy Analysis at East Tennessee State University, has been given permission to complete his or her internship with the following school/organization:

### School/Organization for Internship

\_\_\_\_\_

### Address

\_\_\_\_\_

\_\_\_\_\_

### Phone

(\_\_\_\_) \_\_\_\_\_

I am familiar with the expectations of the internship and have reviewed the proposed objectives with the intern. I believe this placement will help the intern meet these objectives. I will be available during the proposed time of the internship to serve as a mentor/facilitator for the student.

### Signatures

\_\_\_\_\_  
**Intern**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Internship Placement Site**

\_\_\_\_\_  
**Printed Name of Mentor**

\_\_\_\_\_  
**Mentor's Title**

\_\_\_\_\_  
**Signature of Internship Mentor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Printed Name of Facilitator**

(electronic submission will serve as the Facilitator's signature)

\_\_\_\_\_  
**Signature of Facilitator**

\_\_\_\_\_  
**Date**

**C-1**

## Self-Assessment of Leadership Competencies

This self-assessment is provided to identify the strength and weaknesses within several competency areas. Carefully and thoughtfully complete this assessment. As you do so, consider the experience(s) you would like to include in your internship as you work on specific skills. This self-assessment tool is useful for examining your skill development at this point. This knowledge and skill base assessment entitled **Principals for our Changing Schools** was developed by the *National Policy Board for Education Administration*. The competencies outlined here are considered core skills, meaningful to Intern in any profit or nonprofit organization.

### DIRECTIONS

Circle the number below that best reflects your level of competency with the following items. At the end of each section, average your rating score by dividing the total score by the number of elements within each competency. Transfer your score for each competency to the summary sheet that follows the assessment.

- 5 represents outstanding competency
- 4 represents very good competency
- 3 represents satisfactory competency
- 2 represents limited competency or experience
- 1 represents no competency or experience

### 1. LEADERSHIP COMPETENCY

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Assumes responsibility when appropriate                      | 5 | 4 | 3 | 2 | 1 |
| b. Analyzes negative and positive forces affecting organization | 5 | 4 | 3 | 2 | 1 |
| c. Takes immediate steps when problems arise                    | 5 | 4 | 3 | 2 | 1 |
| d. Accepts authority when it is given                           | 5 | 4 | 3 | 2 | 1 |
| e. Sets priorities  | 5 | 4 | 3 | 2 | 1 |
| f. Demonstrates a vision for organization                       | 5 | 4 | 3 | 2 | 1 |

**Average Score** \_\_\_\_\_

## 2. INFORMATION COLLECTION

- |  |           |
|--|-----------|
| a. Gathers data and facts to make appropriate decisions        | 5 4 3 2 1 |
| b. Is familiar with organizational rules and policies          | 5 4 3 2 1 |
| c. Uses a variety of sources to shape organization's direction | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 3. PROBLEM ANALYSIS

- |  |           |
|--|-----------|
| a. Demonstrates skills to assist others to see all sides of an issue | 5 4 3 2 1 |
| b. Knows when to seek additional information                         | 5 4 3 2 1 |
| c. Identifies several alternatives in solving a problem              | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 4. JUDGMENT

- |   |           |
|---|-----------|
| a. Reaches logical conclusions          | 5 4 3 2 1 |
| b. Makes timely decisions               | 5 4 3 2 1 |
| c. Gives priority to significant issues | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 5. ORGANIZATIONAL OVERSIGHT

- |  |           |
|--|-----------|
| a. Plans own work                                | 5 4 3 2 1 |
| b. Effectively schedules & manages time          | 5 4 3 2 1 |
| c. Establishes procedures to regulate activities | 5 4 3 2 1 |
| d. Helps others to work more effectively         | 5 4 3 2 1 |
| e. Consistently meets deadlines                  | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 6. IMPLEMENTATION

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Able to put plans into effect                   | 5 | 4 | 3 | 2 | 1 |
| b. Facilitates a group's completion of a task      | 5 | 4 | 3 | 2 | 1 |
| c. Verifies progress along the way toward a goal   | 5 | 4 | 3 | 2 | 1 |
| d. Adjusts plans when goals not being met          | 5 | 4 | 3 | 2 | 1 |
| e. Supports personnel throughout work on a project | 5 | 4 | 3 | 2 | 1 |

**Average Score** \_\_\_\_\_

## 7. DELEGATION

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Identifies others who can accomplish a given task              | 5 | 4 | 3 | 2 | 1 |
| b. Follows up on progress of delegated tasks                      | 5 | 4 | 3 | 2 | 1 |
| c. Provides authority with responsibility when delegating tasks   | 5 | 4 | 3 | 2 | 1 |
| d. Provides opportunities for others to develop leadership skills | 5 | 4 | 3 | 2 | 1 |

**Average Score** \_\_\_\_\_

## 8. STAFF DEVELOPMENT

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Identifies professional needs of staff               | 5 | 4 | 3 | 2 | 1 |
| b. Facilitates programs to improve staff effectiveness  | 5 | 4 | 3 | 2 | 1 |
| c. Provides feedback to staff on performance            | 5 | 4 | 3 | 2 | 1 |
| d. Fosters self development of staff                    | 5 | 4 | 3 | 2 | 1 |
| e. Arranges for remedial help for staff in need         | 5 | 4 | 3 | 2 | 1 |
| f. Involves staff in developing professional activities | 5 | 4 | 3 | 2 | 1 |

**Average Score** \_\_\_\_\_

## 9. MEASUREMENT & EVALUATION

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Identifies the needs of the organization     | 5 | 4 | 3 | 2 | 1 |
| b. Identifies the needs of individual staff     | 5 | 4 | 3 | 2 | 1 |
| c. Provides measurement of outcome attainment   | 5 | 4 | 3 | 2 | 1 |
| d. Interprets measurement of outcome attainment | 5 | 4 | 3 | 2 | 1 |
| e. Designs a mechanism for accountability       | 5 | 4 | 3 | 2 | 1 |

**Average Score** \_\_\_\_\_

## 10. RESOURCE ALLOCATION

- |  |           |
|--|-----------|
| a. Plans and develops a budget                                     | 5 4 3 2 1 |
| b. Procures funds from a variety of sources                        | 5 4 3 2 1 |
| c. Evaluates the best use of resources to reach outcomes           | 5 4 3 2 1 |
| d. Involves staff in budget design and determination of priorities | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 11. MOTIVATING OTHERS

- |   |           |
|---|-----------|
| a. Creates conditions to enhance staff commitment | 5 4 3 2 1 |
| b. Establishes a participatory management focus   | 5 4 3 2 1 |
| c. Recognizes effective performance               | 5 4 3 2 1 |
| d. Coaches, guides, gives feedback to staff       | 5 4 3 2 1 |
| e. Serves as a role model to others               | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 12. INTERPERSONAL SENSITIVITY

- |  |           |
|--|-----------|
| a. Identifies the needs and concerns of others             | 5 4 3 2 1 |
| b. Mediates successful conflict resolution                 | 5 4 3 2 1 |
| c. Recognizes multicultural differences                    | 5 4 3 2 1 |
| d. Displays tact and sensitivity to the feelings of others | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

## 13. ORAL & NON VERBAL EXPRESSION

- |   |           |
|---|-----------|
| a. Presents verbally in a clear and understandable manner | 5 4 3 2 1 |
| b. Adjusts to the audience's needs                        | 5 4 3 2 1 |
| c. Summarizes, clarifies, restates for the group          | 5 4 3 2 1 |
| d. Avoids gender or cultural biased behaviors             | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

**14. WRITTEN EXPRESSION**

- |                                       |           |
|---------------------------------------|-----------|
| a. Clearly expresses ideas in writing | 5 4 3 2 1 |
| b. Adjusts to the audience's needs    | 5 4 3 2 1 |
| c. Carefully edits materials          | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

**15. LEGAL & REGULATORY APPLICATIONS**

- |   |           |
|---|-----------|
| a. Acts in accordance with standards,<br>policies, and laws         | 5 4 3 2 1 |
| b. Recognizes standards of liability                                | 5 4 3 2 1 |
| c. Shows awareness of governing contacts and<br>accounting policies | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

**16. POLICY & POLITICAL INFLUENCES**

- |   |           |
|---|-----------|
| a. Identifies relationships between influencing<br>groups | 5 4 3 2 1 |
| b. Recognizes formal and informal policies                | 5 4 3 2 1 |
| c. Addresses ethical issues within the organization       | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

**17. PUBLIC RELATIONS**

- |   |           |
|---|-----------|
| a. Understands both internal and external publics | 5 4 3 2 1 |
| b. Skillfully responds to media                   | 5 4 3 2 1 |
| c. Initiates positive publicity                   | 5 4 3 2 1 |
| d. Gathers public support                         | 5 4 3 2 1 |

**Average Score** \_\_\_\_\_

**18. PHILOSOPHICAL & CULTURAL VALUES:**

- a. Recognizes a variety of philosophical influences on the operation of schools and organizations 5 4 3 2 1
- b. Reflects an understanding of American culture 5 4 3 2 1
- c. Shows awareness of influences of cultural diversity on the operation of schools and organizations 5 4 3 2 1

**Average Score** \_\_\_\_\_

**19. TECHNOLOGY MANAGEMENT & APPLICATION**

- a. Shows ability to use new technologies 5 4 3 2 1
- b. Demonstrates computer competency in all five spheres 5 4 3 2 1
- c. Identifies collection process for necessary data sets 5 4 3 2 1
- d. Recognizes important data relevant to decision making 5 4 3 2 1
- e. Understands need for longitudinal tracking of select data 5 4 3 2 1
- f. Uses appropriate statistical techniques in management of data 5 4 3 2 1

**Average Score** \_\_\_\_\_

**20. SELF EVALUATION & LEARNING**

- a. Shows commitment to life-long learning 5 4 3 2 1
- b. Demonstrates realistic self-evaluation of competency skills 5 4 3 2 1
- c. Seeks out experiences for self-improvement 5 4 3 2 1

**Average Score** \_\_\_\_\_

### Summary Worksheet

This worksheet is meant to summarize the Leadership Competencies survey. High average scores represent areas of strength. Low average scores represent opportunities for growth during your internship.

<u>Competency</u>	<u>Average Score</u>
1. Leadership	_____
2. Information Collection	_____
3. Problem Analysis	_____
4. Judgment	_____
5. Organizational Oversight	_____
6. Implementation	_____
7. Delegation	_____
8. Staff Development	_____
9. Measurement & Evaluation	_____
10. Resource Allocation	_____
11. Motivation of Others	_____
12. Interpersonal Sensitivity	_____
13. Oral & Non-Verbal Expression	_____
14. Written Expression	_____
15. Legal & Regulatory Applications	_____
16. Public Relations	_____
17. Policy & Political Influences	_____
18. Philosophical & Cultural Values	_____
19. Technology Management & Application	_____
20. Self-Evaluation & Learning	_____

## Professional Growth Plan

(The number will be determined with your internship facilitator and mentor.)

**AREA TO BE ADDRESSED** \_\_\_\_\_

**SPECIFIC LEARNING OBJECTIVE #** \_\_\_\_\_

(What do I propose to learn?)

---

---

### LEARNING RESOURCES AND STRATEGIES

(What resources and strategies will I utilize in learning this?)

---

---

### EVIDENCE OF ACCOMPLISHMENT

(How will I show that I have learned what I set out to learn?)

---

---

### MEANS FOR VALIDATING THE EVIDENCE

(How will I know if my evidence is good?)

---

---

### Signatures

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
(electronic submission will serve as the Facilitator's signature)  
Internship Facilitator

\_\_\_\_\_  
Date



## Intern Self-Evaluation

**Intern** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internship Placement Site** \_\_\_\_\_

In what area(s) did you experience the greatest professional growth during your internship?

What competency area(s) do you need to further develop?

What additional comments or suggestions do you have related to your internship?

\_\_\_\_\_  
(electronic submission will serve as the Intern's signature)  
**Intern Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Mentor Feedback Form

**Intern** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internship Placement Site** \_\_\_\_\_

In what area(s) did you observe the greatest professional growth in your Intern from the ELPA Department?

What competency area(s) does the Intern need to continue developing?

What additional comments or suggestions do you have?

\_\_\_\_\_  
**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

\_\_\_\_\_  
**Title** \_\_\_\_\_

## Internship Specifics Data

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

**Cohort:** \_\_\_\_\_

The Internship-specific Data is a basic document listing your internship details. It should contain the three basic headings found below. This form is not meant to contain descriptive paragraphs, but simply a listing of information.

For example

**Site of Internship**

Central Office Associate Superintendent of Instruction

**Specific Area of Leadership Skill**

Development of Professional Development Program for a school system

**Special Projects**

Design, develop, and implement a staff development program e.g., "Learning Focused Schools" including marketing to school principals.  
Implement/deliver Professional Development Program

### Site of Internship

### Specific area of leadership skills

### Specific projects (list)