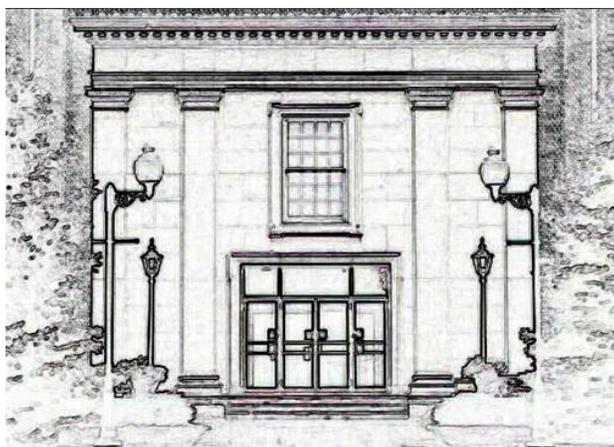


East Tennessee State University

College of Education

Educational Leadership and Policy Analysis



Doctoral Internship
Postsecondary and Private Sector Leadership
Student and Mentor Handbook
ELPA 6581

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Doctoral Internship Student and Mentor Handbook

Introduction

The internship program of study (ELPA 6581) is a three credit hour class that required a minimum of 150 contact hours. Within these three credit hours a student should have two or more placements and/or mentors. There is a minimum of 50 clock hours per setting unless you have prior approval.

The internship placement site should be individualized to the student's needs. The internship requirements may be met in a variety of settings in college, university, school district, or community locations.

Rationale for the Internship

Field or clinical experience is an essential component of the Doctor of Education Program in Educational Leadership and Policy Analysis. Field experiences obtained through ELPA 6581 (Internship in Educational Leadership) provide an opportunity for students to use the leadership skills developed during graduate training in Educational Leadership at East Tennessee State University. 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 should constitute an important part of the students' leadership preparation program.

Purpose of Internship

The internship is designed to provide a link between theory and practice in educational leadership through planned fieldwork experiences. The goal of the internship is to provide "on-the-job training." It is planned not only to provide training situations for developing leadership skills, but also to provide school, community agencies, and business partners with professional assistance. During the internship the student is expected to carry real and continuous responsibility under the direct mentorship of an identified organizational leader. The internship is intended to encourage students to pursue not only diverse experiences in an educational setting, but other wide-ranging internship activities. Thus, it is essential that the internship is more than putting in time. It must be a high quality, substantive experience.

The Internship Mentor and Mentor Relationships

The faculty of the Department of Educational Leadership and Policy Analysis are deeply grateful for the willingness of educational and community leaders to become involved as Internship Mentors. A section of this handbook specifically addresses the mentor relationship and provides guidelines to assist in preparing the Internship Mentor for this experience. Following is a brief explanation of the importance of the Internship Mentor in this aspect of the student's educational experience. It is recommended that the Internship Mentor become familiar with this handbook in order to understand the student's requirements and the responsibilities of

the Internship Mentor. It is equally as important that the student become familiar with the responsibilities of the Internship Mentor.

The mentoring relationship represents the foundation of the internship. This relationship has the potential of rewarding the student with enormous professional benefits. The mentoring process can assist the student administrative development, satisfaction, and leadership through the creation of a quality relationship with the identified mentor. 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. The internship should be designed to build heavily on the positive benefits of mentoring. Mentoring can facilitate professional growth in a highly individual and holistic manner, matching learning needs with interests and needs of community and business-based professionals. These professionals will act in a mentoring capacity as the student functions in the intern role.

Because of the importance of the mentoring relationship, the selection of an Internship Mentor is critical to the student's success during the internship. The student, the student's Cohort Advisor, and the Internship Facilitator should work together to match interest and learning needs with a potential mentor. Through this relationship, the student should experience the rewards of increased self-confidence, acquisition and refinement of appropriate leadership skills, and a clearer understanding of organizational leadership.

Steps for the Student to Follow for Internship Planning and Completion

Step 1: Involve your Cohort Advisor early in the planning process

Prior to engaging in the internship experience the student should remember that it is essential to involve the Cohort Advisor in the process. All final plans for internship must be approved by the Cohort Advisor prior to the initiation of field experiences. The student should discuss possibilities for the internship with his or her Cohort Advisor, and come to agreement, prior to enrolling in ELPA 6851 and prior to meeting with the Internship Facilitator or Internship Mentor. Although the Cohort Advisor does not sign the internship forms, he or she must be involved in the planning of the field experience.

Step 2: Contact the Internship Facilitator (ELPA 6581 Instructor) prior to the enrolling in ELPA 6581 or as soon as possible after enrolling

Ideally, during the semester prior to enrollment in ELPA 6851, the student should talk with the ELPA faculty member who will be serving as Internship Facilitator during the next semester in which he or she hopes to enroll. The student should explain areas of interest to the Internship Facilitator and let him or her know that the internship "possibility" has been cleared by the student's Cohort Advisor.

Internship Hours

A minimum of three credit hours of internships is required in the ELPA doctoral program. Students must spend a minimum of 150 clock hours on the internship to receive these three hours

of graduate credit. One hour of graduate credit will be awarded to interns for the completion of 50 clock hours of internship. A student has the option of enrolling for one, two, or three credit hours of internship during a specific semester. If a student plans to enroll in more than one hour of internship during a semester, he or she must register for separate sections. The 150 clock hours may be spent working in three different settings, with a minimum of 50 clock hours per setting. It is important to remember that, if specified in the student's program of study, he or she may enroll in more than 3 hours of internship. These additional hours of internship must be approved, a priori, by the student's committee and included in the program of study for the student.

Internship Sites

If the student will be working while completing the internship, he or she is not encouraged to select an internship site at the place of employment. There will be exceptions to this "rule of thumb", depending on the size and complexity of the proposed host organization. As a general rule, students are encouraged to select sites outside of the employing agency. The internship facilitator will be able to assist you in identifying potential sites, if such assistance is necessary.

Step 3: Make the initial contact with the Internship Mentor

This is a critical step that can be handled in one of two ways. If the student is already familiar with the organization and proposed Internship Mentor, he or she can make the initial call or personal visit to discuss the possibility and gain permission. If the student is not comfortable or is not familiar with the organization, the Internship Facilitator can make this initial contact.

Once a proposed Internship Mentor has agreed to work with the student in completing the internship, the student will need to have an initial meeting with the Internship Mentor to discuss goals, objectives, and opportunities. At this meeting the student should present the Internship Mentor with a completed Internship Site Agreement for signature. Also at this meeting the following should be covered:

- Discuss the Internship Mentor and student's thoughts on how to make the internship meaningful.
- Frankly deal with the limitations of both schedules and assess the time that is available for the internship.
- The student sets a short-term schedule for visits to the Internship Mentor's work site.
- Brainstorm the types of experiences that will best prepare the student to fulfill the duties and responsibilities of the internship.

This discussion should occur as early as possible to ensure adequate planning time. The Internship Site Agreement must be signed by the intern, Internship Mentor, and the Internship Facilitator. Copies of the agreement should be distributed to each participant. The Internship Agreement needs to be completed for each internship placement site.

Step 4: Assemble your Professional Growth Plan

The student is now ready to finalize the professional growth plan. Two specific forms are designed to help plan learning activities during the internship. Copies of these forms are provided in the Appendix. The forms **Self-Assessment of Leadership Competencies, Summary Worksheet, and Priority Listing Of Areas Identified On the Self-Assessment of Leadership Competencies** are planning documents that are not to be turned in as part of the final internship portfolio. These planning documents should lead to the development of the **Professional Growth Plan**. One or more growth plan forms must be developed for each internship site. These final completed growth plans should be signed by the student and the Mentor. They must be included in the final internship portfolio, as well. It may take several iterations with some discussions with the Mentor and Facilitator before the plans are ready. However, the plans need to be complete and signed by the time the student has completed one-quarter of the internship commitment.

As the student begins to prepare the Professional Growth Plan(s), he or she should identify the core competencies or standards that will be the focus of the intern experience and enter these at the top of the worksheet entitled **Professional Growth Plan**. Under each heading the student should identify:

- ***SPECIFIC LEARNING OBJECTIVES*** that answer the question "What do I propose to learn?"
- ***LEARNING AND RESOURCE STRATEGIES*** that answer the question "What resources and strategies will I utilize in learning this?"
- ***EVIDENCE OF ACCOMPLISHMENT*** that indicate "How will I show that I have learned what I set out to learn?"

This plan will provide the structure for the internship experience.

Resources needed to meet learning objectives will have to be identified. These resources may include organizational personnel and related experiences (e.g. attending weekly staff meetings with the Vice President), 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 that is given to planning the internship, the more successful the student will be in developing the identified competencies.

Step 5: Begin the Internship

There are a number of conditions that must be met, activities in which the student must engage, and products that must be produced during the internship. They are presented below.

Conditions necessary for successful completion of the Internship

- **Internship Site Agreements**
- **A log of field experiences** – record significant activities and occurrences. The dates, times, and major activities should be recorded for each day of each block of time spent on internship activities.
- **A reflective journal in which the student reflects on internship experiences** – reflect on significant events, activities, and experiences that are encountered during the internship. Write down thoughts about these events and identify relationships to prior training or experience, unanswered questions, implications for future practice, etc. A one page summary of the reflective journal for each site may also be required.
- **Internship Seminars** (Orientation/Exit Interview) - these dates will be announced at the start of each semester and will be included in the course syllabus handed out in the beginning session.
- **Internship Documentation File** – a file of material that documents the entire “internship experience.” This file should contain evidence that the student has met the objectives for the internship. Work products or other documentation that will validate your experiences.
- **Mentor Evaluation** – This is a short review of your internship experiences. It is not a confidential form. Your mentor should discuss it with you and then give it to you to be submitted with the other internship forms.
- **Intern Self-Evaluation** – This form should be completed for each site.

Step 6: Complete the Internship

At the conclusion of the internship, the student should have a final evaluation conference with the Internship Mentor. When this is complete, the student must have a final conference (Exit Interview) with the Internship Facilitator (Face-to-Face, online – Adobe Connect, or online class seminar, etc.).

Conferences

During that conference, the Internship Mentor can discuss his or her evaluation of performance using the Mentor Evaluation of Intern form. At the same time, the student can discuss his or her self-evaluation completed using the Intern Self-Evaluation form. After this conference, the student will meet with the Internship Facilitator to discuss the student’s growth and present the Internship Documentation File. The Internship Facilitator will then complete the Internship Facilitator Assessment and share the results with the student.

Internship Mentor Information

Inherent in the Department's mission is the need for clinical experience and the development of collaborative relationships with colleges, universities, schools, businesses, and community agencies. The mentoring program demonstrates one way in which the Educational Leadership and Policy Analysis Department at East Tennessee State University is working cooperatively with colleges, universities 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).

Characteristics of an Internship Mentor

- Has confidence in his/her own personal and professional development.
- Enjoys giving support and encouragement to aspiring leaders on a one-to-one basis.
- Has a personal reputation as an experienced effective leader.
- Is knowledgeable about current educational issues and practices and/or current issues and trends effecting businesses, industries and communities.
- Possesses an understanding of political and organizational dynamics in relation to education.
- Has an understanding of generic leadership/management skills and key behavior.
- Has made the necessary arrangements to have time available to work with a student over an extended period of time.
- Is open to new ideas.
- Is sensitive to the needs and concerns of others.
- Practices effective listening skills.
- Is committed to the mentoring process.

The Functions of an Internship Mentor

- Mentors foster a belief in self.
- Mentors teach specific skills.
- Mentors challenge and give responsibility.
- Mentors give feedback.
- Mentors help in development of a leadership perspective.
- Mentors encourage professional growth through reading, professional groups and academic preparation.
- Mentors provide insight into the social and political mores of the profession and the organization.
- Mentors help the student build a professional network.
- Mentors are available for discussion.
- Mentors give support and encouragement.
- Mentors are role models.
- Mentors share their information and influence.

The Purpose of Mentoring

The primary purpose of mentoring to students in the Department of Educational Leadership and Policy Analysis at East Tennessee State University is to prepare a new generation of leaders who will enter their leadership positions confident and capable because of the combination of solid academic preparation and extensive practical experience with outstanding mentors. The mentoring program is specifically designed to meet the following objectives:

- To prepare confident, caring and capable leaders.
- To improve the quality of leadership in schools and organizations.
- To provide on-the-job professional development opportunities for future leaders.
- To strengthen the relationship and balance between theory and practice in the field of leadership studies.

- To recognize and gain from the expertise of experienced leaders.

The Value of Mentoring

There is consistent evidence that suggests that mentoring benefits the mentor, the student and the organization. The following are some of the benefits cited by those who have served in mentoring programs.

For the Student Intern:

- Provides extensive field experience.
- Introduces student to different styles of leadership.
- Expands knowledge of leadership skills and management practices.
- Provides an opportunity to associate with a successful role model.
- Provides opportunities for honest and constructive feedback.
- Exposes interns to the realities of politics in organizations.
- Provides the intern with ongoing support and encouragement.
- Helps the intern build a professional network.

For the Internship Mentor:

- Recognizes the mentor for their achievements, abilities and contributions to the organization.
- Gives the mentor the opportunity to learn by teaching in both formal and informal settings.
- Assists the mentor in staying up to date in their field of expertise.
- Gives the mentor and university faculty members the opportunity to associate as colleagues.
- Allows the mentor to take pride in the achievement and career advancement of their interns.
- Expands the mentor's professional network.

For the Organization:

- Increases leadership talent pool.
- Expands the knowledge base and skill level of potential leaders.
- Builds opportunities for networking.
- Fosters increased leadership productivity and effectiveness.
- Provides cost-effective development experiences for aspiring leaders.
- Provides an opportunity for cooperative efforts between the organization and the university.
- Expose individuals within the organization to new ideas, current research and innovative practices.

How the Mentor Sets the Stage for a Successful Internship Experience

No mentoring relationship can 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, Development and Internship Completion.**

Initiation

One of the first things the mentor and intern must do is to discuss their individual expectations for the internship within the framework of the program. The initiation stage is marked by the mentor introducing the intern to others and giving the intern an orientation to the organization. This “getting acquainted” stage is when the respect and trust that will determine the success of the internship begins.

The Initiation Stage corresponds with Step 3 and Step 4 of the Steps for the Student to Follow for Internship Planning and Completion. Please refer to this specific section in this handbook. During this stage, the Internship Mentor will be asked to sign the Internship Site Agreement. A copy of this agreement is provided in the Appendices.

Development

The goals established for the internship are pursued in the development stage, where the real learning and teaching between intern and mentor occur. The mentor is allowed considerable flexibility to match internship activities to the needs, desires, background and aspirations of the intern. The intern observes the

mentor, attends professional meetings, and is delegated more responsibility and more complex tasks during this phase of the relationship.

The Development Stage will be guided by the specific objectives identified by the student through the completion of their Professional Growth Plan. The objectives must be signed by the student, and approved by the Internship Mentor. For the student's information, the self-assessment instruments, Leadership Competencies, the Summary Worksheet (as well as the Professional Growth Plan) are provided in Appendices. The Internship Mentor may wish to review these instruments to develop a greater understanding of the complete internship process.

Internship Completion

The Internship Mentor's role in the completion of the internship is to verify the completion of all planned tasks, activities and clock hours. This is accomplished by the completion of the Mentor Evaluation of Intern form. It is the student's responsibility to provide all necessary documentation to the Internship Mentor.

The Internship Mentor may become familiar with the "clock hour" requirements for the internship by reading Step 2 of the Steps for the Student to Follow for Internship Planning and Completion.

The Mentor Evaluation of Intern should be provided to each Mentor by the Intern. This document should be given to the intern directly. It is the Intern's responsibility to submit it to the Internship Facilitator.

Mentoring and Coaching: The Role of the Internship Mentor in Developing Leadership Skills

The Internship Mentor is a valuable asset in developing appropriate leadership characteristics in the student. Following 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 as 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 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

- Provide time to meet (chat) with the student.
- Aggressively assist the student with learning and growing personally and professionally.
- Demonstrate your personal concern for the student; be a friend.
- Help the student become acquainted with the values, customs, resources and nuances of a leadership role.
- Build the self-confidence of the student.
- Empower the student by helping him or her to acquire the knowledge, skills and attitudes that will make the student successful.
- Do not place limits on the professional growth of the student.
- Work closely with the student. Include the student in all possible decisions and activities.
- Do not protect the student from failure or from the frustrations and emotions associated with the job.
- Do monitor performance and provide feedback.

Potential Problems in Mentoring Relationships

Conflicts

Conflicts in the mentor/student relationship should be used as educational experiences in conflict resolution for the student. Every effort should be attempted to resolve differences. **If differences cannot be resolved informally by the mentor and intern, the Internship Facilitator should be called upon to assist with the resolution of the conflict.**

Some Reasons for Failures in Mentoring Relationships

- There is a conflict in values.
- There is poor “chemistry” between mentor and student.
- Initial rapport is not established.

Potential Problems

- Mentor is too protective and controlling.
- Mentor has a personal agenda to fulfill.
- Mentors may not acknowledge the limitations of their students.
- Students may get only a limited perspective from their mentors.
- Students may become too dependent on their mentors.
- Students may become “carbon copies” of their mentors.
- Formal mentoring arrangements may be too structured.
- Mentors may compare all students to an ideal vision or standard of performance which may never be realized.

The Mentor’s Role in Preparing for the Student

The typical student intern is concerned about doing well and hopeful that you will consider him or her as a valuable resource. The student desires to gain valuable experience from the mentoring relationship to assist him or her in becoming a more effective leader. The intern should be treated as a welcome addition to the professional staff. The responsibilities assigned should reflect your desire to see that the intern is actively involved in worthwhile tasks that will facilitate the learning experience. The better the student feels about his or her place of importance in the organization, the sooner

you will have a capable leader helping with the responsibilities of leading a successful organization. Therefore, preparing for the student is important.

Mentoring Through Effective Feedback to the Student

Giving feedback is a way of helping the intern to consider his or her behaviors that may impact success in the future. We all enjoy getting positive feedback, but the most impactful feedback is generally an honest critique of professional/personal behaviors that may impede future success.

Appendices

- A. Self-Assessment of Leadership Competencies
- B. Summary Worksheet
- C. Priority Listing Of Areas Identified On the Self-Assessment of Leadership Competencies

Appendix A

Self-Assessment of Leadership Competencies For PPSL Students

(This planning document is not to be included in the Internship Report)

The next few pages contain self-assessment sheets regarding the identified competency areas. Take time to carefully complete this assessment sheet and consider what experiences you would like to include in your internship to work on specific skills. This self-assessment tool is a useful exercise for examining your skill development at this point. A knowledge and skill base entitled "Principals for our Changing Schools" was developed by the National Policy Board for Education Administration. This assessment tool is based on those identified skill and knowledge areas. The competencies outlined here are considered core skills, meaningful to students in both the public school and post-secondary/private sector concentrations as they work towards completion of their course work.

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. Transfer your score for each competency to the summary sheet that follows the assessment.

- A score of 5 represents outstanding competency
- A score of 4 represents very good competency
- A score of 3 represents satisfactory competency
- A score of 2 represents limited competency or experience
- A score of 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, policies, and laws | 5 4 3 2 1 |
| b. Recognizes standards of liability | 5 4 3 2 1 |
| c. Shows awareness of governing contracts and accounting policies | 5 4 3 2 1 |

Average Score _____

16. POLICY & POLITICAL INFLUENCES

- | | |
|--|-----------|
| a. Identifies relationships between influencing 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 _____

Appendix B

Summary Worksheet

(This planning document is not to be included in the Internship Report)

Use this worksheet to summarize your critical self-assessment. High average scores represent areas of strength. Low average scores represent opportunities for growth during your internship.

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

Appendix C

**Priority Listing Of Areas Identified On The
Self-Assessment of Leadership Competencies**

(This planning document is not to be included in the Internship Report)

Competency Area—Priority #1: _____

Description of Need: _____

Competency Area—Priority #2: _____

Description of Need: _____

Competency Area—Priority #3: _____

Description of Need: _____

Competency Area—Priority #4: _____

Description of Need: _____

Note: On the forms entitled Professional Growth Plan you should develop your formal growth plan. Your plan should reflect the manner in which you will address the competency areas listed above. Once you have developed your growth plan you need to work with your Internship Mentor. You may need to add additional pages. Your growth plan may build upon an area of strength as well as addressing areas of weakness. The exact number will be determined in consultation with your internship mentor and facilitator.

Forms

All forms are available on the ELPA 6581 D2L site

1. Proposed Internship Sites
2. Internship Site Agreements
3. Log of Hours
4. Mentor Evaluation of Intern
5. Intern Self-Evaluation

Proposed Internship Sites

INTERN NAME _____

PROPOSED LOCATION I _____

PROPOSED MENTOR _____

PROPOSED NUMBER OF HOURS _____

PROPOSED DATES _____

PROPOSED LOCATION II _____

PROPOSED MENTOR _____

PROPOSED NUMBER OF HOURS _____

PROPOSED DATES _____

PROPOSED LOCATION III _____

PROPOSED MENTOR _____

PROPOSED NUMBER OF HOURS _____

PROPOSED DATES _____

Professional Growth Plan

(The appropriate number will be determined in consultation with your internship facilitator and mentor. Duplicate as needed.)

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?)

Signatures

Intern **Date**

Internship Mentor **Date**

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

Intern: _____ Date: _____

This Ed.D. student intern from the Educational Leadership and Policy Analysis Department at East Tennessee State University has been given permission to complete his or her internship with the following college/university/organization.

Name of the Site: _____

Department/Unit: _____

Phone Number: _____

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.

Internship Mentor: _____

Mentor's Title: _____

Email Address: _____

Mentor's Signature: _____

Mentor Evaluation of Intern

Intern: _____

Internship Placement Site _____

In what area(s) did you observe the greatest professional growth in your intern from the Department of Educational Leadership and Policy Analysis?

What competencies are in greatest need of further development as the intern continues his or her program of leadership development?

What additional comments or suggestions do you have?

Internship Mentor

Date

Internship Mentor's Title

Intern Self-Evaluation

Intern: _____

Internship Placement Site _____

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

What competencies are in greatest need of further development as you continue your program of leadership development?

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

Intern Signature

Date

Assessment of Internship

I. Ed.D. Internship Facilitator Assessment Criteria

II. ELPA Facilitator's Assessment of Internship

Ed.D. Internship Facilitator Assessment Criteria
3 x 50 Hours

The internship documentation and participation will be evaluated using the Assessment Form based upon the following criteria. Comments will be provided to indicate particular strengths or weaknesses. You should submit all items to the appropriate dropbox separately for each internship site (Except the Proposed Internship Sites Form)..

Proposed Internship Sites

Completed

Internship site agreement*

Target: Complete

Acceptable:

Not Acceptable: Missing

* Internship site agreements must be completed and signed (no partial credit given)

Professional growth plan

Target: Completed, with excellent details

Acceptable: Completed

Not Acceptable: Missing or partially completed

Log of activities

Target: Completed

Acceptable:

Not Acceptable: Missing or partially completed (less than 50 hours)

Reflective journal

Target: Completed, with excellent details, reflective - (+2-page summary)

Acceptable: Completed but not reflective

Not Acceptable: Missing or partially complete

Mentor evaluation

Target: Completed

Acceptable:

Not Acceptable: Missing

Intern self-evaluation

Target: Completed

Acceptable:

Not Acceptable: Missing

Documentation

Target: Completed, work products, information, or other documentation

Acceptable: Some Documentation

Not Acceptable: Missing

Participation in internship seminars/conferences

Target: Full participation

Acceptable: Limited participation

Not Acceptable: No participation

A - If all or almost all criteria of the *Internship Facilitator Assessment Criteria* are judged to meet the “**Target**” standard, you will have earned a letter grade of “A.”

B - If some criteria fall in the “**Target**” and most in the “**Acceptable**” categories, then you will have earned a letter grade of “B.”

C – If all the criteria fall in the “**Acceptable**” range, you will have earned a letter grade of “C.”

F – If one or more of the criteria are judged to be “**Not Acceptable**,” you will have earned a letter grade of “F.”

ELPA Facilitator's Assessment of Internship

Intern: _____

Number of Internship Sites? ___[1]___[2]___[3]___

Semester/Year: _____ Date: _____

As indicated in the Internship Handbook, your documentation has been evaluated in each of the following areas. Comments are included to indicate particular strengths or weaknesses.

Proposed Internship Sites

Site 1 Completed
 Site 2 Completed
 Site 3 Completed

Internship Site Agreement

Site 1 Target Acceptable Unacceptable
 Site 2 Target Acceptable Unacceptable
 Site 3 Target Acceptable Unacceptable

Professional Growth Plans

Site 1 Target Acceptable Unacceptable
 Site 2 Target Acceptable Unacceptable
 Site 3 Target Acceptable Unacceptable

Log of Hours

Site 1 Target Acceptable Unacceptable
 Site 2 Target Acceptable Unacceptable
 Site 3 Target Acceptable Unacceptable

Reflective Journal

Site 1 Target Acceptable Unacceptable
 Site 2 Target Acceptable Unacceptable
 Site 3 Target Acceptable Unacceptable

1-Page Summary of Journal

Site 1 Target Acceptable Unacceptable
 Site 2 Target Acceptable Unacceptable
 Site 3 Target Acceptable Unacceptable

DocumentationSite 1 Target Acceptable UnacceptableSite 2 Target Acceptable UnacceptableSite 3 Target Acceptable Unacceptable**Mentor Evaluation**Site 1 Target Acceptable UnacceptableSite 2 Target Acceptable UnacceptableSite 3 Target Acceptable Unacceptable**Intern Self-evaluation**Site 1 Target Acceptable UnacceptableSite 2 Target Acceptable UnacceptableSite 3 Target Acceptable Unacceptable**Participation in internship seminars/conferences** Orientation Completed Exit Interview Completed**Comments:**

Overall Evaluation of Internship

_____ Target

_____ Acceptable

_____ Not Acceptable

GRADE: _____

Facilitator: _____

(Signed)