

Internship Experiences List Table (Students completing 2019-2020 using demonstrated competency requirements)

UEL Strand 1: Visionary Leadership		
Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
<p>1. Data assessment (school level) (UEL 1.2)</p> <ul style="list-style-type: none"> a. Best: make a presentation to a group outside of the school (school board, PTA/PTO, civic club, etc.) about the data, the implications derived from the data, and the school’s plan based upon the data b. Better: make a presentation to the faculty or subgroup of the faculty about the data and implications for school personnel actions c. Good: help analyze assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments. 	13.2	100%
<p>2. School culture (filled by assignment in TEAL 6080)</p> <ul style="list-style-type: none"> a. Complete an analysis of the culture of a school 	19.3	100%
<p>3. Shadow principals (filled by assignment in TEAL 6080)</p> <ul style="list-style-type: none"> a. Shadow a principal (may be the principal of your school) for 9 hours during the regular school day, must be done in blocks of time minimally 3 hours long. b. Shadow a principal at a school opposite (elementary or secondary) the principal you shadowed for part a, for a minimum of 6 hours during the regular school day. 	15.9	100%
<p>4. Strategic planning</p> <ul style="list-style-type: none"> a. Work directly with a practicing administrator to develop strategic objectives and strategies that relate directly to the mission and vision statements and are measurable. b. Meet with parents, teachers and other stakeholder groups to identify and clarify current issues influencing enrollment patterns and staffing needs. c. Examine data on achievement, behavior and other school indicators to identify current issues. <p>Include a five year staffing plan that recognizes hiring and professional development needs to support the strategic plan.</p>	11.8	65%

UEL Strand 2: Teaching and Learning		
<p style="text-align: center;">Internship Experiences USU – Instructional Leadership Experiences</p>	Average Number of Hours Per Completer	% of Completers Participating in Activity
<p>5. Data assessment (classroom level) (UEL 2.7)</p> <p>a. With a teacher, examine student learning data from formative, summative, and standardized assessments, and analyze the data for median performance and demographic characteristics of students.</p>	11.6	100%
<p>6. Teacher evaluation (filled by assignment TEAL 6050)</p> <p>a. Best: conduct two teacher evaluations or accompany the principal as he or she conducts at least two teacher evaluations</p> <p>b. Good: review the instrument with the administrator; sit with at least two teachers and review the teacher’s process for self-assessment; sit with the administrator and review the administrator’s process for determining a teacher’s evaluation report and score, and completing the requirements to evaluate teachers</p>	11.0	100%
<p>7. Classified evaluation (filled by assignment TEAL 6050)</p> <p>a. Best: conduct an evaluation of a classified employee or accompany the principal as he or she conducts the evaluation of a classified employee</p> <p>b. Good: review the instrument with the administrator; sit with a classified employee and review the employee’s self-assessment; sit with the administrator and review the administrator’s assessment of the employee and how he or she completes the requirement to evaluate the employee</p>	2.9	100%
<p>8. Professional development (filled by assignment TEAL 6050)</p> <p>a. Plan or participate in the planning, organizing, conducting, and evaluating the effectiveness of a professional development activity for the staff</p>	21.0	100%
<p>9. Learning community (PLC) (filled by assignment TEAL 6050)</p> <p>a. Participate in multiple meetings of more than one school-based learning team in the school</p>	18.5	100%
<p>10. Data management systems</p> <p>a. Study and/or evaluate a school-wide or district-wide data management system</p>	2.7	65%

<p>11. Action research project</p> <ul style="list-style-type: none"> a. Best: participate in the administrative discussions utilizing the data and report on the decision(s) made because of the action research project information b. Better: complete the action research project as designed c. Good: design an action research project to collect data for the specific purpose of informing an administrative decision confronting the school 	6.9	74%
<p>12. Curriculum</p> <ul style="list-style-type: none"> a. Best: include examination and review of student learning objectives in tested and non-tested subjects b. Better: with a school-wide learning team, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for all grade level(s) within the school c. Good: with a learning team within the school, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for the grade level(s) with which the learning team is concerned 	8.0	78%
<p>13. Mentoring</p> <ul style="list-style-type: none"> a. Interview and observe a principal or assistant principal perform the role of mentor in at least two of the following areas: <ul style="list-style-type: none"> i. mentoring a beginning teacher ii. mentoring a mid-career or veteran teacher iii. mentoring an instructional team (grade level or department) iv. mentoring a school leadership team such as a community council or faculty/staff leadership committee 	11.3	74%

UEL Strand 3: Management for Learning

Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
14. Student discipline <ul style="list-style-type: none"> a. Best: personally handle multiple cases of student discipline referred to the office for more than one type of misconduct b. Better: observe the principal handle at least one case of student discipline necessitating the involvement of parents in a meeting with the student and one or more teachers c. Good: observe the principal handle several cases of student discipline for more than one type of misconduct confined to individuals within the school, i.e. parents were not required to attend a meeting with school personnel 	4.0	100%
15. Extracurricular activities <ul style="list-style-type: none"> a. Best: arrange for transportation of students (bussing) to an activity and chaperone students during the travel to and from, and during the activity b. Good: Supervise a variety of after school activities: games, dances, concerts, plays, fundraising activities, fieldtrips, etc.; and monitor or trace the process for collecting fees and gate receipts, and the appropriate expenditure of those funds once collected 	22.7	100%
16. Hiring <ul style="list-style-type: none"> a. Participate in the school’s screening process, including interviews and the notification of successful and unsuccessful applicants 	5.8	100%
17. Substitute teachers <ul style="list-style-type: none"> a. Best: develop a substitute teacher packet b. Good: solicit (or thoroughly understand how substitutes are obtained), meet, greet, help, and supervise substitute teachers 	2.1	52%
18. School board meeting <ul style="list-style-type: none"> a. Best: attend a meeting where an item of specific importance to the school is discussed, and address the school board on that topic b. Better: attend multiple meetings of the local school board c. Good: attend one meeting of the local school board 	3.3	74%
19. Class scheduling <ul style="list-style-type: none"> a. Participate in the building of the master schedule (secondary) or the assignment of students to teachers (elementary) b. Participate in the handling of student and parent requests for specific teachers 	4.9	74%
20. Building usage scheduling <ul style="list-style-type: none"> a. Pick a community activity and follow the process to schedule, supervise, and account for the use of the building 	1.4	43%

<p>21. Budget management</p> <ul style="list-style-type: none"> a. Review the school budget b. Understand the procurement process: requisition, purchase order, invoice, payment, and accounting c. Review the requirements for bidding 	5.1	91%
<p>22. Building management</p> <ul style="list-style-type: none"> a. Participate in building inspections: halls, classrooms, parking lots, gyms, restrooms, cafeterias, media centers, playing fields b. Participate in administrator meetings with the head custodian c. Participate in the process for opening and securing the building 	3.0	78%
<p>23. Student management</p> <ul style="list-style-type: none"> a. Supervise students before and after school, in a variety of places around the school: hallways, other common areas of the school, during lunch, during recess, during assemblies, etc. 	14.1	96%
<p>24. Paraprofessionals/aides</p> <ul style="list-style-type: none"> a. Best: participate in the selection and supervision of paraprofessionals or aides b. Good: participate in, or review carefully, the process to determine the number and types of paraprofessionals or aides to be employed in the school 	6.3	65%
<p>25. Emergency response</p> <ul style="list-style-type: none"> a. Best: conduct one of the emergency drills (fire, earthquake, or intruder) including the evaluation of its success and need for improvement b. Good: review the annual calendar of emergency response drills and how it was developed and scheduled 	3.6	70%
<p>26. School resource officer (SRO)</p> <ul style="list-style-type: none"> a. Best: shadow the SRO b. Good: review the duties of the SRO with the officer 	1.5	52%
<p>27. Funding Proposal</p> <ul style="list-style-type: none"> a. Best: identify a grant opportunity, create and direct a grant writing team and follow through with the submission of a proposal. Grants may be available through the district, the local district foundation, local businesses, regional, or national competitions. b. Better: serve as a team member on a grant writing group that identifies and submits a grant proposal c. Good: identify a grant sought by the school and review the process undertaken to identify, write, revise, and submit the proposal with the grant writer. 	5.6	74%

<p>28. School Safety Plan</p> <ul style="list-style-type: none"> a. Best: lead meetings of faculty, staff, and parents to disseminate the school b. Better: participate in the revision or development of a school safety plan with the building administrator and school community council, and include passing time coordination, bussing and parent pick up flow, student walking or driving routes to and from school, crossing guard placement, coordination with local police, and student-to-student interaction c. Good: conduct an evaluation of the school safety plan and review your evaluation with to the building administrator. 	3.4	78%
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UEL Strand 4: Community Engagement		
Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
29. SCC meeting a. Best: participate in the SCC meeting where the School LAND Trust money and the School Improvement Plan are addressed b. Better: attend the SCC meetings where the School LAND Trust and School Improvement Plans are reviewed, approved, amended, and/or developed c. Good: attend an SCC meeting and review the principal’s involvement with developing the SCC agenda, soliciting members or candidates to run for election to the SCC, distribution of announcements for SCC meetings and minutes of meetings held, and scheduling SCC meetings	4.0	96%
30. Communication with community a. Best: represent the school and make one or more presentation(s) to a community group outside of the school, e.g. civic club, business partner, church group, etc. b. Good: help prepare newsletters or other documents to be sent from the school	6.3	70%
31. Community awareness a. Best: participate in the work of amending or revising the child access routing plan b. Better: review the child access routing plan (elementary, middle, and junior high schools), noting designated routes students should travel to the school c. Good: tour the school attendance area and note the demographics of neighborhoods, businesses that might partner with the school, and any unique challenges or benefits to the school because of the neighborhood and location of the school	3.0	61%
32. Parent and community meetings a. Attend various parent meetings: PTA/PTO, Booster Club, Back-to-School, open house, orientation	9.4	83%

UEL Strand 5: Ethical Leadership

Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
33. Student/Staff Boundaries <ul style="list-style-type: none"> a. Best: provide professional development to staff on the ethics of internet and communications (texts, emails, faculty conversations, etc.) b. Better: provide training to students on the ethics of internet and communication. c. Good: complete an audit of internet use and safety measure. 	2.4	70%
34. Protocols <ul style="list-style-type: none"> a. Best: Lead a team/committee in creating meeting protocols requiring high standards of behavior and participation from everyone. b. Good: Review and revise current team/committee protocols. 	4.6	74%

UEL Strand 6: School Improvement		
Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
35. School improvement plan (SIP) <ul style="list-style-type: none"> a. Best: participate in the annual development and evaluation of the SIP b. Better: compare the SIP with the LAND Trust plans, and the similarities and differences in focus, requirements, and involvement. c. Good: review the process undertaken to develop the SIP and its annual evaluation 	6.1	100%
36. School LAND Trust plan <ul style="list-style-type: none"> a. Best: participate in the annual development and evaluation of the LAND Trust plan b. Better: compare the LAND Trust Plan with the School Improvement Plan (SIP) c. Good: review the process undertaken to develop the LAND Trust plan and its annual evaluation 	3.5	100%
37. Classroom observation for a minimum of 3 separate teachers (filled by assignment TEAL 6050) <ul style="list-style-type: none"> a. Better: accompany the principal during classroom observations and walk-throughs b. Good: review the process used by the principal to conduct a classroom observation or walk through for each of 3 teachers, including scheduling, recording observations, communicating with the teacher, and using any technological assistance during the walk through 	6.1	100%

UEL Strand 7: Equity and Cultural Responsiveness

Internship Experiences USU – Instructional Leadership Experiences	Average Number of Hours Per Completer	% of Completers Participating in Activity
38. IEP meeting a. Best: participate in an IEP as the LEA representative b. Better: attend multiple IEP meetings and observe the administrator’s role and responsibility as LEA representative	7.9	100%
39. 504 meeting a. Better: participate in a 504 plan meeting as the LEA to determine accessibility needs for a student b. Good: attend a 504 plan meeting and observe the administrator’s role and responsibility as LEA representative	3.9	100%
40. Access to learning a. Best: meet with parents and teachers to address issues related to student attendance b. Better: follow up with students having excessive absences or tardiness c. Good: review carefully with the school administrator and any appropriate support personnel (attendance secretary, counselor, school resource officer, etc.) the process and procedures for identifying truants, communicating with the student and his or her parents, involvement of non-school personnel and agencies, documenting efforts, and consequences incurred	4.6	78%
41. Student meetings a. Attend various student meetings: clubs, student council, teams	3.3	74%