

Internship Experiences List Table (Students completing 2019-2020 using hour requirement)

Internship Experiences USU – Instructional Leadership Experiences	Baseline		2019-2020 (n=12)	
	Average Number of Hours Per Completer	% of Completers Participating in Activity	Average Number of Hours Per Completer	% of Completers Participating in Activity
1. Data assessment (school level) <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. 	8.19	100%	7.8	100%
2. Data assessment (classroom level) <ul style="list-style-type: none"> 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. 	7.47	100%	6.9	100%
3. Data management systems <ul style="list-style-type: none"> a. Study and/or evaluate a school-wide or district-wide data management system 	6.75	88%	1.3	6%
4. Action research project <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 	11.13	75%	6.8	50%

purpose of informing an administrative decision confronting the school				
<p>5. 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>	10.9	100%	4.0	100%
<p>6. 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>	3.5	88%	3.8	100%
<p>7. Administrator evaluation</p> <p>a. Best: complete the administrator evaluation process with a supervisor from the district office</p> <p>b. Better: review the self-assessment with the mentor principal as if the mentor was the administrator evaluator from the district</p> <p>c. Good: complete the administrator evaluation self assessment</p>	0	0%	.5	33%
<p>8. Professional development (filled by assignment TEAL 6050)</p> <p>a. Plan or participate in the planning, organizing, conducting, and evaluating</p>	12.31	100%	8.3	100%

the effectiveness of a professional development activity for the staff				
9. Learning community (PLC) (filled by assignment TEAL 6050) a. Participate in multiple meetings of more than one school-based learning team in the school	13.56	100%	11.0	100%
10. School improvement plan (SIP) 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	5.94	100%	3.0	92%
11. School LAND Trust plan 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	4.19	100%	1.8	92%
12. Classroom observation for a minimum of 3 separate teachers (filled by assignment TEAL 6050) 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	15.38	100%	8.5	100%
13. IEP meeting a. Best: participate in an IEP as the LEA representative b. Better: attend multiple IEP meetings and observe the administrator's role	7.56	100%	3.75	100%

and responsibility as LEA representative				
14. 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	2.75	88%	1.4	100%
15. 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	2.63	88%	3.1	67%
16. School culture (filled by assignment in TEAL 6080) a. Complete an analysis of the culture of a school	15	100%	15.0	100%
17. Substitute teachers a. Best: develop a substitute teacher packet b. Good: solicit (or thoroughly understand how substitutes are obtained), meet, greet, help, and supervise substitute teachers	.81	38%	1.0	42%
18. Curriculum 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	3.13	75%	2.9	58%

<p>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</p>				
<p>19. Class scheduling</p> <p>a. Participate in the building of the master schedule (secondary) or the assignment of students to teachers (elementary)</p> <p>b. Participate in the handling of student and parent requests for specific teachers</p>	5.06	63%	3.1	75%
<p>20. Mentoring</p> <p>a. Interview and observe a principal or assistant principal perform the role of mentor in at least two of the following areas:</p> <p>i. mentoring a beginning teacher</p> <p>ii. mentoring a mid-career or veteran teacher</p> <p>iii. mentoring an instructional team (grade level or department)</p> <p>iv. mentoring a school leadership team such as a community council or faculty/staff leadership committee</p>	4.06	83%	1.9	58%
<p>USU – Management Experiences</p>				
<p>21. Building usage scheduling</p> <p>a. Pick a community activity and follow the process to schedule, supervise, and account for the use of the building</p>	.75	25%	1.6	50%
<p>22. SCC meeting</p> <p>a. Best: participate in the SCC meeting where the School LAND Trust money and the School Improvement Plan are addressed</p> <p>b. Better: attend the SCC meetings where the School LAND Trust and School Improvement Plans are reviewed, approved, amended, and/or developed</p> <p>c. Good: attend an SCC meeting and review the principal’s involvement</p>	4.00	100%	2.1	92%

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				
<p>23. School board meeting</p> <p>a. Best: attend a meeting where an item of specific importance to the school is discussed, and address the school board on that topic</p> <p>b. Better: attend multiple meetings of the local school board</p> <p>c. Good: attend one meeting of the local school board</p>	16.25	63%	1.5	42%
<p>24. Student discipline</p> <p>a. Best: personally handle multiple cases of student discipline referred to the office for more than one type of misconduct</p> <p>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</p> <p>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</p>	16.56	100%	9.3	92%
<p>25. Extracurricular activities</p> <p>a. Best: arrange for transportation of students (bussing) to an activity and chaperone students during the travel to and from, and during the activity</p> <p>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</p>	48.00	100%	8.4	92%
<p>26. Hiring</p> <p>a. Participate in the school's screening process, including interviews and the</p>	13.19	100%	2.6	92%

notification of successful and unsuccessful applicants				
27. Budget management <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 	6.65	88%	5.0	75%
28. Building management <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 	61.25	100%	4.0	58%
29. Student management <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. 	52.66	100%	4.4	75%
30. Paraprofessionals/aides <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 	1.13	38%	9.0	67%
31. Emergency response <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 	2.41	88%	1.6	67%
32. Communication with community <ul style="list-style-type: none"> 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. 	3.69	50%	1.8	75%

b. Good: help prepare newsletters or other documents to be sent from the school				
33. 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	1.50	38%	1.25	58%
34. Student meetings a. Attend various student meetings: clubs, student council, teams	3.44	50%	2.5	50%
35. Parent and community meetings a. Attend various parent meetings: PTA/PTO, Booster Club, Back-to-School, open house, orientation	5.56	75%	15	58%
36. School resource officer (SRO) a. Best: shadow the SRO b. Good: review the duties of the SRO with the officer	1.38	38%	.9	43%
37. Strategic planning 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. d. Include a five year staffing plan that recognizes hiring and professional	10.00	50%	7.0	67%

development needs to support the strategic plan.				
<p>38. 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. 	.88	13%	1.1	50%
<p>39. 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. 	8.97	75%	1.25	50%
<p>40. 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. 	15.00	100%	15	100%

<p>41. Other</p> <p>a. This list is not intended to be exhaustive. Interns, mentor principals, and university supervisors are encouraged to propose other experiences deemed beneficial to the training of the future administrator. Each such experience should be described and documented the same as other experiences on this list.</p>	41.53	63%	22.4	67%
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