School of Education
Department of Educational Leadership
Doctor of Education Degree (Ed.D.)
In Educational Leadership
2013-2015
Internship Manual

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Introduction

Welcome and Overview

Welcome to the Doctoral Program in Educational Leadership at Fayetteville State University! We want to help you achieve your goals and have created this manual with you in mind. The purpose of this manual is to provide our doctoral students with essential information to make your progression through the doctoral program less confusing, by explaining program requirements, policies, and procedures. Additional information is available in the Graduate School Catalog and the Graduate School Handbook. Students are required to read these materials and follow the related guidelines.

About The School of Education

The School of Education at Fayetteville State University has maintained continuous accreditation from the National Council for Accreditation of Teacher Education (NCATE) since 1954. In fact, the university began its proud history as a teachers’ college. Our commitment is to prepare highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs we offer. The School of Education is home to three departments: Educational Leadership; Elementary Education; and Middle Grades, Secondary, and Specialized Subjects. The 10 Bachelors of Science, 6 Masters of Education, the Masters of School Administration, and the Doctorate of Education programs offered in these departments are designed to prepare professionals who are scholars and facilitators of learning. All teacher education programs are approved by the North Carolina Department of Public Instruction.

Vision Statement

The School of Education will build upon its proud history of offering strong academic programs designed to prepare effective and high quality teachers and other educational leaders and professionals who will positively impact the lives of the children, local educational agencies, communities, and organizations for global competitiveness in the 21st Century.

Mission Statement

The School of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Our completers have the knowledge, skills, and dispositions to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. We proudly prepare transformational educators and educational leaders for the southeastern region of the state, nation, and the global community.

Strategic Priorities

1. Ensure Academic Quality: To prepare candidates as teachers, leaders, or other school professionals for licensure and program completion, resulting in high quality
professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level.

2. Increase Degree Attainment: To provide leadership and resources, including personnel and facilities, resulting in increased enrollment and persistence rates (retention and graduation) across all programs.

3. Increase Educational Support Services: To deliver instruction and provide academic support, including intensive advisement, tutoring, research guidance and supervision, and effective field experiences and clinical practice necessary to enable teacher candidates, educational leaders, and other school professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success.

4. Increase Research and Professional Development: To strengthen research activities and productivity for SOE professionals, including cross-disciplinary collaborations, resulting in best practices in scholarship, service, and teaching that includes self-assessment of teaching effectiveness as measured by the quality and rate of candidate and completer performance.

5. Enhance Community Engagement: To increase the delivery of educational services to P-12 children, parents, and educators—primarily in the southeastern region of the state—in order to enhance student learning, teaching quality, school leadership, and the lives of the people of North Carolina, the United States, and the global community.

6. Ensure Continuous Improvement: To promote continuous improvement in academic programs, instruction, academic support, research, and community outreach through effective planning, assessment, and use of assessment results for improvement.

Accreditation

Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctorate degrees. For questions about the accreditation of Fayetteville State University, please contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.
School of Education Conceptual Framework

“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and
delineates the dispositions, attitudes, and values we believe that our candidates should
demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on
which the candidates’ proficiencies, assessments, and evaluations measures are based. The
conceptual framework is linked to our beliefs, values, and philosophy about teaching and
learning. All facets of the conceptual framework are interrelated, interdependent, and interactive.
Our themes are caring dispositions and ethical responsibility; communication; knowledgeable
and reflective professionals; research and leadership; respect for diversity and individual worth;
technological competence and educational applications; and working with families and
communities. The candidates’ proficiencies, which are an outgrowth of the conceptual
framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and
vision of a caring candidate who has in-depth knowledge of teaching, students, and their families
and who will be prepared for a diverse, technological, and global society today and in the future.
The conceptual framework underscores the importance of assuring that our candidates
understand the contemporary family and use that knowledge to help students learn, achieve, and
succeed in life. The program helps our education professionals to develop sensitivity to all types
of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool
to learn with and know how to utilize technology to enhance instruction, learning, research, and
data management. The program produces teachers who become leaders in their schools,
communities, and professional organizations. The unit graduates teachers and school executives
who collect and analyze data and use research effectively to improve teaching and learning for
all students. Caring teachers are committed to working with all learners, culturally diverse
families, and in promoting the success of all students. In short, our conceptual framework was
collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge
based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the</td>
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roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.

| Respect for Diversity and Individual Worth (5) | Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy. |
| Technological Competence and Educational Applications (6) | Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management. |
| Working with Families and Communities (7) | Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life. |

The Department of Educational Leadership

Vision

The Department of Educational Leadership will build upon the School of Education’s proud history of offering strong academic programs designed to prepare effective and high quality teachers and educational leaders and other professionals, who will positively impact the lives of the students, communities, local educational agencies, higher education institutions, and organizations for global competitiveness in the 21st Century.

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

Mission

The Department of Educational Leadership prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Our completers have the knowledge, skills, and dispositions to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. We proudly prepare transformational educators and educational leaders for the southeastern region of the state, nation, and the global community.

Program Learning Outcomes

Outcome 1: Demonstrate the knowledge and ability to facilitate the development, articulation, implementation, and stewardship of a school’s or district’s vision of learning for diverse schools that is grounded in social justice concepts.
Outcome 2: Promote a positive school culture, and provide an effective instructional program that is culturally responsive to the needs of diverse students.

Outcome 3: Demonstrate expertise in building a school community that promotes a safe, efficient, and effective learning environment that leads to effective management, operations, and resources.

Outcome 4: Demonstrate the ability to use a wide range of data to develop culturally appropriate strategies to collaborate with families and other community members in order to respond to diverse community interests and needs.

Outcome 5: Demonstrate a strong theoretical understanding of leadership to promote the success of all students by acting with integrity and in an ethical manner.

Outcome 6: Demonstrate the ability to apply theoretical knowledge in the five aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, culturally responsive teaching, social justice leadership, student learning and achievement, and organizational theory to transform school so that all students can achieve and learn at high levels.

Strategic Priorities

1. Academic Quality: To prepare candidates as teachers, leaders, or other school professionals for program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level.

2. Degree Attainment: To provide quality teaching, academic advisement and mentoring, and research and dissertation supervision, academic development opportunities, resulting in increased enrollment and persistence rates (retention and graduation) in the two graduate programs, i.e. MSA and Ed.D., and in the three undergraduate, pre-service teacher education courses.

3. Educational Support Services: To deliver instruction and provide academic support, including intensive advisement, writing and research skills development workshops, research guidance and dissertation supervision, and effective field experiences and internships necessary to provide teacher candidates, educational leaders, and other professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success, and dissertation completion.

4. Research and Professional Development: To strengthen research activities and productivity for students and faculty, including high quality dissertations, and cross-disciplinary and faculty-student collaborations resulting in Best practices in scholarship, service, and teaching, including the self-assessment of teaching effectiveness, as measured by the performance quality and completion rates of our graduates and undergraduate course completers. Candidates’ and course completers’ performance quality and rates, will be documented.
5. Community Engagement: To increase the delivery of educational services to P-12 children, parents, and educators, and to Higher Education students, primarily in the southeastern region of the state. This is done in an effort to enhance student learning, teaching quality, school and higher education institutional leadership, and the lives of the people of North Carolina, the US, and global community.

6. Ensure Continuous Improvement: To promote continuous improvement in academic the Ed.D. and MSA programs and in the Educational Foundations undergraduate courses, instruction, academic support, research and dissertation writing, clinical/internship experiences, and community outreach through effective planning, assessment, and use of assessment results for improvement.

Professional Standards

In addition to the SOE Conceptual Framework, our doctoral degree program is guided by the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership:

Standard 1: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6: Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standard 7: The internship provides significant opportunities for students to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The Ed.D. in Educational Leadership Program

The Doctorate of Education in Educational Leadership Program Overview

Our Doctorate of Education in Educational Leadership is an innovative three-year program designed to provide an interdisciplinary focus on leadership and the tools, theories and experiences necessary for our students to create inclusive and equitable learning environments. Students may select a PK-12 or a higher education focus. We offer a cohort-based (approx. 18 students) Research Clinical Model that includes online, hybrid, and weekend classes to accommodate our students.

Program Description

The Doctorate in Educational Leadership, with a focus on Leading to Empower Diverse Communities, is an innovative program designed to provide those with an interest in creating a new educational paradigm with the tools, theories, and experiences needed to succeed in transforming educational settings into inclusive and equitable learning environments. Combining theory with practice, the curriculum provides candidates with a detailed understanding of the complex issues impacting education and student achievement, and prepares graduates to become successful educational leaders who will lead reform for empowering diverse communities.

This program is designed to prepare a cadre of leaders who are scholar practitioners with the skills, knowledge, and dispositions to address critical social problems and problems pertaining to the education system. The program’s emphasis on empowering historically under-served diverse communities is unique among doctorate programs, and is central to the university’s mission as one of the oldest Historically Black Colleges and Universities in the nation. As “an institution of opportunity and diversity,” FSU is prepared to equip candidates “with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future” (FSU’s Mission Statement).

Education is a powerful tool in understanding and responding to social inequities. As such, the 21st century educational leader must understand the socio-political facets of education, be committed to Ethical and Moral Responsibility; Civic Engagement and Social Justice; Multicultural and Global Issues; Transformative Research and Visionary Leadership; and Empowering Partnerships in order to transform both historically under-served schools and communities.

The Doctoral Program in Educational Leadership at Fayetteville State University is one of the few to offer an interdisciplinary focus on leadership that specifically addresses the crisis of
educating historically under-served students, including, but not limited to, those affected negatively by the intersections of race, class, gender, sexual orientation, mental and physical ability, language, geographical location, and national origin. Drawing from interdisciplinary courses, our unique program is designed to produce transformative leaders who can empower historically under-served diverse communities.

As a component of the 60 credits required for program completion, each candidate will complete an internship that is designed to meet their professional needs and thereby align with the student’s selected cognate area.

Professional Internship

Introduction

One-Year Internship

The Department of Educational Leadership in the School of Education at Fayetteville State University welcomes you to the Doctorate of Education internship experience. The internship is an integral part of your entire program where you will use the knowledge, skills, and dispositions identified in the Educational Leadership Constituency Consortium (ELCC) standards to guide you through internship experiences.

The one-year internship provides candidates with the opportunity to apply theoretical knowledge in real settings. Applied learning is emphasized. The internship occurs in the second year of the doctoral program and carries six (6) credit hours. The purpose is to complement the other program experiences with rigorous, high quality administrative experiences. Internship plans are to be completed and submitted to the university’s internship supervisor by August 20th.

Internship placements require the approval of the university’s internship supervisor. To strengthen the internship experience, multiple placements can be proposed. Placements are to be based on how well the placement models sound leadership and administrative practice, and how well the total placement situations can contribute to the overall understanding of effective leadership. Additional internship information will be provided after enrollment in EDLE 730 and EDLE 731.

This Internship Laboratory Manual of Field Experiences is designed to assist you in those embedded experiences in your coursework and in the actual internship experiences near the end of your program. Your instructors, university supervisor, and on-site supervisor are committed to your success.

The requirements of the internship experiences in this manual are effective beginning in the fall of 2013. The requirements of the internship are subject to change; therefore, periodically check program addenda to ensure that you have the most current internship requirements.

Fayetteville State University (FSU) students complete the internship in their second year in the Doctorate of Education program. All students are required to complete a part-time internship over the course of two semesters.
The internship builds on the mission of the Department of Educational Leadership and the School of Education’s philosophy of “preparing knowledgeable, reflective, and caring school executives who demonstrate leadership in their schools and classrooms,” by providing a means for the candidate to apply theory to practice in a wide range of leadership and administrative tasks. The focus of the internship is on planning, experiencing, and reflecting on the development of skills in six areas which are defined in the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituency Consortium (ELCC) standards for school leaders.

The following two courses guide the internship experience:

**Course/Hours:** EDLE 730 3 Credit Hours  
**Title:** Internship in Educational Leadership  
**Prerequisite Courses:** EDLE: 703, 705, 707, 708  
**Mode of Delivery:** Face-to-face Format

**Course Description:** The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences. The candidate, faculty advisor, and the supervisor of the participating organizations will work as a team to develop an individualized plan. These plans will be based on the experiences, background, needs, and professional goals of the candidates.

**Course/Hours:** EDLE 731 3 Credit Hours  
**Title:** Research Internship Seminar in Educational Leadership  
**Prerequisite Courses:** EDLE: 723, 730, Cognate  
**Mode of Delivery:** Face-to-face Format

**Course Description:** In this course, candidates engage in the second series of field-based clinical experiences with a focus on sharing their research, writing, and communication expertise as related to their dissertation area of focus. Candidates present their preliminary comprehensive literature paper to a faculty panel for evaluation and to peers for feedback. Successfully completing this seminar course, prepares candidates to formally enroll in dissertation study, after completing the comprehensive examination, under the supervision of a faculty chair and committee. A course artifact must be submitted to TaskStream as part of the course requirements.

**Purpose of the Internship**

The overall purpose of the educational leadership internship at Fayetteville State University is to provide significant opportunities for students to synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (ELCC Standard 7.0).

More specifically, the goals of the educational leadership internship are:

1. **Sustainability:** Students demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
a. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders (ELCC 7.1a).

b. Each candidate should have a minimum of six-months (or equivalent, see note below) of internship experience (ELCC 7.1b).

2. Sustained:
   a. Students participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a part-time basis (ELCC 7.2a).

3. Standards Based:
   a. Students apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders (ELCC 7.3a).
   b. Experiences are designed to accommodate students’ individual needs (ELCC 7.3b).

4. Real Settings:
   a. Students’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills (ELCC 7.4a).
   b. Students’ experiences include work with appropriate community organizations such as social service groups and local businesses (ELCC 7.4b).

5. Planned and Guided Cooperatively:
   a. Students’ experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs (ELCC 75.a, 7.5b).

6. Credit
   a. Students earn graduate credit for their intern experience (ELCC 7.6a).

Interns & Internship

Almost all the interns in the Ed.D. program are employed full time as administrators in their respective district, universities or work in other capacities as educators, researchers, or in other leadership roles. It is the intern’s responsibility to negotiate and schedule his/her time. Interns
should not assume that release time will be available, even if it has been previously available for other students. This is entirely at the discretion of the district/university and the site administrator. The intern should discuss his/her needs with the mentoring administrator, and accept the decision made by that person.

Finding a balance while serving as a full-time administrator, completing the requirements of the internship, and maintaining family responsibilities is the major challenge of the internship. In the seminar, interns share mistakes and successes in finding balance, but most agree that balance in a long term and elusive goal.

**Procedures for Internship Enrollment and Placement**

Prospective interns need to contact and/or meet with the Ed. D. program director one full semester (typically in April) before fall semester enrollment is anticipated. The purpose of this meeting is to obtain the necessary internship materials (application, checklist & handbook) and discuss potential internship placement. The internship is designed as a capstone activity and should be completed toward the end of the student’s academic program.

Tentative placement for the internship will be arranged by the intern with assistance from the university internship director. Specific placement may be designated inside or outside the intern's place of employment. The intern may select placement in dual sites, in any case however, the intern can expect to have varied experiences at different levels in the organization depending upon the individual career goals of the intern. Final placement is dependent upon a favorable interview of the prospective intern and site mentor, and official confirmation by the university internship director.

Prospective interns must complete and return the application form (Appendix A) along with program of study, resume, self-assessment, and internship plan (Appendix B) to the university internship director. These MUST be submitted and approved BEFORE you begin logging hours for your internship.

These can be mailed to:
Dr. Miriam Chitiga
Interim Department Chair and Director of the Doctor of Education Degree Program in Educational Leadership
Fayetteville State University
School of Education
Department of Educational Leadership
Butler Education Building, Suite 340
Fayetteville, NC 238301

Following receipt of the internship application, resume, self-assessment, and internship plan, the university internship director will submit permission for the prospective intern to register for the internship. Students are required to do their own registration and utilize the university registration process.
Fayetteville State University Required Internship Experiences

Students should engage in completion of the following experiences. These experiences are based on the requirements for licensure:

**Internship Plan**

After the intern has completed the self-assessment process, the intern shall schedule a meeting with the site mentor. The purpose of this meeting is to establish the internship plan. The intern should discuss his/her background reflecting on both his/her personal strengths and identified needs. Secondly, the site mentor and intern need to brainstorm potential activities and experiences that will enhance and support the intern’s continued growth and development as it relates to the standards set forth by the EDLE Program.

The plan must be developed collaboratively by the student and site mentor. The internship plan is made up of two parts. Part I describes the experiences the intern will have in the three stages of the internship process: reactive, interactive, and active. These areas provide the student with the opportunity to progressively develop and apply their skills and knowledge at the internship site.

**Expectations**

1. **Expectations for Site Administrators**
   a) Provide an orientation to the faculty and staff of the school or institution.
   b) Plan a work schedule for the intern that enhances learning experiences.
   c) Integrate experiences that parallel the ELCC and ISLLC objectives.
   d) Provide a statement or letter to the university supervisor verifying an agreement to mentor the intern.
   e) Confer with the university supervisor concerning the intern’s progress and growth.
   f) Schedule periodic conferences with the intern to explain and clarify administrative strategies and procedures.
   g) Submit final assessment forms and participates in summative conference with the university supervisor and the intern.

2. **Expectations for University Supervisors**
   a) Plan and design reflective experiences for interns that meet state standards and competencies.
   b) Provide seminars/workshops related to issues in school administration and educational leadership.
   c) Analyze and discuss the intern’s field experiences.
   d) Communicate regularly with site supervisors about the intern’s progress.
   e) Review intern’s electronic portfolio for licensure.
   f) Collaborate with the Ed.D. Director regarding intern placements.
   g) Facilitate placements of the intern in a productive, nurturing administrative environment.
h) Promote friendly and healthy relations between the intern and school and between the school and university.

i) Visit internship site and evaluate two-three 45 minute administrative situations with the intern taking major roles.

j) Maintain lines of communication with the intern through emails, telephone, and face-to-face conferences.

k) Assist in storing internship records each semester.

l) Assign intern a grade for internship and portfolio.

3. Expectations for Interns

a) Find and seek approval from the on-site supervisor for the location of the internship.

b) Meet with the on-site supervisor and collaborate on internship activities.

c) Meet all guidelines and requirements as outlined in the internship manual.

d) Adhere to district/school policy regarding professional attire, attendance, work hours, duties, and other responsibilities.

e) Complete the Self-Assessment during Administrative Internship Part I: EDLE 730.

f) Obtain the Peer-Assessment during Administrative Internship II: EDLE 731.

g) Obtain verification signatures of the on-site supervisor for the time log.

h) Seek regular feedback in internship activities from the on-site supervisor and university supervisor through discussions and reflective journals.

Goals, Logic Models, Action Plans and artifacts to support stated outcomes

All interns will complete a portfolio that supports the logic model and action plans that the intern collaboratively developed with their cooperating professor and site mentor. The plan will guide the intern during her/his time over the two semesters. The plan can be amended however, agreement must be documented and any changes must be supported by all three parties.

Documentation of Time

Students must keep an accurate log of time (clock hours) spent exercising administrative internship activities. A minimum of 120 hours per semester is required. This log must illustrate experiences with each of the ISLLC and ELCC standards and experiences (as explained during the first seminar meeting).

The time log will be reviewed by the university professor throughout the internship. The time log for this course and the time logs for all other required courses having embedded internship activities MUST be included in this section of the Internship notebook.

The internship hours for the actual internship experience and embedded field-based projects will be turned in at the end of the internship or program.
Reflective Journal

Students must maintain an ongoing reflective journal throughout the internship experiences. There should be a minimum of one entry per week, addressing such areas as: reactions to and critical reflections of internship experiences; observations and reflections on administration in current and past job settings; exploration and analysis of personal feelings in regard to administrative activities.

Dispositions

During the last class meeting of the internship, the candidate will complete a Dispositions Survey which represents a belief, value, commitment or an instance of a professional ethic that influences the candidate’s behavior towards students, families, colleagues, and communities, that affects the candidate’s students’ learning, motivation, and development, as well as the candidate’s own personal professional growth.

a. The intern will accumulate at least 240 clock hours of shadowing and assisting.
b. The candidate will submit online monthly logs of administrative activities.
c. The intern will submit online periodic assignments concerning school leadership, curriculum, school-community events, conferences, and self-evaluations.
d. The candidate will arrange for three forty-five minute sessions of intern leadership demonstration for the university supervisor’s observations.
e. At the end of the semester the candidate will submit a hardcopy portfolio containing:

I. Goals, logic models, action plans and artifacts
II. Documentation of Time
III. Special projects of the intern
IV. Reflection discussion of internship activities
Doctor of Education Educational Leadership
Internship Application

Note: The Ed.D. internship must be pre-approved and be completed in EDLE 730 and 731. The Internship Professional Development Plan and Internship Site Supervisor Agreement must be submitted with this Internship Application to the director of the Ed.D. Program by March 5th of the student’s first year.

Last Name ________________________________ First Name ______________________________
Banner ID ________________________________ Date _____________________________
Mailing Address ____________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Phone Number ___________________________________________________________
Degree Pursued _______________________________ Concentration _________________________

I. Current Position/Place of Employment: ________________________________

2. Proposed Place of Internship: ________________________________

3. Proposed Internship Site Mentor: ________________________________

Approval:
Major Professor: ____________________________ Date: _____________
Director, Ed.D. program : ____________________________ Date: ___________
Doctor of Education Educational Leadership
Internship Professional Development Plan

Last Name ________________________________ First Name ______________________________
Banner ID ________________________________ Date ________________________________
Mailing Address
________________________________________________________
________________________________________________________
________________________________________________________
Phone Number ____________________________________________
Degree Pursued _______________________________ Concentration _________________________

1. List the goals you wish to achieve as a result of your internship experiences.
   i.
   ii.
   iii
   iv.

   Directions: For each goal develop a proposed logic model that details how you are going to accomplish
goal, the activities, resources, formative and summative measures. This logic model will serve as the
foundation for your internship portfolio. You can amend the plan however approval from both your
cooperating professor and mentor

   Student Signature: ___________________________ Date: ______________
   Major Professor Signature: ________________ Date: ______________
   Site Mentor Signature: ________________ Date: ______________
Intern Name:
Goal Description:

Objectives

- 
- 

Activities

- 

Formative Measures

- 

Summative Measures

- 

Planned Activities

- 

Value Added Effects of Planned Activities

- 
Appendix D

Internship Site Supervisor Agreement

Intern Name: _____________________

Site Mentor Name: _____________________

Dear Intern Site Mentor:

The Ed.D. internship must be pre-approved and consist of a minimum of 240 clock hours over two consecutive semesters and the activities and experiences must be aligned with identified program outcomes. A portfolio providing evidence that of completed the required clock hours (signed log) and the identified activities must be submitted after completion of the internship.

The site supervisor’s signature on the internship activities log serves as verification that the intern completed the activities and experiences indicated. The supervisor is expected to assist in the provision of meaningful, quality learning experiences for the intern and to set aside time on a regular basis to discuss issues relating to those experiences. The intern is required to provide the supervisor with a copy of his or her Official Internship Logic Model. If he or she has any concerns about the performance of the intern, the supervisor is asked to contact the intern’s major professor and/or the Ed.D. program director. Thank you for your valued contribution to your intern and to Fayetteville State University.

Please fill in blanks and sign.

I agree to supervise doctoral intern ___________________ during the 20__ - 20 ___ school year intern at _____________________.

Site Mentor Signature: _____________________ Date: ____________

Intern Signature: _____________________ Date: ____________

Major Professor Signature: _____________________ Date: ____________

Ed.D. Program Director: _____________________ Date: ____________
University Supervisor Visitation Log

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Comments

Signature
### Summary of Performance for Authors in DRF: Ed.D.

Report Generated by Taskstream

Report Generated: Monday, June 10, 2013

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