



FIFTH EDITION

# SCHOOL LEADER INTERNSHIP

DEVELOPING, MONITORING, AND EVALUATING  
YOUR LEADERSHIP EXPERIENCE

GARY E. MARTIN, ARNOLD B. DANZIG,  
RICHARD A. FLANARY, AND MARGARET TERRY ORR



# School Leader Internship

*School Leader Internship, 5th Edition*, challenges aspiring educational leaders and interns to better assess, prepare, plan, implement, and evaluate their internship experience in preparation for certification, licensure, and advancement into school building-level leadership positions. In this updated edition, the content is organized around the latest National Education Leadership Preparation (NELP) Standards and includes intern activities that develop skills in essential areas including ethics, equity and cultural responsiveness, curriculum development, community of care, support of teachers and staff, school partnerships, and continuous school improvement. This unique book provides step-by-step guidance for interns, their supervisors, and faculty on how to initiate an internship and evaluate interns' work and is a critical resource for leadership preparation programs nationwide and the thousands of school districts that support leadership candidates.

Special Features:

- ♦ *The National Education Leadership Preparation (NELP) Standards Assessment* provides an understanding of the wide breadth of experience and demonstration of skills necessary for school leaders.
- ♦ *Self and Superior Assessment* helps students to plan according to individual need, experience, goals, and performance expectations.
- ♦ *Internship Plans* allow students to assess, analyze, and prepare draft individualized internship plans.
- ♦ *Professional Report or Portfolio* encourages students to evaluate and reflect on their experiences and plan for the future.

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*Developing, Monitoring, and Evaluating  
Your Leadership Experience*

5th Edition

Gary E. Martin, Arnold B. Danzig,  
Richard A. Flanary, and Margaret Terry Orr



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## ■ Contents

<i>Supplemental Downloads</i> . . . . .	viii
<i>Foreword</i> . . . . .	ix
<i>Preface</i> . . . . .	xi
<i>Acknowledgments</i> . . . . .	xiv
<b>Introduction</b> . . . . .	1
Outline of the Internship . . . . .	2
Assessing the Intern and Field Experiences . . . . .	3
The Developmental Nature of the Internship . . . . .	5
Meeting Professional Standards . . . . .	7
<b>Stage 1 Internship Assessment</b> . . . . .	11
1.1 Pre- and Post-Self-Assessments of the NELP Standards . . . . .	11
1.2 Self and Supervisor Assessment of Dispositions . . . . .	11
1.3 School Improvement Plans/Goals Assessment . . . . .	13
1.4 NELP Performance Assessments . . . . .	13
<b>Stage 2 Internship Preparation: Cross Cutting Themes</b> . . . . .	17
2.1 Reflective Practice . . . . .	17
2.2 Social Justice . . . . .	22
2.3 Global Perspective . . . . .	27
2.4 Use of Data . . . . .	33
2.5 Foundational Leadership Competencies . . . . .	35
<b>Stage 3 Internship Plan Development</b> . . . . .	51
3.1 Internship Activities to Meet National Standards . . . . .	51
NELP Standard Component 1.1 . . . . .	52
NELP Standard Component 1.2 . . . . .	54
NELP Standard Component 2.1 . . . . .	56
NELP Standard Component 2.2 . . . . .	58
NELP Standard Component 2.3 . . . . .	60
NELP Standard Component 3.1 . . . . .	62
NELP Standard Component 3.2 . . . . .	65

NELP Standard Component 3.3 . . . . .	67
NELP Standard Component 4.1 . . . . .	69
NELP Standard Component 4.2 . . . . .	72
NELP Standard Component 4.3 . . . . .	75
NELP Standard Component 4.4 . . . . .	77
NELP Standard Component 5.1 . . . . .	79
NELP Standard Component 5.2 . . . . .	81
NELP Standard Component 5.3 . . . . .	83
NELP Standard Component 6.1 . . . . .	85
NELP Standard Component 6.2 . . . . .	89
NELP Standard Component 6.3 . . . . .	91
NELP Standard Component 7.1 . . . . .	93
NELP Standard Component 7.2 . . . . .	95
NELP Standard Component 7.3 . . . . .	98
NELP Standard Component 7.4 . . . . .	100
3.2 Service Activities . . . . .	101
3.3 Independent Leading Activities . . . . .	102
3.4 Interviewing . . . . .	102
<b>Stage 4 Implementation . . . . .</b>	<b>105</b>
4.1 Collaboration with School Internship Supervisor . . . . .	105
4.2 Understanding Roles and Responsibilities . . . . .	105
4.3 Log . . . . .	109
4.4 Journal . . . . .	109
4.5 Networking . . . . .	111
4.6 Intern Information Management . . . . .	112
4.7 Monitoring the Internship . . . . .	112
4.8 Final Professional Portfolio or Report Development . . . . .	112
<b>Stage 5 Summative Evaluation/Final Report . . . . .</b>	<b>115</b>
5.1 Internship Log . . . . .	115
5.2 Professional Standards Assessment/Progress . . . . .	115
5.3 Dispositions and Interpersonal Skills Assessment/Progress . . . . .	116
5.4 Reflective Practice . . . . .	116
5.5 Foundational Leadership Competencies . . . . .	117
5.6 Global Perspective . . . . .	117
5.7 Social Justice . . . . .	117
5.8 Use of Data . . . . .	118

5.9	Large Field-based Assignments, Assessment Tasks, Projects, or Inquiry-based Projects. ....	118
5.10	Impact on Student Learning and/or Learning Environment .....	119
5.11	School Improvement Recommendations .....	119
5.12	Resume/Vita Update .....	119
5.13	Letter of Application .....	119
5.14	Future Professional Development Plan. ....	119
5.15	Developing Your Portfolio. ....	120
	<b>Appendices. ....</b>	<b>121</b>
A.1	NELP Standards Pre- and Post-Self-Assessments .....	121
A.2	Dispositions Assessment .....	129
A.3	Sample Resume/Vita and Guidelines .....	131
A.4	Sample Letter of Application and Guidelines .....	139
A.5	NELP/PSEL Standards Crosswalk .....	143
	 <i>References</i> .....	 153
	<i>Index</i> .....	161

## ■ Supplemental Downloads

Some of the tools in this book can be downloaded and printed for classroom use. There are also additional resources available that complement the material in the book. You can access these downloads by visiting the book product page on our website, [www.routledge.com/9780367652036](http://www.routledge.com/9780367652036). Then click on the tab that says 'Supplemental Downloads' and select the files. They will begin downloading to your computer.

### Support Material Page

♦ A.1 NELP Standards Pre- and Post-Self-Assessments	121
♦ A.2 Dispositions Assessment	129
♦ A.3 Sample Resume/Vita and Guidelines	131
♦ A.4 Sample Letter of Application and Guidelines	139
♦ A.5 NELP/PSEL Standards Crosswalk	143

## ■ Foreword

Throughout my career as a K-12 educator and leader, leadership developer, policy advisor, and university faculty member, I have dedicated my career to teacher and school leader preparation and practice. In the early 2000s, I was involved with state policy work in Delaware focused on professional standards, working conditions, and training programs for educational leaders. The regulatory changes Delaware was implementing were also gaining national attention, leading to my work with other states, including New Jersey and New York, and serving on committees that developed the national 2015 Professional Standards for Educational Leaders. More recently, I have become the director of the National Policy Board for Educational Administration (NPBEA), which guided the development and implementation of the new national quality standards for leadership preparation (National Educational Leadership Preparation).

Throughout my work in both leadership practice and preparation, I have long recognized the critical importance of high-quality field experience. Leadership standards are insufficient to inform preparation without the addition of structures, processes, and examples to develop and support effective internships across a range of school settings. This book serves this purpose. The internship experience is where the aspiring school leader has the opportunity to apply skills and knowledge learned from coursework and previous experiences. The school system serves as the incubator where the aspiring school leader learns how to problem solve, test ideas, and learn under the care of a knowledgeable and experienced mentoring principal or district leader. This book provides guidance on how to structure the experiences in a meaningful way, and then assess proficiency in accomplishing the tasks. The experiences are developmental and provide opportunities for growth across a variety of dimensions, aligned to the professional standards. Aspiring school leaders who participate in a high-quality internship experience as described in this guide will be better prepared to lead a school or district with wisdom and self-confidence.

From writing the first edition of *School Leadership Internship: Developing, Monitoring, and Evaluating Your Leadership Experience*, until now with this fifth edition, Richard A. Flanary, Gary E. Martin, Arnold B. Danzig, and others, including Margaret Terry Orr who joined in the fourth and fifth editions, have recognized that quality field experience is essential to leadership preparation and requires clear guidance and support to achieve its potential. All four are leaders in the field of leadership preparation. Richard A. (Dick) Flanary served as Director of Professional Development and Executive Director of Programs and Services at the National Association for Secondary School Principals, leading NASSP's Assessment Center and professional development programs. Over the years, he has contributed to the development of national educational leadership standards and their revisions. This inside view of the skills and knowledge needed by school leaders at various stages in their career provided Dick with current information from practitioners about what they needed from an internship experience.

Gary E. Martin served as the Executive Director of the National Council of Professors of Educational Administration (NCPEA) and a member of the National Policy Board for Educational Administration (NPBEA). In this role, he worked with faculty from numerous educational administration preparation programs. Arnold B. Danzig is a professor and founding director of the Ed.D. program in Educational Leadership at San José State University, and professor emeritus at Arizona State University, where he served as division director and associate dean. He has authored and edited numerous publications on school leadership and education policy. Finally, Margaret Terry Orr, currently professor and division chair in educational leadership at Fordham University, has researched and published widely on effective leadership preparation approaches, the influence of preparation on leader practice, and school and district reform initiatives. She codeveloped Massachusetts Performance Assessment for Leaders, a statewide school leadership licensure assessment, and has advised several states on leadership preparation and assessment.

It is the collective knowledge and experience of the authors that brings so much credibility to the fifth edition of *School Leadership Internship: Developing, Monitoring and Evaluation Your Leadership Experience*. The authors have dedicated their professional careers to research, teaching, and working with practitioners as the foundation for the book. It is the perfect balance of research and practice and serves as resource for faculty who are teaching and advising aspiring school and district leaders. The authors understand the work that takes place in schools and districts and the ways in which educational leaders focus on school improvement. This practical guide provides the information faculty need to redesign the internship experience and create relevant activities aligned to the professional leadership preparation standards. The book includes an outline for the internship experience and guidance on assessing the intern and field experience. It also provides information regarding the developmental nature of the internship and an introduction to the professional standards for educational leadership. The book includes direction on assessment and crosscutting themes relevant for education leaders in today's schools. The authors clarify in detail the internship activities by standard and component. The authors also provide guidance for implementation of the activities and a summative assessment for determining competency for each standard and component.

Effective school leadership matters. It matters to teachers who are looking for support, growth, and feedback. It matters to students who are seeking a safe and caring school environment. It matters to parents who are searching for a school leader who focuses on the academic program and the social and emotional well-being of their children. It matters to the community that looks at the school system to prepare college and career ready students who will come back and serve in the community. As the Executive Director of the National Policy Board for Educational Administration, I can say with confidence that if we want great schools then we must identify talented educators and develop them as effective school leaders. The way we assure that every school has an effective school leader is to improve the quality of school leader preparation programs at every university, including alternative programs. We must guarantee that all preparation programs provide a standards-aligned curriculum and meaningful internship experiences, a committed faculty, partnerships with school districts, and dedicated mentors to support the aspiring leaders. This book will provide faculty with the tools and guidance they need to design a meaningful internship experience for the next generation of school leaders.

**Jacquelyn Wilson, Ed.D.**

## Preface

This textbook is written to assist the graduate student or educational leadership intern to better plan, implement, monitor, and assess their internship experience in preparation for certification, licensure, and advancement into initial school building-level leadership positions. The core of the text focuses on developing a substantial degree of mastery of the national standards for initial educational leadership and which typically are highly correlated with individual state standards. The text serves as a resource for university and non-university preparation program and as such, each intern must be knowledgeable of and adhere to the specific requirements of their university or other preparation organizations or institutions.

### Outline and Unique Aspects of the Text

The text is organized according to the five stages of an internship—pre-assessment, cross cutting themes exploration and preparation, internship plan development, internship implementation, and evaluation of skill development and accomplishments.

[Stage 1](#) covers several necessary personal and school assessments as a starting point for internship readiness. These include:

- ◆ The National Education Leadership Preparation (NELP) Standards Assessment requires the intern to learn and perform initial school leadership skills in a variety of essential school contexts. This assessment provides the intern with an understanding of the wide breadth of experience and demonstration of skills to be developed.
- ◆ Self and Supervisor Dispositions Assessments require the intern to self-assess and plan strategies for self-improvement according to individual need, experience, goals, and performance expectations. This allows the intern to focus on specific dispositions and areas needing improvement.
- ◆ School/District Assessments require interns to situate internship plans according to school or district needs, goals, and performance expectations. This allows interns to serve the district as they work on increased learning, overall school improvement, and individual development.
- ◆ Performance assessments. As part of self, school, and program assessment of internship performance, interns will be required to complete one or more performance assessment tasks that demonstrate their leadership skills for the preparation program, licensure requirements, or local school or district purposes. This will be incorporated into the internship plan and may be presented as work projects, an action research experience, or other culminating report or work product.



This background information serves to assist the intern and school supervisor in the following planning stages.

[Stage 2](#) describes preparation in five cross cutting leadership areas or themes that will be present throughout the internship versus undertaken as isolated activities.

- ◆ The reflective practice theme requires the student to learn from experience and its applications in- and on-practice. Reflection is both an art and a skill, which pushes interns to more carefully review their experiences as a means of learning in real time as well as after the fact, as part of the internship experience.
- ◆ The social justice theme requires the student to look deeper into leadership and the impact on diverse learners. Students are required to consider the equity-based ramifications of policy, practice, and their own beliefs and actions during the internship.
- ◆ The globalization theme requires students to consider international issues and learnings and the role of leaders in the U.S. as well as how global issues impact local educational conditions.
- ◆ The use of data theme requires students to collect, analyze, and use data in solving problems and making decisions in all areas of leadership work. Here, we encourage each intern to observe how data are collected and used within the school for planning, implementation, and evaluation purposes. We recommend that the intern gain experience in using a variety of data as part of various internship activities, explicitly note these data use activities in reporting for internship projects or tasks and identify data tool proficiency gained through the internship.
- ◆ The 12 foundational leadership skills theme requires the student to apply learning from previous coursework. This allows the intern the opportunity to reflect and form effective habits and increase learning from the field of educational research. This section is provided for review and focus, not to supplant previous instruction and study.

[Stage 3](#) covers the development of the internship plan. A variety of examples of intern activities are listed under each of the seven NELP Standards. The intern is NOT required to undertake all of the suggested activities listed. The intern, in consultation with the school internship supervisor and program advisor, can choose from these activities or may design other activities related to each standard. In this fashion, the internship plan can be individualized, while ensuring a sufficient broad base of experience and high level of expectation across the standards. For each activity, the intern, school internship supervisor, and program advisor will need to determine the intern's responsibilities, degree of independence and supervision, documentation, and leadership skill performance evidence. This stage allows for consensus of the plan by the intern and school internship supervisor and preparation program advisor.

[Stage 4](#) covers the implementation of the plan and means of documenting and learning through the experience. This section addresses interviewing a variety of school leaders to gain insight into differing organizational departments/areas and acquiring additional relevant intern activities. This stage also requires the intern, while implementing planned activities, to focus on observing theory in practice and reflecting in and on practice. This stage also describes keeping a log and journal and conducting formative evaluation. This stage assists the intern in completing all requirements, work products, and assignments for the final intern evaluation stage.

Stage 5 addresses the final internship professional report or portfolio of work, assessments, and accomplishments. Although preparation programs may require additional or differing final artifacts, the authors suggest completion and presentation of the following:

- ◆ Internship Log
- ◆ NELP Professional Standards Progress
- ◆ Dispositions and Interpersonal Skill Assessment/Progress
- ◆ Reflective Practice Outcomes
- ◆ Foundational Leadership Skills Development
- ◆ Global Perspective Outcomes
- ◆ Social Justice Development
- ◆ Use of Data Outcomes
- ◆ Large Field-based Assignments, Projects, or Action Research
- ◆ Impact on Student Learning and/or Learning Environment
- ◆ Dispositions and Interpersonal Skills Progress
- ◆ School Improvement Recommendations
- ◆ Resume/Vita and Letter of Application
- ◆ Future Professional Development Plan
- ◆ Developing Your Portfolio

## **Enhancements in the 5th Edition**

This new edition has been revised to include the following:

- ◆ Newly adopted National Educational Leadership Preparation (NELP) standards. These standards serve as the framework for university and other principal preparation programs. In order to effectively meet the new standards, the text includes internship activities in each of the components under each of the seven standards. This includes over 30 new activities.
- ◆ Inclusion of NELP program assessments.
- ◆ New section of information and activities on globalization.
- ◆ New section of information and activities on data usage.
- ◆ Updates to social justice and reflective practice themes.

## ■ Acknowledgments

The National Policy Board of Educational Administration for the support and guidance in the nationwide input, collaboration, and development of the National Educational Leadership Preparation standards.

The thousands of interns desiring to take a leadership role in educating our next generation and their feedback in continuing to improve this text.

The support and guidance of our editor, Heather Jarrow.

The Executive Director of the National Policy Board of Educational Administration, Jacquelyn Wilson, for her gracious acceptance of writing the Foreword for this edition.

In Memoriam: Since the publication of the fourth edition of the *School Leadership Internship*, our former coauthor and colleague Dr. William Wright (Bill) passed away. He was a committed teacher, school administrator, and university professor, whose entire career was dedicated to public education. He was devoted to his family and served the community with great love. He will be missed.

# Introduction

*School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience* is written to meet the specific National Educational Leadership Preparation (NELP) standards, correlated state standards, and individual school, district, preparation program, and professional goals. The intent is to assist aspiring educational leaders in the assessment, design, implementation, and evaluation of a successful school leadership internship experience. The term leadership experience is appropriate and signifies a radical departure from the traditional internship and/or school and district training program which was typically based on documenting tasks assigned or hours completed. Instead, the focus here is on the quality of the learning experiences and the nature of leadership skills that the intern develops through them. In using a leadership development approach, the intern assumes the leadership role over their own development. In effect, the leadership experiences become a strategic plan, requiring assessments, timelines, ongoing monitoring and adjusting, evaluation, and reporting.

The internship is both a capstone of an educational endeavor and a beginning experience in meeting the demands of a new position and new role in educational leadership. It is assumed that prerequisite knowledge, skill, and disposition are at an adequate level for entry into a new initial leadership experience. The internship requires a high level of readiness knowledge, skill, appropriate disposition, and effort. Gaining further from the experience of initial leadership and experience is the internship goal. In order for the internship to be effective, the intern must assume responsibility and take the initiative to create meaningful experiences that build leadership capacity. The intern will develop, refine, improve, and incorporate leadership skills into their repertoire, along with gaining new knowledge and mindsets across a spectrum of school contexts within classrooms, at meetings, within the community, and among various departments and service areas of the school and district.

Bennis (1989) espoused that leaders must first know what they are made of, their strengths, weaknesses, values, and beliefs and what they wish to become. They must do this in spite of other people and events that might be in opposition. The intern becomes accountable for the breadth, depth, and rigor of the experience. True leaders welcome this responsibility and the resulting balance of authority that allow them to accomplish great things. There are virtually no documented instances of troubled schools being turned around without intervention by an effective leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

## Outline of the Internship

### Stage 1: Assessment

- ♦ Obtain program-related internship expectations and requirements and confirm internship program advisor
- ♦ Choose the school site and internship supervisor
- ♦ Complete the NELP Standards assessment
- ♦ Complete the dispositions assessment
- ♦ Obtain and analyze school/district goals and priorities, recent assessments, and improvement plans.
- ♦ Analyze assessments for areas needing improvement and a priority of focus.

### Stage 2: Preparation: Cross Cutting Themes

Read the following sections and choose activities to address each of the following:

- ♦ Reflective practice
- ♦ Social justice
- ♦ Globalization
- ♦ Use of data
- ♦ Foundational competencies

### Stage 3: Plan

- ♦ Choose activities under each of the seven NELP standards
- ♦ Include the chosen activity for each of the cross cutting themes (from [Stage 2](#) above)
- ♦ Include any required activities assigned by the school supervisor and/or program advisor
- ♦ Decide which individuals with whom to work, observe, and interview, and compile a networking list of these contacts
- ♦ Meet with school supervisor and program advisor to reach consensus on the planned activities and discuss potential future leadership activities or project(s), possible deliverables, method used to document the internship, and guidance on assessment requirements
- ♦ Obtain approval of the initial internship plan and guidelines for future changes to the plan

### Stage 4: Implementation

- ♦ Implement planned activities and be open to new opportunities
- ♦ Keep a log of activities
- ♦ Reflect on experience during and following intern activities
- ♦ Monitor and improve dispositions and interpersonal skills

- ♦ Monitor progress toward skill mastery, particularly as defined by state and national standards
- ♦ Complete project-related work
- ♦ Adjust intern activities throughout this stage

## **Stage 5: Evaluation**

- ♦ Completed final log and portfolio or report of accomplishments and work completed
- ♦ Documented progress toward mastery of national and state standards
- ♦ Summarized key learning from experience in reflective practice, social justice, globalization, data use, and disposition/interpersonal skill and fundamental skill development
- ♦ Presented outcomes of independent leadership and the impact on student learning or the learning environment
- ♦ Compiled a prioritized list of school/district improvements and recommendations
- ♦ Updated the vita (include Principal Intern position); letter of application; and future professional development plan
- ♦ Presented the Final Internship Report to the school internship supervisor and/or program advisor

## **Assessing the Intern and Field Experiences**

Key to learning in the internship is assessment and feedback from self-evaluations, school internship supervisors, and preparation program faculty and advisors. It is highly recommended that interns and their programs use state and national standards as frameworks for intern design and assessment. These standards define the field's expectations for quality leadership readiness, are usually the basis for program content, and are strongly aligned to other national educational leadership standards that are often the basis for evaluating school leader practice. Thus, using these standards in internship assessment fosters coherence and supports an intern's on-going professional learning in the program and beyond.

Throughout the internship, interns are expected to accumulate experiences across the leadership preparation standards, which they are to document in logs or other reporting mechanisms. They are also expected to complete various leadership-related tasks and projects, as is relevant to their school setting and their preparation program expectations. These tasks will likely include completed work that pertains to one more nationally defined leadership preparation performance assessments (outlined below) and culminating preparation program projects, such as an action research project or capstone experience. The completed work may be compiled in an online portfolio, drop-box folder, or other information management system, as is commonly used among preparation programs for documentation and evaluation. The guidance provided below encompasses all such documentation and assessment completion, to support interns in their internship experiences and related assessment. Finally, reflection on the work and completed projects and assignments should be woven throughout the internship experience to foster learning and further skill development.