**Internship Expectations**

The internship is designed with the realization that most graduate students pursuing a degree in educational administration are already employed in full-time teaching or administrative positions.

The minimum expectation for the internship is **270 hours**. Students are encouraged to become involved with projects that go beyond the minimum requirement.

Internship activities will consist of both required and elective activities. Required activities are noted in each course that includes practicum hours and relate to the associated action research project requirements. Elective activities need to be selected thoughtfully so they cover the range of the 6 themes listed below allowing students to develop competencies to meet the ELCC and ISLLC standards, details provided below. Example elective activities are provided below.

Theme One: Vision as an Essential of Leadership Development  
Theme Two: Instructional Culture as an Essential of Leadership Development  
Theme Three: Management as an Essential of Leadership Development  
Theme Four: Collaboration as an Essential of Leadership Development  
Theme Five: Integrity, Fairness, and Ethics as an Essential of Leadership Development  
Theme Six: Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development

While completing the required and elective internship hours, students will maintain an Internship Verification Form, found in the manual, which focus on the standards noted below. The log should be maintained each day that the student is participating in an internship experience. It should include a brief description of what took place, a code reference to one or more of the standards, and, when appropriate, a brief reflective comment what was learned. Supporting documents, such as school board agendas, may be included as appropriate. Please note that the remaining **90 hours** that are completed during EAD-519, EAD-529, and EAD-539 need to be verified by a licensed practicing administrator with a minimum of 3 years of administrative experience.
Standards

Theme One: Vision as an Essential of Leadership Development

ELCC Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ISLCC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Theme Two: Instructional Culture as an Essential of Leadership Development

ELCC Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ISLCC Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Theme Three: Management as an Essential of Leadership Development

ELCC Standard 3: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ISLCC Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Theme Four: Collaboration as an Essential of Leadership Development

ELCC Standard 4: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ISLCC Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Theme Five: Integrity, Fairness, and Ethics as an Essential of Leadership Development

ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ISLCC Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Theme Six: Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development

ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ISLCC Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Elective Activities Examples

1. **Written Communication Review** – Read every piece of non-confidential mail (electronic or hard copy) that comes to the mentor over a consecutive five-day period. Categorize the written communications in the system used by your supervisor. What mail should be routed to others without the administrator ever seeing it? What mail should be routed with a memo from the administrator? What mail should immediately be discarded? What mail should be acted upon immediately? What mail is important but not urgent? Record your decisions (masking names and events where necessary), review your conclusions with the administrator’s secretary, and then discuss your conclusions with the administrator. Do you agree with the classification system in use? Why or why not?

2. **Proposal Presentation** – Prepare and present a report or proposal (of interest to you and your school supervisor) to the school board, district administrative council, building faculty, or the PTA/PTO. This report should be in written form as well as presented orally at the group meeting. In your subsequent analysis, reflect on what went well or not well, and how you would change the report or the conditions if doing this again. Many times, a school supervisor will welcome the opportunity to assign a topic that needs immediate attention.

3. **Project Preparation** – Carry out a project developed in conjunction with your school supervisor that will meet your supervisor’s needs. Such projects are often useful to the intern as well as the school district and provide authentic learning experiences.

4. **Group Leadership** – In accordance with your school supervisor’s directions, plan and lead a meeting with staff, parents, and/or community leaders. Reflect on its success and any changes you might incorporate in the future.

5. **Analysis of Technology Utilization** - From the perspective of instruction or management, analyze the utilization of technology in your building or school district assignment, and make recommendations for future modifications or alterations in accordance with the school or district goals and resources. Provide a written or verbal report to your building or district supervisor.

6. **Student Leadership** – Attend and provide an analysis of three student leadership meetings (not under your jurisdiction if you are doing the major portion of your internship in the building in which you are employed). Examples of these meetings could be student council, school leadership committees, or classroom leadership projects in accordance with a teacher seeking to involve students in authentic learning.

7. **Student Deliberative Meetings** – Attend and provide an analysis of three meetings in which staff, parents, and, in some instances, students are assessing progress and planning strategies to help the student go forward. These meetings could be Individual Educational Plan meetings, placement meetings to consider alternative placements such as at alternative schools or with different teachers, meetings to consider how to redirect the student on task, or meetings to consider how to plan home-school enrichment for the child. These meetings should not be a part of your normal assignment. You will need to observe all laws and district guidelines regarding student privacy. This may involve obtaining parent permission prior to your participation even though it is passive.

8. **School Improvement** – Serve as a member of the peer review team during a evaluation visit (such as North Central Association) to another school or serve in a leadership capacity in a school where the internship is taking place. Interview the leader of the team in person or by phone after the evaluation has
been completed to obtain that person’s perspective concerning what took place in the context of other schools in which that person has been involved. Was this an example of excellence or should the intern look at another model?

9. **Leadership Role** – Serve in a leadership capacity for a major committee assignment for the school or school district. Examples would include: curriculum committee, tax referendum committee, school improvement committee, or community-school district joint project.

10. **Conflict Resolution (adult)** – Serve as an observer (or as the administrator) in a situation in which the mentor or the mentor’s assistant is charged with resolving a conflict between adults. Provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available.

11. **Conflict Resolution (adult/student)** – Serve as an observer (or as the administrator) in two to four situations (depending on the nature of the internship) where the mentor or the mentor’s assistant is charged with resolving a conflict between an adult and a student, between two students, or with a student charged with violating a significant school rule. Provide a description of the conflict, the steps taken to attempt resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available. Consider both the guidance and the discipline administered in each case. Will the student(s) likely profit by the intervention?

12. **Behavior Management** – Become familiar with the student handbook. Describe the discipline plan for the school/district and compare that with the plan in effect at two or three other schools in other school districts. Understand how due process is assured and is documented. Construct a revised discipline plan and/or create a revised discipline handbook based on the review of these plans, the wishes of the mentor, and a needs assessment that considers level of incidents as well as staff, administration, parent, and community expectations. Reflect on the due process requirements, the consistency of the revised policies, and the ability for administrators to take into account unique circumstances as they prescribe consequences while following disciplinary policies. Discuss the involvement of the board of education in the formation and adoption of discipline plans.

13. **Community Relations** – Serve as the school or district representative on a major school-community assignment such as a chamber education committee, school-business partnership committee, judicial advisory committee, public library committee, police advisory committee, counseling agency committee, or recreational agency committee. This should not be an assignment that you presently hold as the internship is designed for new experiences. Describe your role on the committee and summarize actions taken by the committee. Make suggestions concerning the future role of the school district on this committee.

14. **Coordination of School Event** – Coordinate a major school-community event such as homecoming, college night, school carnival, or vocational night. Describe the event, the people involved in making the event happen, budget information including sources of funding, and the level of participation. Was the event successful? Why or why not? What changes would you recommend for the future?

15. **Parent Involvement** – Review and analyze the degree of parent involvement in the school or school district in which the internship is taking place. Compare that involvement with at least one other school or school district that has a reputation for success. From the analysis and comparison, suggest a plan to
increase the amount and degree of engagement of parent involvement in the school or school district.

Give attention to increasing the level of involvement in student educational activities.

16. **Extended School Day** – Plan and, if practical, implement a program of educational activities that takes place outside the normal school day. This program should not be just one event but a series of activities that result in increased learning. Consider after-school programs, parent packets of schoolwork to take place at home, instruction using the Internet, instruction using community members, and/or instruction using volunteer staff members that are paid for teaching after hours. The scope of this project must embrace at least one grade level if in an elementary school or department if in a secondary school. Analyze what took place and what steps are necessary in the future for this project to be successful on a continuing basis. How will you know if student learning is increased?

17. **Student Involvement** – First, analyze the level of participation in all activities and sports teams in the school. Contrast this with the extent and level of participation in activities and sports teams in a school in another school district that has a reputation for excellence. Then, disaggregate the participation in your school by gender, race, and possibly socio-economic status. From your analysis and a formal or informal needs assessment, make written recommendations for the future. These suggestions would go to a mentor.

18. **Budget Analysis of Assemblies, Activities, Extra-curricular Activities, and Co-curricular Activities** - List all assemblies, activities (such as “spirit days” or homecoming), extra-curricular activities, and co-curricular activities. Prepare a folder that lists number of participants and budgets for each entry. Identify sources of funding for each activity or organization, and expenditures by category. In that misuse of funds in these organizations can lead to legal action involving the administrator, reflect on the audit procedures used to receive and appropriate funds. Consider an analysis of funds spent by student per activity. Consider parent obligations regarding the activity. Consider what needs to take place to insure equity if that focuses as a problem after your analysis. Make suggestions for change as appropriate.

19. **Special Education Delivery from the Parents’ Perspectives** – Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or as the child moves to the next level of education? What are the policies, procedures, staffing, and attitudes that the parent has found helpful in working with the school to meet the child’s needs? What has the parent found that has made it difficult for the child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in working with special education students and parents. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, parent education, the budget, space allocation, transportation, scheduling, and public relations. (Remember to honor student and family privacy in your written discussion.)

20. **Personnel Staffing Allocations** – Work with the principal/superintendent to establish the steps and timelines to determine the number of staff required for all aspects of the building/district program. What are the determining factors that are used to arrive at the allocations? If increases in student enrollment are projected, what steps will be taken to fill the staff positions? If student enrollment decreases are projected, what criteria will be used to make the cuts in staff positions? In such a case, what is the plan to maintain morale during the downsizing?

21. **Personnel Selection** – Write a posting for a vacant licensed position. Participate in the screening of applicants. Identify the groups who will be represented on the interview committee and write the reasons for including each of them. Prepare a list of eight to twelve interview questions for each group that will be
involved in the interview process. Indicate what sort of answers you will be looking for and the reasons for those answers. Identify subjects about which questions may not be asked. Prepare a rating scale for candidate comparison. Identify the involvement of the final decision-maker prior to the recommendation going to the board of education. Is input authentic at each stage of the process? Comment on the role of the board of education in staff selection.

22. Conflict Resolution – Conflicts will occur in any organization. Identify four to six actual or potential controversial issues in the school or school district (not connected with discipline). Title each one and write a one to two page summary of each issue. Identify what steps of action have been taken, what steps will be taken, and what you would suggest should be taken to prevent each conflict. If these conflicts do occur or are already underway, discuss positive outcomes that could emerge, as the conflict is resolved through skillful leadership.

23. Speech to Community Organization – Prepare a speech on some aspect of education deemed pertinent by you and your mentor. Deliver this speech to a group in the community. Identify (or place) someone in the audience to critique your delivery. Were you effective?

24. Speech to Parents – Working with your mentor, prepare and deliver a speech to a group of parents on a topic pertinent to your mentor’s school or school district. The presentation might occur at an awards’ assembly, PTA or PTSO meeting where curriculum was being presented, or at an athletic parent meeting to explain procedures as examples. Identify someone in the audience to critique your delivery. Were you effective?

25. Summer-School Leadership – Serve as Director, Assistant Director, or Administrative Intern in a summer school. Either initiate (if an administrator) or participates and describe (if an intern) the program development, publicity, recruitment, registration, transportation standards of behavior and instruction, brochures, and plans to insure student progress. Reflect on the time devoted to learning versus other activities. How was progress assessed?

26. Standardized Assessment Analysis – Prepare a one or two page chart that lists all formal assessments that take place in the school or school district by grade and time of year. Select one of the standardized assessments for special attention. Disaggregate the data and analyze the results. Present the disaggregated data in a format easily understood by your staff and parent community. Do a three-year longitudinal analysis of the results. Compare grade by grade as well as a second comparison that follows the same students over a three-year period where this is possible. Consider mobility where possible. What generalizations about student achievement within the groups can be made? What policies, procedural changes, and/or program adjustments would you recommend to your mentor? Please note that the above comments are only suggested areas to pursue. You would customize this analysis based on the situation and the wishes of your mentor. Reflect on what you found, how was it presented, what changes (if any) are anticipated in assessment or instruction as a result of this analysis, and how you would communicate similar results if you were the administrator in charge.

27. Standardized Test Administration – Coordinate the administration of a standardized test for a campus. Include pre-testing information for faculty, how the results will be disseminated and explained to faculty and parents, pre-testing orientation for students, and supervision of the actual testing. What changes would you make if you were doing this the following year?

28. Physical Plant Health and Safety – List ten external health and safety issues in your school or school district that must be addressed concerning school property (such as playground equipment,
signage, traffic patterns). List ten internal school building health and safety issues (such as blind spots in supervision, bathrooms, air quality, lunchroom procedures). From each list, select five that theoretically need to be changed or that could in actuality profit from additional attention. Consult with your mentor before deciding which issues to pursue. Study each issue and identify the district personnel who need to be involved. Cite the procedures that must be followed to facilitate the change. Make sure any life safety regulations are being followed. Reflect on what you learned.

29. **Physical Plant Needs Assessment** – Conduct an assessment of a school facility with respect to accessibility (including handicapped students and adults), possible safety hazards, cleanliness, distractions, overcrowding, suitable panic bars, fire alarms, posted emergency evacuation routes, emergency policies and procedures, and general emergency preparedness or readiness. Interview an official charged with that responsibility on a district-wide basis. Become familiar with regulations concerning life safety. Include recommendations for improvement where necessary.

30. **School District Maintenance and Repair Schedule** – Evaluate a school district’s maintenance and repair schedule. As one example, how often does re-roofing take place? Is that sufficient or do many emergency repairs have to be made in the interim? How do building administrators request repairs? How are repair priorities determined at the district level? If possible, obtain an annual summer and holiday maintenance repair schedule. Reflect on what you have learned.

31. **Classified (Support) Staff** – A former administrative internship student suggested that working alongside classified staff and attending a banquet honoring classified staff were important learning experiences and ways to develop positive rapport with these important members of the school team. Log your activities and write a reflective analysis as to what you learned.

32. **Facilitating Change** – Design a model to structure teamwork time for staff that facilitates curriculum development planning or instructional improvement strategies focused on increased student success on authentic learning projects deemed acceptable by students, staff, and community. Include resources needed to implement your plan. Analyze the contractual, internal political considerations, and external political considerations of your model. Reflect on what was learned.

33. **Clarifying position descriptions** – Analyze the position descriptions of the administrative team in the school or school district in which you are doing your internship. (At the building level, this would include the principal and assistant principal. At the district level, it should include the superintendent and any other two positions that are of interest to you.) Obtain position descriptions from two other school districts that have a reputation for excellence. Compare and contrast the position descriptions. Then, interview those administrators holding the positions in the organization in which you are doing the internship. Learn from them what they consider most and least critical. Obtain their reaction to the study that you have made concerning their position description versus the other two you have studied. Reflect on what you have learned. Discuss any changes you would make in your own organization’s position description for administrators if you were in charge.

34. **Professional Interaction and Professional Growth** – Join the state and national organization associated with the position in which you are an intern. Participate in at least two of the meetings sponsored by these organizations including one major convention. At the meetings, attend presentations of interest to you. Write a brief summary concerning the content of the presentations and your impressions of the conferences.
35. **Administration of Support Services** – Select an area such as student transportation or food service. Become familiar with the federal and state regulations, school board policies, and staff operating procedures operating in your district related to the selected service. Interview two supervisors in the area you are studying. Spend one day shadowing a supervisor. Summarize what you have learned and critique the effectiveness of the present program. Project what lies ahead with attention to resources and student needs.

36. **Building Scheduling** – Participate in the process for developing the master student schedule and master teacher schedule in your building. Are these management or leadership tasks? Learn sufficiently to be able to replicate their schedules in a building of your own. With your mentor’s authorization, you might choose to sample students and teachers to assess perceived needs. After you are confident that you could administer these schedules, visit with an administrator in another school district that has different student and teacher schedules. Reflect on what you have learned.

37. **School Board Agenda** – For persons in the specialist internship, consider working with your superintendent to plan a school board agenda. Include the interaction that occurs with the cabinet and with the school board president. Note the information that is provided to the press and to the staff. Attend that board meeting and analyze whether your perceived expectations of the meeting were realized. Were there any “hidden agenda items” that surfaced during the meeting? How does the public participate in the meeting? What is the role of the other administrators? Reflect on what you learned.

38. **Disruptive Students Placed Elsewhere** – Do an analysis of students expelled and or placed in alternative placements by the courts or by school officials. Recognizing the necessity of not allowing students to disrupt the school, focus on what happens to these students. Visit a juvenile court session. Talk with caseworkers and other supervisory officials who work with youth outside the public school setting. Summarize and reflect on what you have learned.

39. **Referral of Students with Special Needs** – Examine the school and/or school district’s policies for referral of students for health services, psychological assistance, and special classes. Participate in two conferences involving such services after receiving permission from all parties. Critique their effectiveness in addressing the student’s needs and summarize what you learned. If possible, follow-up on one of these students prior to the completion of your internship to see if anything positive has occurred.

40. **Supervision of Students** – Supervise hall traffic, the lunchroom, the playground, and or evening activities. Analyze the procedures and discipline procedures. Assess the “climate” during the time you are involved in supervised. If possible, arrange with your building mentor to supervise a “cycle” of activities. What did you learn? What would you improve?

41. **Handbook Revision** – Design and/or suggest revisions for a building handbook. Involve others as appropriate. Possibilities include a volunteer handbook, crisis handbook, student handbook, and parent handbook. Your mentor may have some projects that would be applicable to the school or school district. Reflect on what you learned or suggest revisions.

42. **Volunteer Coordination** – Help establish or administer a Parent Volunteer Program.

43. **Federal Programs** – Select two special federal programs in your school and/or school district. Analyze the funding process and the accountability involved. Study the approved applications. (Possibly, you might be involved in an actual application.) Evaluate how implementation of these programs affects the principal’s job as well as the entire school system. What are the benefits for children?
44. **Textbook Resources** – Evaluate the process of textbook distribution. Describe the process and your involvement in one or more of the following procedures:

   a. Textbook selection/adoption procedures, schedules, and deadlines.
   
   b. Method of inventory of textbooks.
   
   c. Process for textbook distribution.
   
   d. Procedures for fulfilling textbook accountability.

45. **Curriculum Planning** – Work with a teachers’ committee that is developing new units, courses of study or new teaching methods. How will you determine whether the new units are successful?

46. **Curriculum Alignment** – Determine the extent of grade-to-grade articulation within a chosen subject area. Examine the extent of curriculum alignment. Make recommendations as necessary.

47. **Intervention and Remediation** – Familiarize yourself with, or assist in the planning and execution of, the school’s or school district’s intervention and remediation program for students not reading at or above grade level. Are there any programs producing success? Provide some objective analysis for your mentor that includes a look at formal assessments developed by the teacher, school, district, or elsewhere. Report your findings and conclusions to a mentor.

48. **Smart Start Initiative to Promote Excellence** – Examine the Arkansas Smart Start Initiative at the building or school district in which you are doing your assignment. Read background materials developed by the School District. Read those guidelines and ideas disseminated by the Department of Education on the Internet. Read the basic text by Dr. Reeves. Study the plan in effect at the school or schools where you are assigned. What has been effective? Has there been some “organized abandonment”? Are teachers sharing evaluative activities? Has there been gains in student progress? How has that been measured? What are the plans for future improvement?

49. **Teacher In-Service** – A former administrative intern suggested that the design and implementation of a teacher in-service program on a topic receiving emphasis by the faculty or by the school district is an important learning experience. This could be in a specific curricular area, a learning strategy, or focused on a subject such as bullying.

50. **Use of Technology to Promote Student Success** – Do an inventory of all the instructional technology available in a school. Then conduct an analysis of what technology is being used in each classroom and in the library and computer laboratories. Document the ways in which teachers utilize electronic technology to augment, deliver, extend or enrich instruction. Attempt to determine if the use of technology is producing any gains in student achievement. Ask staff what they need in technology that they do not have. Reflect on your findings.

51. **Teacher-Parent Participation to Promote Student Growth** – Analyze the extent of systematic parent participation in their children’s education. Is there a partnership between parents and teachers in the school in which you are doing your internship? Read what research says about the importance of parent participation in their child’s education and include your summary of that research in your report to your mentor.

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52. School and/or School District Reorganization – In most communities in America, schools are either growing or declining. In many cases, this creates reorganization. In some districts, concepts such as middle schools, schools organized by theme, or schools that embrace new curriculum delivery engage in reorganization. In some cases, the outgrowth of a strategic plan is reorganization. If the intern is involved in a school in which reorganization is taking place or is contemplated, a useful project includes participation in a leadership role in some phase of that reorganization. For example, in the redesign of a middle school, the intern might work closely with building administrators in planning the configuration of teams, introducing teachers to the middle school philosophy, and working with elementary administrators and teachers in the relocation of teachers and students to the new building.

53. Develop a “New Teacher” Orientation Process At the Building Level – Develop a “new teacher” handbook that explains procedures and provides a quick reference to key information and people in the school, district, and community agencies that might come in contact with the school. Organize an orientation program for new teachers. Work with the principal to develop guidelines for “buddy teachers”.

54. Character Education – Study the formal character education program in effect in the school or school district in which you are an intern. What is the program, how is it delivered, what do the students and teachers think about it, and is there any evidence that it is causing positive change? Discuss the involvement of parents and community leaders in assisting with the implementation of character education. Were parents and community leaders involved in choosing the curriculum in use? Whether or not a formal program exists, study two other school districts that have different formal character education programs in place. If possible, visit at least one of them and report on their subjective analysis and any objective data they have collected. Reflect on your findings.

55. Student Behaviors Concerning Drugs and Alcohol – Conduct a survey of drug and alcohol usage in a secondary school where you are doing your internship. Use a survey instrument that is comparable to national surveys. Compare the results and make recommendations concerning formal and informal education that is taking place or should be taking place. Interview a sample of staff, students, and parents to obtain their views and their observations concerning student drug and alcohol usage. Interview a law enforcement official to obtain their agency’s perceptions concerning the issue based on juvenile cases in which they are involved. Work closely with your school mentor on this project and make your report to your mentor who will decide how it should be disseminated.

56. Administrative Leadership – Serve as the administrator in charge while your mentor or another administrator in the organization is away from the building attending conferences or pursuing other district assignments. This will not be available to everyone but it is an excellent experience when planned in advance with the building mentor and then followed by a debriefing section. Include a list of experiences and a reflective analysis.

57. Alternative Instructional Delivery Systems – Review alternative instructional delivery systems in the context of the goals of the school and/or school district, and with an aim to provide an educational environment that fosters increased student success. The alternative delivery systems could include printed materials other than textbooks, delivery of instruction utilizing technology, instruction away from the school site, systems’ approaches to learning, evening instruction, or any number of alternatives. This objective would need to be tailored to the site in which you are doing your internship. It requires thinking in the future tense. Reflect on your findings.
58. **Legal System** – Identify important legal issues in the daily operation of the school. Read district policies pertaining to state and federal laws. Discuss areas of special concern. Create a list of the most challenging legal issues facing today’s teachers and principals. Identify strategies to address those issues with a focus on the school unit in which you are doing your internship.

59. **Visionary Leadership** – Participate in school or school district planning sessions that look at the present in terms of the past; assess needs, trends, and resources; chart progress; review aspirations as expressed in the mission statement; and make recommendations for the future. Reflect on what took place.

60. **School Assembly** – A former administrative intern suggested that planning and implementing a school-wide assembly was a valuable learning experience. Certainly, effective student assemblies are an important aspect of school leadership duties. The organization, including assessment and student supervision, would be a valuable learning experience. Document your planning process, involvement with others, goals of the assembly, management results, and assessment of effectiveness.

61. **Shadowing a Principal in Another School** – While the required activities call for shadowing one’s own administrator and choosing an activity in a school setting other than one’s own, a former administrative intern suggested that shadowing a principal in a school other than her own was one of her most valuable learning experiences. If you choose this activity, it can serve as either the required “other school” activity or as an elective activity. Record what took place and contrast leadership styles between this person and the administrator in your building.

62. **Opening of School and/or Closing of School** – It is important to understand how one begins a school year and how one ends a school year. Taking part in registration, orientation, inventorying, information gathering, writing informative memos and last minute building maintenance/supply analysis are just some of the aspects of preliminary planning just prior to the school year. Spending several days to several weeks with principals at this stage can result in very valuable experiences. The same is true of the close of school. How one closes school and then the analysis that takes place to summarize what took place and to prepare for the summer and following school year are important aspects of building leadership. You are encouraged to undertake a project that includes development of guidelines you can use when you open and close school.