Overview
Other School Professional Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

The culminating experience of the administrative specialist educational staff personnel administration licensure program is the internship, an experience designed to allow candidates to experience the tasks of leading, facilitating, and making decisions related to staff personnel administration while under the guidance of a currently practicing mentor in educational staff personnel administration, a university supervisor, and the EDUC 864 (Internship: The Administrative Specialist in Action) course instructor.

In a broad sense, the internship provides a clinical experience that includes authentic hands-on learning and realistic, field activities as part of the coursework and preparation needed to assume the role of a staff personnel administrator for a school district. It is intended that the candidate will learn from one primary cooperating mentor, a licensed and practicing staff personnel administrator in activities designed to (1) apply knowledge from coursework, (2) further develop skills, and (3) engage in opportunities that lead to growth in the dispositions emphasized in the staff personnel administration courses.

Furthermore, the staff personnel administration internship is designed to help the candidate transition from a building-level mindset to a district-level perspective in staff personnel administration. This shift in perspective requires a candidate to experience and reflect upon those experiences that move to a level beyond that of building leadership. Additionally, the internship provides multiple situations in which to examine and practice educational leadership theory and research. It occurs through meaningful and in depth involvement in district staff personnel administration activities that are aligned with standards-based work in authentic P-12 settings.

The internship is a standards-based experience guided by the Educational Leadership Constituent Council (ELCC) standards, the Ohio Leadership Advisory Council’s (OLAC) Development Framework, Ohio’s Standards for Superintendents, and Muskingum University’s Conceptual Framework for Other School Professional Preparation programs focused on staff personnel administration. Additionally, the internship honors Muskingum University’s intent to prepare school leaders who have the knowledge, skills, and dispositions to promote the success of 21st century students who bring diverse ethnicities and races, backgrounds, cultures, religions, traditions, languages, learning preferences, and socioeconomic levels to P-12 schools.
The internship calls for a collaborative planning effort among the candidate, Muskingum University, and the participating school district of the mentor staff personnel administrator as well as the candidate’s school district if the internship does not occur in the candidate’s home district. The internship is intended to be a beneficial and meaningful working relationship among all involved.

Therefore, **Key Licensure Assessment #4: Internship** is designed to assess the degree to which a candidate is able to demonstrate proficiency in each of the elements called for across ELCC Standards 1 and 3 - 6 that are related to staff personnel administration. The internship course (EDUC 864) instructor and the university supervisor complete the assessment.

To exit the Administrative Specialist Staff Personnel Administration Licensure Program at Gateway #3, a candidate must complete Key Licensure Assessments #4 and #6A (*Internship* and District-Level Policies and Practices for Effective District Management and Resource Systems Project) with at least 80% of the elements of the ELCC standard elements across the two assessments rated at *meets element* and no element rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)**

The following elements of the ELCC standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district</td>
<td></td>
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<tr>
<td>1.3 candidates understand and can promote continual and sustainable district improvement</td>
<td></td>
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<tr>
<td>3.1 candidates understand and can monitor and evaluate district management and operational systems</td>
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<tr>
<td>3.2 candidates understand and can effectively use human, fiscal, and technological resources within the district</td>
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<tr>
<td>3.3 candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district</td>
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<tr>
<td>4.1 candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment</td>
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<tr>
<td>4.4 candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners</td>
<td></td>
</tr>
<tr>
<td>5.1 candidates understand and can act with integrity and fairness to ensure a</td>
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</tbody>
</table>
district system of accountability for every student’s academic and social success

5.2 candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district

5.3 candidates understand and can safeguard the values of democracy, equity, and diversity within the district

5.4 candidates understand and can evaluate the potential moral and legal consequences of decision making in the district

5.5 candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling

6.1 candidates understand and can advocate for district students, families, and caregivers

6.3 candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies

3. The Assessment Instrument

Guidelines for Internship

As you complete your internship, make sure to refer to the scoring guide for Key Licensure Assessment #4 to ensure that you are cognizant of the expectations for this assessment.

(1) Preparing for the Internship

Prerequisites for Internship Application

The internship is available to all administrative specialist staff personnel administration licensure candidates who have:

a) an Administrative Specialist Staff Personnel Administration Licensure Program GPA of 3.0 or above
b) completed all courses listed in the program of study as prescribed for the Administrative Specialist Staff Personnel Administration Licensure Program with a grade of B- or higher in each course
c) completed Key Licensure Assessment #6A with at least 80 percent of the elements rated meets element and no element rated unacceptable
d) attended orientation meeting to receive the Admission into the Internship Application Packet

Approval for Entering the Internship
You are required to submit an application requesting admission into the internship to the Chair of the Education Department AND a copy of the application to the Office of Graduate and Continuing Studies. The information on the form will be certified using your transcript and/or in consultation with the academic advisor and with other Educational Leadership Faculty as necessary. Admission into the internship will then be acted upon by the Education Department Faculty. You will then be notified in writing as to the action taken by the faculty.

**Course Number for which to Register**

You need to register for EDUC 864 (Internship: The Administrative Specialist in Action) for one (1) semester hour of credit.

**Internship Hours**

The internship will take place across the final term of the Administrative Specialist Staff Personnel Administration Licensure Program during which you are expected to complete three (3) hours of field work per week for 12 weeks and attend EDUC 864 seminars.

Although the internship is measured in terms of weeks in the State of Ohio, the total hours of internship for a Muskingum University candidate in the Administrative Specialist Staff Personnel Administration Licensure Program is 36. The 12 weeks of internship required by the program meet the minimum 12 weeks of clinical practice that is required by the State of Ohio for the preparation of P-12 educators.

**Administrative Specialist in Action Internship for full Time Administrators**

If you are a full-time administrator while completing the internship, you will need to work closely with your mentor staff personnel administrator to configure an appropriate schedule and balance which allows you to intern while also serving as a full-time administrator. You are responsible for meeting with your mentor staff personnel administrator and setting a schedule that is reasonable and realistic in terms of time. You need to discuss scheduling with your mentor and adhere to the plan set forth by your mentor staff personnel administrator. However, any major irregularities need to be shared with the university supervisor who will consider the situation and work with your mentor to resolve the situation to help you meet the required hours. In any case, the 36 hours of internship are required.

**Choice of an Internship Site or District**

During the semester prior to the internship, it is your responsibility to work with the Field Placement Office to arrange for your internship site and to arrange for a conference with the university supervisor who will supervise your internship.
A meeting will occur between you and the university internship course (EDUC 864) instructor - the course in which the internship packet is shared and reviewed. Immediately following this meeting, you are to meet with your mentor staff personnel administrator to share the packet and to establish an internship plan which includes a list of mutually agreed upon activities. You are expected to share this agreement in person with your university supervisor within one week of the meeting with the mentor staff personnel administrator. If necessary, as the internship proceeds, the plan may be revised with the permission of both the university supervisor and your mentor staff personnel administrator.

Formative and summative assessments of the internship will be completed jointly by the university supervisor, university internship course instructor, and the mentor staff personnel administrator.

(2) Responsibilities of the Candidate

• Schedule a meeting with Field Placement Office and university internship course (EDUC 864) instructor the semester prior to the planned internship to discuss choice of internship placement and mentor staff personnel administrator.

• Be informed of and responsible for the internship requirements explained in the Muskingum University Staff Personnel Administrator Internship Guidelines.

• Attend the internship orientation meeting as well as the seminars scheduled throughout the internship.

• Plan, in concert with your mentor staff personnel administrator, the specific internship activities to be completed, based upon your learning needs as well as the needs of the district.

• Communicate the internship plan with your university supervisor and university internship course (EDUC 864) instructor.

• Inform your university supervisor, university internship course (EDUC 864) instructor, and/or mentor staff personnel administrator of any questions or concerns regarding the progress of your internship.

• Volunteer for administrative activities and/or duties.

• Complete weekly Logs as described in Section 4 below.

• Complete the two Journal entries as described in Section 5 below.

• Complete the one Artifact as described in Section 6 below.
(3) Internship Activities

The choice of activities is a shared responsibility among you, your mentor staff personnel administrator, university supervisor, and the university internship course (EDUC 864) instructor. Activities are to be selected at the beginning of the internship and agreed to by all four parties (you, your mentor staff personnel administrator, university supervisor, and the university internship course instructor), thus defining the plan for the internship experience. However, as the internship evolves, new ideas and opportunities could emerge and situations might change which would have implications for changing the internship activities. A trust level between you and your mentoring staff personnel administrator can certainly be a factor in adjusting the internship plan. Changes in the internship plan should be noted in writing by you and forwarded to your university supervisor.

(4) Weekly Logs

Weekly Logs are to be in the form of an excel spreadsheet/table format you create. They need to be similar in format to that provided below. They are to contain the following categories of information: date, week #, amount of time (minimum time should be 1 hour), activity description, and the standard it represents. The Weekly Log is to be electronically submitted to the EDUC 864 course instructor by midnight every Friday night, beginning with the first Friday night of the internship.

NOTE: By the conclusion of the internship, total “hours spent” must equal no fewer than 36 hours.

SAMPLE LOG

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Date</th>
<th>Week #</th>
<th>Hours Spent</th>
<th>Activity Description</th>
<th>ELCC Standard Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/17/12</td>
<td>2</td>
<td>2</td>
<td>participated in team interview of special education coordinators applicants</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>5</td>
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</tbody>
</table>
(5) **Journal:** You are to select two entries from your Log across the internship as the basis for your Journal. While the two entries most meaningful to you should be selected, they need to relate directly to the role of a staff personnel administrator. Your task is to (1) expand on each of the two activity descriptions, describing each in-depth and (2) write a comprehensive reflection of each entry. The reflection is to include:

- the context surrounding the activity
- the preparations required for the activity
- concerns and/or issues surrounding the activity
- significant learnings gained from experiencing the activity
- your agreement/disagreement with the approach taken in carrying out the respective activity and rationales for your agreements/disagreements
- a description of what you would you do differently should the activity be carried out again

Begin each Journal entry with the header information from the Log as shown below. Each reflection is to be a minimum of two double-spaced pages. Your Journal is to then be submitted to your EDUC 864 course instructor no later than the last class day of the semester in which you are registered for your internship.

**SAMPLE JOURNAL**

<table>
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<th>Activity #</th>
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On February 17, 2012, I participated in four one-hour interviews intended to select a new special education coordinator for the school district. The interview team consisted of the Director of Human Resources, high school principal, middle school principal, two elementary principals, and two special education teachers. It was my first time to participate in a team interview. The ...

*EXPAND TO TWO (2) DOUBLE-SPACED FULL PAGE(S) OF TEXT*
Artifact: The artifact described below is to be submitted to your EDUC 864 course instructor no later than the last class day of the semester in which you are registered for your internship. The artifact is to demonstrate your understanding of staff personnel administration. It must be presented in an error-free manner that is highly professional and that uses graphs, charts, and/or tables.

ARTIFACT: Comparing Staff Personnel Administration Processes across Districts

Interview three different staff personnel administrators, including your mentor, asking each to describe the processes he/she uses for carrying out the roles and responsibilities of the staff personnel/human resources office. Develop your interview questions to encompass the ELLC Standard Elements noted above in Section 2 of this document.

Following the interview, prepare a written document, analyzing the processes used, ultimately developing a list of processes that you might use in carrying out the roles and responsibilities of a staff personnel/human resources office. Provide a rationale for each process you list.

In your written document, include your (1) interview questions, (2) interview notes, (3) analysis, and (4) list of processes with the rationale for each.

Using data gathered through observations and conferences with you and through conferences with your mentor staff personnel administrator and your EDUC 864: Internship – The Administrative Specialist in Action instructor, your two Journal entries, and your Artifact, your university supervisor and EDUC 864 course instructor will use the Scoring Guide for Key Licensure Assessment #4: Internship at the conclusion of the internship semester to rate each of the respective elements noted on the Scoring Guide.