Key Program/Licensure Assessment #4: Internship
Administrative Specialist: School-Community Relations Licensure
EDUC 864
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: School-Community Relations Licensure program is the internship, an experience designed to allow candidates to experience the tasks of leading, facilitating, and making decisions related to school-community relations while under the guidance of a currently practicing mentor who works in the area of school-community relations at the district level; 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 school district-level administrator responsible for school-community relations. It is intended that the candidate will learn from one primary cooperating mentor, a school-community relations administrator, through 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 school-community relations courses.

Furthermore, the school-community relations internship is designed to help the candidate transition from a building-level mindset to a district-level perspective of school-community relations. 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 school-community relations initiatives 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 school-community relations. 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 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 selected elements called for across ELCC Standards 1 and 4 - 6 that are related to school-community relations. The internship course (EDUC 864) instructor and the university supervisor complete the assessment.

To exit the Administrative Specialist: School-Community Relations Licensure Program at Gateway #3, a candidate must complete Key Licensure Assessments #4 and #6B (**Internship** and District-Level Policies and Practices for Effective District-Community Partnerships 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>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>
<td></td>
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<tr>
<td>4.2 candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the district</td>
<td></td>
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<tr>
<td>4.3 candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers</td>
<td></td>
</tr>
<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>
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<tr>
<td>5.1 candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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

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

6.2 candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment

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: School-Community Relations Licensure candidates who have:

a) an Administrative Specialist: School-Community Relations Licensure Program GPA of 3.0 or above
b) completed all courses listed in the program of study as prescribed for the Administrative Specialist: School-Community Relations Licensure Program with a grade of B- or higher in each course
c) completed Key Licensure Assessment #6B 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: School-Community Relations 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: School-Community Relations 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 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 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. 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 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 your mentor. If necessary, as the internship proceeds, the plan may be revised with the permission of both the university supervisor and your mentor.

Formative and summative assessments of the internship will be completed jointly by the university supervisor, university internship course (EDUC 864) instructor, and the mentor.

(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.
• Be informed of and responsible for the internship requirements explained in the Muskingum University Administrative Specialist: School-Community Relations Licensure Program Internship Guidelines.

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

• Plan, in concert with your mentor, 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 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, 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, 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 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 a meeting of the levy committee</td>
<td>4.3</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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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 an Administrative Specialist in School-Community Relations. 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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On February 17, 2012, I participated in a two-hour meeting of the district’s Levy Committee. The focus of the meeting... It was the first time I... The ...

EXPAND TO TWO (2) DOUBLE-SPACED FULL PAGE(S) OF TEXT
(6) **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 roles and responsibilities of a district-level administrator for school-community relations. It must be presented in an error-free manner that is highly professional and that uses graphs, charts, and/or tables.

**ARTIFACT: Comparing School-Community Relations Processes across Districts**

Interview three different district-level administrators for school-community relations, including your mentor, asking each to describe the processes he/she uses for carrying out the roles and responsibilities of the school-community relations 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 school-community relations 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 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.