

EDLE 691/692 Internship Application

The following requirements must be submitted to complete the application process:

1. Graduate Internship Application
2. Current vita
3. Goal statement which describes the desired leadership position and educational requirements, skills, traits or pre-requisites to achieve that position.
4. Leadership statement that addresses the purpose or motivation for leading. The following items should be included:
 - a. Motivation to lead
 - b. Desired accomplishment as a leader
 - c. Desired internship outcomes that will support school improvement
 - d. Desired interpersonal skills you seek to develop during the internship (2 – 4)
 - e. Intended personal development plan to develop listed interpersonal skills
5. District research and statement of acceptance and partnership
6. Internship Plan developed in conjunction with your on-site supervisor and EDLE advisor

In addition, you must have earned a 3.0 GPA or higher in your undergraduate program for regular admittance to any graduate program.

Application Deadlines

Fall admittance – July 1

Spring admittance – November 1

Summer admittance – March 1

Graduate Internship Application

Date: _____

Name: _____ SID#: _____

Address: _____
Street City State Zip

Phone Number: (_____) _____ E-Mail Address: _____

Semester Requesting internship: Fall _____ Spring _____ Summer _____
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Present Employer: \_\_\_\_\_  
District/School

Supervisor's Name \_\_\_\_\_  
Building/ Name

Employer Address: \_\_\_\_\_  
Street City State Zip

Phone Number: (\_\_\_\_\_) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

List other potential internship site(s), including business addresses, phone numbers and e-mail:

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Describe the goals and learning objectives that you expect to complete during your internship: (attach a job description if available)

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## **Internship Overview**

As part of the Michigan Department of Education requirement for the School Administration certification, candidates must complete a minimum of 200 hours of a leadership internship in an approved educational institution.

### **Internship Approval Process:**

1. Complete the Graduate Internship Application. Meet with the Graduate Internship Coordinator to submit application and discuss proposed internship site and appropriate learning objectives.
2. Return completed and signed Employer/Intern Agreement to the Graduate Internship Coordinator for approval.
3. Upon approval of the Employer/Intern Agreement by the Graduate Internship Coordinator, the student may register for EDLE 691, 3 credits.

### **Internship Requirements**

The internship follows the School of Education's requirements for the completion of the M.S. in Educational Leadership. For the certification path (EDLE 691), the requirements are also in alignment with the NELP Standards and MDE requirements. For EDLE 691, the internships must occur in a P-12 educational setting and monitored by a qualified, on-site mentor who should have experience as an educational leader with an educational setting.

The internship should allow the student to:

1. Acquire and/or update skills/competencies,
2. Apply and critique (analyze) theoretical concepts/ideas.

Generally, internships may NOT include:

1. Hours worked prior to registering for EDLE 691,
2. Experiences that are part of consulting work,
3. Experiences that are part of your regular job description,
4. Experiences that are gained during your regular work hours.

The onsite supervisor must be a school administrator. Prior to the internship, the intern must get approval of the onsite supervisor from the EDLE Program Adviser.

The intern must participate in a minimum of 215 hours of leadership activities that are not a part of their regular responsibilities and roles. Activities should be designed to give interns a wide perspective of the roles and responsibilities in leadership. EDLE students should plan these activities with the onsite supervisor and seek approval from the EDLE Program Adviser.

A log of leadership activities must be completed and signed by the onsite supervisor. A template will be provided to the intern at the beginning of the internship. It is strongly recommended for the leadership intern to keep this log updated to avoid issues toward the end of the internship.

Interns will also complete a portfolio that reflects their mastery of the NELP standards. With each standard, the EDLE student must include the benchmark assignment and reflection connected to the standard. The reflection should include internship experiences that support the standard. The completed portfolio should be submitted by the due date determined by the EDLE Program Adviser.

### **Responsibilities**

The Leadership Intern will:

1. Complete the required documents for the internships prior to the intended internship semester.
2. Identify a possible onsite supervisor and get approval from the EDLE Program Adviser.

3. Collaborate and design with the Onsite Supervisor an internship plan that includes possible activities and projects for the intern to complete.
4. Collaborate with the EDLE Program Adviser throughout the internship about concerns, updates, and clarifications.
5. Keep proper documentation and hours from the internship and submit by due dates.
6. Demonstrate professionalism throughout the internship and respect the parameters defined by the Onsite Supervisor.

The Onsite Supervisor will:

1. Provide leadership opportunities for the intern to experience over the internship period.
2. Provide guidance to the intern on the design and implementation of the intern goals and plan.
3. Contact the EDLE Program Adviser with questions, concerns, or comments concerning the intern or internship.
4. Sign the leadership log at the completion of the internship.
5. Complete the internship feedback at the end of the semester.

The EDLE Program Adviser will:

1. Provide assistance to the Intern and Onsite Supervisor throughout the internship.
2. Provide the necessary documents to the Intern (i.e. templates and syllabus).
3. Assess log and portfolio and provide feedback.
4. Consult with the Onsite Supervisor on internship effectiveness.

## EDLE 691/692 Internship Plan

The purpose of the internship is to provide a leadership experience to our EDLE students. You are to complete a minimum of 215 hours of leadership activities and should enter the activities in a leadership log. The log must be signed by the Onsite Supervisor prior to submitting to the EDLE Program Advisor. Your plan consists of several components:

### Part II – NELP Based Activities

In this section of the plan, you are to plan activities that address each of the following NELP standards:

#### Standard 1 – Mission, Vision, and Improvement

*Candidates who successfully complete a building-level Educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.*

#### Standard 2 – Ethics and Professional Norms

*Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.*

#### Standard 3 – Equity, Inclusiveness, and Culturally Responsiveness

*Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.*

#### Standard 4 – Learning and Instruction

*Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.*

#### Standard 5 – Community and External Leadership

*Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.*

#### Standard 6 – Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and

regulations.

#### Standard 7 – Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

#### Part III – Observation and Shadowing (maximum of 20 hours)

This component requires you to observe other school leaders in action. You should observe the leadership skills and strategies they used in during the period of observations. Your reflection should discuss your findings including concepts learned from coursework.

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Complete (in detail) the following sections with your onsite supervisor. These components are required as part of your internship. Additional activities should be recorded on the Hours Log provided for this course.

**Part I – Diversity**

Task Description

Subgroup Populations

Targeted Outcome

Evaluation

**Part II – Standards**

Standard 1 – Mission, Vision, and Improvement

Standard 2 – Ethics and Professional Norms

Standard 3 – Equity, Inclusiveness, and Cultural Responsiveness

Standard 4 – Learning and Instruction

Standard 5 – Community and External Leadership



Standard 6 – Operations and Management

Standard 7 – Building Professional Capacity

**Part III – Observation and Shadowing**

Proposed Activities

Targeted Outcome

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I agree to incorporate the proposed activities into my internship. If I foresee issues with any part of the plan, I will notify the EDLE program advisory in advance.

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EDLE Intern Student Signature and Printed Name

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Date

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The plan was developed in collaboration with the onsite supervisor. Should any concerns emerge during the internship, the onsite supervisor should contact the EDLE program advisor.

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Onsite Supervisor Signature and Printed Name

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Date

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District/School/Organization

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Contact Phone Number and Email Address

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This plan is approved.

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EDLE Program Advisor Signature and Printed Name

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Date

**Return this form to:**

EDLE Internship Advisor  
Ferris State University  
School of Education, ASC 3022  
820 Campus Drive  
Big Rapids, MI 49307  
Phone 231-591-3511 Fax 231-591-2043