



Department of Leadership, Language and Curriculum

Higher Education and General Internship Handbook

Educational Leadership Program

2023 – 2024

Welcome to the Internship

Thank you for beginning this leadership journey. All of us are poised to assist you! To get started, please reach out to the Internship Coordinator listed below, knowing that all of us are here to support you.

Internship Program Contact Information

EdL Internship Coordinator

Sr, M. Paul McCaughey, O.P.

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EdL Program Director

Professor Andrea Kayne, J.D.

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LLC Department Chair

Dr. Sonia Soltero, Ph.D.

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Academic Advisor

Brandon Washington

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LLC Department Assistant

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COE Mission Statement

The mission of DePaul University's College of Education is to prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, intellectually rich, and socially just environments. As part of a Vincentian university, we cultivate the social conscience, understandings, and practices necessary to address social inequities among and with individuals, communities, and institutions. We develop critical, creative practitioners and scholars who continually inquire and reflect on educational and professional practices. Through authentic experiences in and outside the classroom, we educate our students to be engaged, service-oriented citizens of local and global communities.

Higher Education & General Internship Information

The internship experience provides students an opportunity to integrate their learning about educational administration with the hands-on experience of administrators and their own supervised experience as a student intern. This intensive field experience [200 unpaid clock hours] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill an administrative role. The internship experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council) and the standards and dispositions defined in DePaul University's Educational Leadership Program.

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis undergirds the entire experience. The student is expected to develop further the knowledge and understanding, skills, appropriate attitudes and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian Personalism by treating all persons with dignity and unconditional respect.

Timeline for General Leadership & Higher Education Internships

The below table reflects the general timeline for the internship component of the Higher Ed and General Educational Leadership Program. The internship process may be considered only when the student has successfully completed at least six academic courses.

All 200 hours may be completed at the same site, under the supervision of a higher education at a college or university for those in higher education concentration. For general program students, other sites with and their qualified administrator may be approved.

Quarter Prior to Starting Internship Hours
<i>Register in AS 601:</i> This is a free noncredit course which serves as Introduction to the Internship and a repository for information, dialog, and seminar meeting links.
<i>Submit internship application</i> – students should submit their internship application materials to Brandon Washington and wait to be assigned a DePaul Supervisor before the quarter they desire to begin their internship hours. This step requires that the student contact the desired internship site and arrange for a site supervisor.
Internship
<i>Start internship hours</i> – <u>once students are enrolled in the internship course</u> they can begin logging hours. Students MUST be enrolled in an internship to count internship hours. Students should also be in contact with their DePaul Supervisor prior to logging hours.
<i>AS 594 in D2L</i> serves as the repository for the log and any required artifacts of the internship.
Final Quarter of Internship
<i>Complete internship evaluation</i> – after finishing all internship hours, students should complete the internship evaluation and meet with site and DePaul supervisors.

Admissions Requirements for Internship

1. Completion of a majority of the Educational Leadership program, especially the A&S core courses.
2. A cumulative GPA of 3.0 in all course work completed to date.
3. Must attend mandatory internship info session one quarter prior to the internship (through AS 601 seminar).
4. Applications must be submitted one quarter in advance of the intended quarter the student would like to enroll in the internship course.
5. Approval of the EdL Internship Director.

Internship Requirements

The student intern must complete 200 unpaid clock hours in the negotiated school setting. The student intern is required to be in an educational setting, assisting in the administration of the program in all of its various components. The student intern, while still a student, becomes a part of the administrative team providing assistance and input as appropriate and as negotiated with the site supervisor.

The student intern may be involved in a focused administrative activity within an educational setting. The programmatic activities the internship meet the following criteria:

1. Addresses a need of the organization, agency, or school.
2. Challenges the intern to stretch their own talents/abilities beyond their comfort zone and allow them to grow in their ability as school leaders/administrators.
3. Provides the intern with an opportunity to reflect upon the integration of their course work with the lived experience in which they find themselves.
4. Allows the intern professional activities that meet leadership standards.

Criteria for Evaluation of Student Intern Progress

1. Student intern's success at accomplishing the work assigned as determined by pre-determined data around successful project completion.
2. Student intern's reflection on their experience, including an examination of their successes and failures, with an eye toward developing a continuing agenda for their own personal growth and development as a school leader.
3. Student intern's ability to demonstrate an integration and application of their learning and lived experience in the field experience.

Expectations of Internship

- Attend an internship info session regarding internship experience.
- Work collaboratively with the site supervisor and DePaul supervisor to develop a plan and timeline for the completion of the internship experience hours.
- Complete 200 hours on site – internships can be paid, unless students are completing hours with their typical employer, then hours must be unpaid.
- Complete a portfolio with the following components:
 1. A journal/log of the student intern's experiences during the internship experience.
 2. This journal should not only indicate what work the student intern was involved in (dates, times, person present), but also his/her own reflections about that work, and connections with his/her learning.
 3. Various artifacts from the intern's activities (e.g., meeting notes, reports, project outlines, presentations).
 4. Concluding Reflection Paper written by the student intern including an examination of successes and failures. The following questions can be responded to as a foundation for providing structure to the student intern's reflections.
 - a. What were the most/least professionally challenging or personally meaningful elements of your experience? Explain.
 - b. In what ways did your thinking or your attitudes change as a consequence of this experience?
 - c. What insights into interactions, relationships and the unique nature of your Internship did you derive from the process?
 - d. Was there any one thing in the experience that did not meet your expectations at all, which really surprised you?
 - e. What was the most significant thing that you learned about yourself as a person, as a consequence of the internship experience? Explain.
 - f. Do you still want to be an administrator?
- Complete/submit the following: student intern self-evaluation, DePaul supervisor evaluation, site supervisor evaluation, and reference letter completed by the site supervisor.

Roles and Responsibilities

EdL Internship Coordinator (Internship Coordinator): The EdL Internship Director is a full-time faculty member at DePaul University who oversees the program and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The EdL Internship Coordinator is available for consultation during the internship experience for the Intern, the DePaul supervisor, and the site supervisor if necessary.

LLC Department Assistant: The LLC Department Assistant oversees the administrative duties of the internship experience. They facilitate the application process, update all internship materials and distribute the relevant materials to all involved participants. They serve as the liaison between the Internship Director and students by collecting all required forms and documentation.

- LLC Department Assistant is *Ava O'Malley* (aomalle6@depaul.edu.) Her phone number is 773-325-4896. *Mailing address: Office 348, College of Education, 2247 N Halsted St. Rm. 344, Chicago, IL 60614*

Student Intern: The student intern is responsible for meeting all the internship experience expectations. The student intern is also responsible for locating and securing a site supervisor.

Site Supervisor: The site supervisor serves as both a supervisor & mentor to the student intern. The site supervisor must be a practicing administrator and have oversight of department, program, or education-related agency. The site supervisor is required to complete an evaluation (Appendix B) and write a reference letter for the student intern.

DePaul Supervisor: The role of the Site supervisor is to act as a liaison between the field setting and the university. The DePaul supervisor is to meet with the student intern and site supervisor at the site, a minimum of three times during the internship/practicum experience. The Site Supervisor will:

- Contact the student at least two weeks prior to the start of the internship experience.
- Assist the student intern in integrating his/her internship experience with his/her earlier course work.
- Meet (via Zoom or in-person) with the site supervisor within two weeks of the start date.
- Meet (via Zoom or in-person) with the student intern and site supervisor at least three times at the placement site during the internship experience.
- Observe and offer advice to the student intern about the execution of his/her duties and reflecting upon his/her experiences.
- Serve as a resource to both the student intern and the site supervisor.
- Review the portfolio throughout the experience and collect it at the end. Turn it into the Internship Director with a copy of the grade, as posted on Campus Connect. The EdL Internship Director will return the portfolio to the student intern.
- Assign the final grade for the internship experience based on tools of evaluation and post it on Campus Connect.

Internship Course

A&S 594 Internship in Educational Leadership

The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

1. Complete/meet all qualifications criteria for the Educational Leadership Internship Experience.
2. Submit the full application (application form, site verification form, memo of understanding and responsibility, student agreement, course history report, résumé, and answers to questions noted on the application form) to Academic Advisor, prior to the quarter the student wishes to enroll in the internship experience. It is recommend that students submit their application at least one month prior to the start of the quarter they would like to start their internship. Students may scan/email, mail or drop off the application. (e.g. application materials should be submitted by the first week of January for students wishing to begin the internship experience the following spring quarter of that year)
3. The Academic Advisor will notify students of the status of their application after the Internship Director has reviewed the application.
4. Students will be enrolled in the internship experience course (A&S 594) approximately one month prior to the start of the quarter in which the student applied to begin the internship experience. For example, if a student would like to start their internship during fall quarter (i.e. September), then students must submit the internship application to their advisor no later than August 1st to ensure there is enough time to assign the student to a DePaul Supervisor and enroll the student in A&S 594 for fall quarter. The Academic Advisor will enroll and notify students of his or her enrollment only after the student's DePaul supervisor has been assigned.

Frequently Asked Questions

When would I begin my internship?

Students begin the internship typically in the second year of the program. All approved students will be enrolled by Brandon, approximately one month prior to the start of the quarter in which the student applied to register.

What if I can't finish all 200 unpaid hours in two quarters?

Students may have up to one academic year to complete the 200 unpaid hours if they need more time, pending site and DePaul supervisor approval. Students will receive an "R" (research in progress) grade which will automatically turn into an F grade at the end of one academic year, excluding summer. Students are expected to keep their site and DePaul supervisors updated on their progress and obtain approval for the timeline of their internship experience.

Do I have to enroll in the internship experience course twice if I take more than one quarter to finish the hours?

Students need only enroll in the internship experience course once, unless the student does not pass the course. If a student does not successfully complete the internship experience requirements, he/she will need to reapply to enroll in the internship experience.

What if I need to work with two site supervisors?

Students may work two supervisors, provided both site supervisors sign all required paperwork and they meet the requirements for site supervisors.

My site supervisor isn't sure what to do with me. What should I tell him/her?

Please review the Memo of Understanding and Agreement along with the Suggested Activities with your site supervisor. If he/she is still uncertain, the site supervisors should contact the DePaul supervisor and/or EdL Internship Coordinator Sr. Mary Paul (mmccaug1@depaul.edu) for further assistance.

How do I complete 200 internship experience hours when I work as a full-time teacher or school service person?

Students are advised to work with their employer and site supervisor (if separate) to determine the hours the student intern may be able to complete internship experience hours. Most hours are completed before/after school, during lunch time, and on weekends. However, some hours may need to be completed during a regular school day. Student interns are expected to complete all hours during non-paid hours. As such, this time must be negotiated with the student intern's employer to ensure these are non-paid hours.

What should my portfolio look like?

The student intern may choose to format the portfolio however they wish. However, student interns are recommended to discuss expectations/suggestions for the completion of their portfolio with their DePaul supervisor to ensure the student intern will be meeting their DePaul supervisor's expectations for the portfolio. Student interns may also seek additional guidance for the completion of their portfolios through the Career Center. More resources for developing your portfolio can be found here: <https://resources.depaul.edu/career-center/resumes-interviews/Pages/default.aspx>

Internship Enrollment Process

1. Complete/meet all qualifications criteria for the Educational Leadership Internship Experience.
2. Submit the full application (application form, site verification form, memo of understanding and responsibility, student agreement, course history report, résumé, and answers to questions noted on the application form) to Academic Advisor, prior to the quarter the student wishes to enroll in the internship experience. It is recommend that students submit their application at least one month prior to the start of the quarter they would like to start their internship. Students may scan/email, mail or drop off the application. (e.g. application materials should be submitted by the first week of January for students wishing to begin the internship experience the following spring quarter of that year)
3. he Academic Advisor will notify students of the status of their application after the Internship Director has reviewed the application.
4. Students will be enrolled in the internship experience course (A&S 594) approximately one month prior to the start of the quarter in which the student applied to begin the internship experience. For example, if a student would like to start their internship during fall quarter (i.e. September), then students must submit the internship application to their advisor no later than August 1st to ensure there is enough time to assign the student to a DePaul Supervisor and enroll the student in A&S 594 for fall quarter. The Academic Advisor will enroll and notify students of his or her enrollment only after the student's DePaul supervisor has been assigned.

Dear Students,

Welcome to the initial phase of the Educational Leadership Internship process. The internship experience provides students an opportunity to integrate their learning about educational administration with the hands-on experience of administrators and their own supervised experience as a student intern. This intensive field experience [200 unpaid clock hours] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill an administrative role. The internship experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

The DePaul University College of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis undergirds the entire experience. The student is expected to develop further the knowledge and understanding, skills, appropriate attitudes and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian Personalism by treating all persons with dignity and unconditional respect.

General/Higher Education Students can complete their internship at any point during their program, but it is *strongly encouraged* to complete the internship during the second year of the program. Your first step is to complete an internship orientation with me, so please reach out when you are ready to do so. Our general conversation will also lead you to enrollment in the noncredit free A&S 601 to connect with peers over the term. The HE and General Internship Handbook provides a fuller picture for you. Then, find an appropriate site and Site Supervisor for your internship. Next, complete the following pages of this application package and submit them to the Educational Leadership Academic Advisor, Brandon Washington. Finally, Brandon Washington will register you for your internship course and I will assign you to your DePaul Supervisor, who will serve as a mentor and liaison between you and your site supervisor.

Warm wishes for a successful internship.

Sincerely,



Sr. Mary Paul McCaughey
Principal Preparation and Superintendent Internship Program Director
Instructional Assistant Faculty, Catholic Educational Leadership Coordinator
College of Education #361 | DePaul University 2247 N. Halsted Street | Chicago, IL, 60614
Office: 773-325-4696 | Cell: 312-505-1943 | Email: mmccaug1@depaul.edu



***Educational Leadership Program Internship Experience
 (General and Higher Education Concentrations)
 Application Form***

Applicant Information

Name: _____ Date: _____

Address: _____ Home Phone: _____

City/State/Zip: _____ Work Phone: _____

E-mail: _____ DePaul ID No: _____

Course Requested:

A&S 593 Practicum

A&S 594 Internship

Term and Year Requested: Fall ____ Winter ____ Spring ____ Summer ____ Year ____.

By checking this box I verify that I have completed an internship orientation with the internship director.

Academic Information

Please attach the following to this application:

- A course history report printed from Campus Connect. Please indicate the courses you still have to complete for the program on your course history report.
- An updated copy of your resume

Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program **prior to the quarter when your internship experience would begin.**

I have attached the following:

1. A copy of my course history
2. An updated copy of my resume
3. Signed Student Agreement
4. Memo of Understanding and Responsibilities signed by me and site supervisor
5. Site Verification Form signed by site supervisor

***Educational Leadership Program Internship Experience
(General and Higher Education Concentrations)
Student Agreement***

As a reflection of DePaul University's Mission and Vincentian Personalism, the Educational Leadership Program is committed to the professional and personal development of students. Since completion of this program would lead directly to entry into the profession, the Educational Leadership faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, Educational Leadership faculty members monitor both academic performance and non-academic behavior in order to identify, nurture and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. Please read, review and sign the below agreement.

As an internship/practicum student, I agree to the following:

1. I will be receptive to supervisors' and faculty feedback and act meaningfully and professionally upon suggestions.
2. I will reflect upon my own progress and identify strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies and modifying future practices.
3. I will take initiative and understand the importance of and am committed to communicating clearly, orally and in writing, both in traditional and in new and emerging digital formats.
4. I will be open to new ideas and engagement in learning.
5. I will appreciate diversity and demonstrate awareness of personal biases. I will respect and consider cultural contexts in order to determine how to be responsive to students and staff and to proactively promote social justice.
6. I will communicate and cooperate effectively with others.
7. I will be committed to collaboration with students/staff, colleagues, families and communities in order to promote growth and development.
8. I will demonstrate professional, ethical and legal behavior as defined by the respective codes of ethics and laws.
9. I will demonstrate consistent, professional behavior across all academic settings.
10. I will maintain appropriate interpersonal and professional boundaries.
11. I will accept personal responsibility for my behavior.
12. I will express feelings and opinions effectively and appropriately.

Student Intern's Name: _____

Student Intern's Signature and Date: _____



Educational Leadership Program (General and Higher Education Concentrations) Memo of Understanding and Responsibility

It is the student intern's responsibility to present this memo to the site supervisor before any agreements are signed. This memo must be read by "all parties involved" before signing the memo of understanding and responsibility. The purpose of this memorandum is to state clearly the responsibilities of all "parties" involved in the internship experience at DePaul University. It is not intended as a legally binding contract.

The student intern is expected to:

- Comply with DePaul University, School of Education, Educational Leadership and local school/agency policies and procedures.
- Complete 200 internship /practicum hours at the approved higher education facility.
- Make every effort to meet the internship/practicum site's expectations for work performance, including standards for work quantity and quality, adherence to agreed-upon work schedule and other expectations.
- Make the best use of the learning environment that has been provided by taking advantage of opportunities to acquire new skills, knowledge and awareness.
- Balance the demands of work and school such that neither suffers, especially during the internship/practicum experience.
- Inform the Internship Director of any potential problems or changes involving the internship/practicum placement in a timely manner so that appropriate interventions can be made.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance with these standards.
- Keep site and DePaul supervisors informed regarding the internship/practicum experience.
- Immediately contact the DePaul supervisor should any problem or change in relation to the placement site occur.
- Attend seminars and supervisory sessions fully prepared, as outlined by the Internship Handbook and supervisor's expectations.
- Comply with the rules and regulations of the placement site (e.g. report writing, in-service training, etc.).
- Complete the requirements outlined in the Internship Handbook.
- Evaluate the internship and supervisory experience at the end of the internship/practicum.
- Inform the Internship Director and DePaul supervisor about any of the following situations: serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites.

The internship/practicum site and site supervisor are expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to student intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the student's abilities, knowledge and interests to the fullest extent possible. A list of suggested activities is available in the Educational Leadership Internship Handbook.
- Be in compliance with all applicable laws during the placement, including, but not limited to laws related to workplace discrimination and workplace safety.
- Comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
- Understand that the internship/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her participation in the internship, nor be covered by the site's Worker's Compensation, social security, or unemployment compensation programs. If the student intern is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The student intern's work at the site shall not at any time replace or substitute for any employee, nor shall the student intern perform any of the duties normally performed by an employee at the site as part of the placement, except as such duties as are a part of the student intern's training and are performed by the student intern under the direct supervision of the assigned

supervisor. If the student intern is an employee of the site, he/she may not accrue internship/practicum hours for tasks which are completed as a part of the student intern's employment responsibilities.

- Inform the Internship Director, in a timely manner, of any potential problems or changes involving a student intern's internship placement, so that appropriate intervention(s) can be made.
- Use the organization's resources to create a learning environment in which the student intern can acquire marketable skills and experiences and make a valuable contribution to the school/agency.
- Assign a site supervisor who has the appropriate credentials, time and interest for training the student intern.
- Provide opportunities for the student to engage in a variety of administrative activities.
- Provide the student with adequate workspace, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the student intern and return them to the student intern and DePaul supervisor in a timely fashion.
- Immediately contact the DePaul supervisor should any problems or changes in relation to the student and placement site occur.

The DePaul supervisor is expected to:

- Meet regularly with the student intern to discuss progress and to verify the student's performance and productivity during the student intern's internship/practicum experience.
- Provide a one-hour triadic supervision session for every 15 hours of internship/practicum work.
- Fairly evaluate the student intern's work both academically and experientially.
- Notify the Internship Director in a timely fashion if any problems arise.
- Be available for face-to-face, telephone and/or email consultation with both the site supervisor and student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 200 internship/practicum hours.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

The Internship Director is expected to:

- Orient the student intern, site supervisor, and DePaul supervisor to the monitoring and evaluation procedures.
- Monitor the internship placement through face-to-face, telephone and/or email contact with site supervisor, DePaul supervisor and student throughout the internship experience, including a visit to the placement site if deemed necessary.
- Make appropriate interventions involving the student's internship placement when problems occur, including recommendations for altering or terminating the internship experience when necessary.

Agreement to Memo of Understanding & Responsibility:

I understand and agree to perform the above responsibilities outlined above. I further understand and agree to follow the guidelines and procedures outlined in the Internship Handbook for the Educational Leadership Program at DePaul University.

Student Intern Date

DePaul Supervisor Date

Site Supervisor Date

Internship Director Date

Educational Leadership Program Internship Experience (General and Higher Education Concentrations) Site Verification Form

Dear Colleague:

Welcome to the Educational Leadership Program! We are grateful for your willingness to work with us and our students. The excellence of the Educational Leadership Program depends on the quality internship experiences provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

Please complete the form below and return to the DePaul University student who will be completing his or her practicum/ internship at your institution. This information helps us to communicate and work effectively with you and your institution. It will also assist us in keeping the necessary data for our accrediting agencies. Thank you.

Dr. Melissa Bradford
Internship Director
Educational Leadership Program DePaul

University Student Information

Name of DePaul student: _____

Student ID: _____

Site Information

Name of School: _____

School Address: _____

Site Supervisor Information

Name of Site Supervisor: _____

Email: _____ Phone: _____

Preferred Method of Communication: Email Phone

Level of Education (degrees earned):

- | | Subject | College/University |
|--|------------|--------------------|
| <input type="checkbox"/> Bachelor's in _____ | from _____ | |
| <input type="checkbox"/> Master's in _____ | from _____ | |
| <input type="checkbox"/> Doctorate in _____ | from _____ | |

Please list ALL applicable valid certificates held:

Certificate Number	Initial or Standard	Type	Expiration Date

Signature of Site Supervisor: _____

Title: _____ Date: _____

Appendix A: INSTRUCTIONS FOR LOGGING/TRACKING HOURS

For regulatory reporting purposes, interns should log the hours they have completed at their internship site and upload it to D2L. The intern should keep their log updated and send in an updated version with all previous entries each week through D2L.

The log template is below. When creating the log, please ensure that all columns are completed.

Total hours	Date	Start time	End time	ACTIVITY	HELP STANDARD(S)	PERSON(S) PRESENT	REFLECTION	OTHER NOTES (OPTIONAL)	Follow-up Needed? Y/N

Appendix B: INSTRUCTIONS FOR ACCESSING INTERNSHIP EVALUATION RUBRICS

Steps for accessing internship evaluations:

- Use the following link to access the below webpage:
 - https://depaul.qualtrics.com/jfe/form/SV_efegIW6rcKrKJxz
- Click the arrow button to move to the next page, where you will indicate whether you are an Intern, Site supervisor, or DePaul supervisor
- From here, you will begin the evaluation.

Sample of Evaluation

- Fill out biographical information in the first portion of the internship evaluation (last name, first name, DePaul ID, intern program, site supervisor)
- Internship evaluation is on a 1-5 grading scale. This scale will be applied to the three sections of internship evaluation.
 - 4** - Evident at an exemplary level. Reserved for the truly 'outstanding' performance. This designation is for the candidate who 'goes well beyond' any expectations of an intern.
 - 3** - Consistently evident. This is a fine rating – and one to be expected and desired in an intern. Indicates that the desired behavior is 'always seen when it is called for' in the candidate's internship situation.
 - 2** - Sometimes evident. Indicates that the desired behavior is emerging; that is, within the candidate's current teaching situation, sometimes the behavior is seen when it 'should be' yet other times it is not observable when one would expect it to be.
 - 1** - Not evident. Indicates that the desired behavior, while expected in the particular situation observed, was not seen.
 - NA** - Not applicable; No opportunity to observe. The indicator does not apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

Section 1: Diversity & Positive Transformation

Develops and supports a learning environment that affirms students' home and community cultures. (1)

Develops and supports a learning environment that helps students understand and value the unique ways in which they learn. (2)

Develops and supports a learning environment that communicates the value of education in individual students' lives. (3)

Develops and supports a learning environment that helps students move beyond cultural boundaries in order to be successful in school. (4)

Section 2: Multiple Perspectives & Theory and Practice

Is committed to high standards of learning for all students. (1)

Develops a vision of learning for a school that promotes the success of all students. (2)

Articulates the components of the vision for a school. (3)

Communicates the vision to staff, parents, students, and community. (4)

Seeks resources to support the implementation of the vision. (5)

Develops plans and processes to evaluate and monitor the vision. (6)

Develops plans to involve the community in the realization of the vision and in school improvement efforts. (7)

Section 2a: School Culture

Appreciates how diversity can enrich a school culture. (1)

Is committed to the improvement of school climate and culture. (2)

Uses appropriate methods to assess school climate and culture. (3)

Implements appropriate strategies to improve school programs, climate and culture that capitalizes on the diversity of the school community. (4)

Section 2b: Instructional program and best practices for student learning

Is committed to the proposition that all students can learn. (1)

Facilitates activities that improve instructional practices and curricular materials. (2)

Facilitates activities that apply principles of effective instruction and best practice. (3)

Identifies barriers to student learning and recommends improvements. (4)

Recommends curricular design, implementation, and evaluation based on profile of learner's diverse needs. (5)

Assists staff to understand and apply best practices for student learning. (6)

Promotes technology to enrich and monitor instructional practices. (7)

Section 2c: Professional development

Values lifelong learning for self and others. (1)

Values supervision and is willing to evaluate teachers and staff. (2)

Facilitates well-planned professional development programs. (3)

Facilitates professional development activities that are consistent with school vision and goals. (4)

Forms appropriate comprehensive professional growth plans with school personnel. (5)

Develops own professional growth plans. (6)

Section 2d: School management

Accepts responsibility for administrative decisions to improve schools. (1)

Applies appropriate models and principles of organizational development and management. (2)

Uses research and data-driven decision-making. (3)

Effectively manages fiscal, human and material resources. (4)

Involves staff in management of operations. (5)

Gives organizational priority to student learning, safety, curriculum, and instruction. (6)

Allocates resources effectively, legally, and equitably. (7)

Section 3: Personalism, Professionalism, & Life-long Learning / Collaboration

Is committed to communication and collaboration with families. (1)

Involves stakeholders in school decision-making processes. (2)

Develops frameworks partnerships with family, business, community, government, and higher education. (3)

Involves families and other support personnel in the education of their children. (4)

Develops plans for effective communications with the community and the media. (5)

Mobilizes community resources to serve the school. (6)

Section 3a: Positive environment for student learning

Creates a positive environment that supports student learning. (1)

Understands and builds upon the developmental levels of students to improve the environment for student learning. (2)

Understands and builds upon the diversity of the students, families, and community to improve the environment for student learning. (3)

Understands and builds upon the policy context of the school and community to improve the environment for student learning. (4)

Uses multiple sources of data to reflect on how to improve the school/district to strengthen student learning. (5)

Section 3b: Internship

Demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions. (1)

Assumes substantial responsibilities that increase over time. (2)

Works effectively with staff, students, parents, and community leaders. (3)

Works effectively with appropriate community organizations, social service groups, and/or local businesses. (4)

Section 3c: Hiring & evaluation of teachers

Participates in the hiring process, including at a minimum: creation of a job description; and creation of interview questions and assessment rubric. (1)

Conducts a full cycle of internship supervision, including a pre- and post-observation conference and writes a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data to provide feedback to the teacher. (2)

Leads in the development of a professional development plan for a school building in conjunction with stakeholders. (3)

Section 3d: Integrity, fairness, and ethics

Is committed to bringing ethical principles to the decision-making process. (1)

Is committed to using the influence of one's office constructively and productively. (2)

Demonstrates respect for the rights of others with regard to confidentiality and dignity. (3)

Engages in honest interactions. (4)

Combines impartiality, sensitivity, diversity, and ethical considerations in interactions with others. (5)

Makes and explains decisions based on ethical and legal principles. (6)

3. If you are a supervisor, type an answer to Q41: "Please note any areas of strength that need attention. Include comments about the candidate's ability to create a successful learning environment."
4. If you are a site supervisor, sign and date under Q147. If you are an intern, click "yes," "no," or "not yet" under Q123 - "I have discussed this evaluation with my site supervisor."

FOR DEPAUL UNIVERSITY:

By: _____

Its: _____

Date: _____

FOR AGENCY:

By: _____

Its: _____

Agency: _____

Date: _____