



School Leadership Program: Required Internship Experiences Beginning Fall 2024

UEL Strand 1: Visionary Leadership		
<p>Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student’s academic success and well-being.</p> <ol style="list-style-type: none"> 1. Collaborate with faculty, staff, parents, and the school community to develop and implement a shared vision, mission, and values. 2. Collect, analyze and use data to identify goals, assess organizational effectiveness, and promote organizational learning. 3. Create and implement plans to achieve short- and long-term goals. 4. Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement. 5. Monitor and evaluate progress and revise plans to achieve desired outcomes. 		
#	Required Internship Experiences	TEAL
1a.	<p>Shadow Principals</p> <p>The following two experiences must be completed.</p> <ol style="list-style-type: none"> 1. Shadow a principal (may be the principal of your school) for 8 hours during the regular school day. This must be done in blocks of time minimally 4 hours long. <ol style="list-style-type: none"> a. For interns who begin the USU School Leadership Program during the summer semester, you may complete 4 of the 8 hours required above outside of the regular school day (i.e., without students present in the building). 2. Shadow a principal at a school level (i.e., elementary or secondary) opposite the principal you previously shadowed, for a minimum of 4 hours during the regular school day. 	6080
1b.	<p>Vision and Mission</p> <ol style="list-style-type: none"> 1. Analyze the vision and mission of the school. 	6080
1c.	<p>Data Assessment (School Level)</p> <ol style="list-style-type: none"> 1. Help analyze assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments. 	6060

UEL Strand 2: Effective Teaching and Learning

Effective educational leader’s support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.
2. Build a professional culture of trust and collaboration, engaging teachers in Standard 2.7: sharing information, analyzing outcomes, Guide and support teachers in collecting and planning improvement.
3. Require all educators to know and use the Utah Core Standards for the courses they teach.
4. Require all educators to know and use the current Utah Effective Educator Standards.
5. Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.
6. Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests.
7. Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
8. Ensure available technologies are used to enhance instruction and create opportunities for student learning.

#	Required Internship Experiences	TEAL
2a.	<p>Teacher Evaluation</p> <ol style="list-style-type: none"> 1. Conduct 2 teacher evaluations or accompany the principal as he or she conducts at least 2 teacher evaluations. <ol style="list-style-type: none"> a. If you cannot complete the above requirement because your school or school district will not allow it, then you may complete the following experience instead: <ol style="list-style-type: none"> i. Review the evaluation instrument with the principal. Meet with at least 2 teachers and review each teacher’s process for self-assessment. Meet with the principal and review the principal’s process for determining a teacher’s evaluation report and score, as well as for completing the requirements to evaluate teachers. 	6050
2b.	<p>Classified Evaluation</p> <ol style="list-style-type: none"> 1. Conduct an evaluation of a classified employee or accompany the principal as he or she conducts the evaluation of a classified employee. <ol style="list-style-type: none"> a. If you cannot complete the above requirement because your school or school district will not allow it, then you may complete the following experience instead: <ol style="list-style-type: none"> i. Review the evaluation instrument with the principal. Meet with a classified employee and review the employee’s self-assessment. Meet with the principal and review the principal’s assessment of the employee, 	6050

	as well as how the principal completes the requirement to evaluate the employee.	
2c.	Professional Development 1. Plan or participate in the planning, organizing, conducting, and evaluating of the effectiveness of a professional development activity for the staff.	6060
2d.	Learning Community 1. Participate in 3-5 meetings of the school-based learning team in the school (e.g., Student Services, Child Study Team, Student Support Team).	6060
2e.	Data Assessment (Classroom Level) 1. With a teacher, examine student learning data from formative, summative, and standardized assessments, and analyze the data for median performance and demographic characteristics of students.	6060
2f.	Curriculum 1. With a learning team within the school, conduct an audit of the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for the grade level(s) with which the learning team is concerned.	6060
UEL Strand 3: Management for Learning		
<p>Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.</p> <ol style="list-style-type: none"> 1. Manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student’s learning needs. 2. Seek, acquire, and manage fiscal, physical, and other resources to support the school’s vision, mission, and values. 3. Comply with mandated budget and accounting practices as responsible and ethical stewards of the school’s monetary and non-monetary resources. 4. Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices. 5. Promote adult-student, student-peer, and school-community relationships to create the climate and conditions which value and support academic learning and positive social and emotional development. 6. Follow LEA policies, Utah State Code, and Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed. 		
#	Required Internship Experiences	TEAL
3a.	Student Discipline 1. Shadow the administrator or person who oversees student discipline and observe at least 3 cases of how the incidents are handled. Review the school Positive Behavioral Interventions and Supports (PBIS) or behavior procedures to determine whether or not they are in place, they are followed, and they are effective.	6280

3b.	Budget Management The following two experiences must be completed. 1. Review the school budget and observe how resources are allocated and how they are aligned with school improvement goals, as well as the vision and mission of the school. 2. Review the procurement process, including requisition, purchase order, invoice, payment, and accounting processes.	6500
3c.	Paraprofessionals/Aides The following two experiences must be completed. 1. Participate in the selection of paraprofessionals or aides. 2. Participate in the process to determine the number and types of paraprofessionals or aides to be employed in the school.	6500
3d.	School Resource Officer (SRO) 1. Review the duties of the SRO with the officer and observe their interactions with the school community (e.g., administrators, teachers, students, and parents).	6500
3e.	Management of Resources 1. Interview the principal about how human resources are leveraged and allocated in the school, including: a) the assignment of teachers to grade levels or teams, b) the assignment, roles, and responsibilities of paraprofessionals, office staff, and other non-certified employees, and c) committee assignments.	6500
3f.	Human Resources 1. Review LEA policies, Utah State Code, and Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed.	6740
3g.	Class Scheduling 1. Participate in the building of the master schedule and/or the assignment of students to teachers.	Outside of courses
3h.	Extracurricular Activities 1. Supervise a minimum of 2 after school activities (e.g., sporting events, dances, concerts, plays, fundraising activities, field trips, etc.), monitoring the process for collecting fees and gate receipts for the activities you monitor.	Outside of courses
3i.	Hiring 1. Participate in at least 1 instance of the school's screening and hiring process, including interviews and the notification of successful and unsuccessful applicants.	Outside of courses
3j.	School Board Meeting 1. Attend or watch online at least 1 local school board meeting and 1 state school board meeting. If possible, choose a meeting where there is an important school-based item being discussed that you would like to learn more about.	Outside of courses

3k.	<p>School Safety Plan</p> <p>Choose one of the following experiences to complete.</p> <ol style="list-style-type: none"> 1. Lead meetings of faculty, staff, and/or parents to disseminate the information in the School Safety Plan. 2. Participate in the revision or development of the School Safety Plan with the principal and the School Community Council. Include passing time coordination, bussing and parent pick-up flow, student walking or driving routes to and from school, crossing guard placement, coordination with local police, and student-to-student interaction. 	Outside of courses
3l.	<p>Emergency Response</p> <p>Choose one of the following experiences to complete.</p> <ol style="list-style-type: none"> 1. Conduct one of the emergency drills (e.g., fire, earthquake, intruder). Evaluate areas where the drill was successful and areas where the drill needs improvement. 2. Review the calendar of emergency response drills and determine how it was developed and scheduled. 	Outside of courses
UEL Strand 4: Community Engagement		
<p>Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student’s academic success and well-being.</p> <ol style="list-style-type: none"> 1. Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community. 2. Create and sustain positive, collaborative, and productive relationships with families and the community. 3. Understand, value, and employ the community’s resources to promote student learning and school improvement. 4. Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community. 		
#	Required Internship Experiences	TEAL
4a.	<p>Community Resources</p> <ol style="list-style-type: none"> 1. Create an inventory and map of school and community resources for a chosen school. 	6330
4b.	<p>Network Building</p> <ol style="list-style-type: none"> 1. Interview representatives from 2 community resources/organizations: one from a resource/organization with whom your school is already partnering strongly and one from a resource/organization with whom your school is not partnering. 	6330
4c.	<p>School Community Council (SCC) Meeting</p> <p>The following two experiences must be completed.</p> <ol style="list-style-type: none"> 1. Attend an SCC meeting and review the principal’s involvement with developing the SCC agenda, soliciting members of candidates to run for election to the SCC, distributing announcements for SCC meetings and minutes of minutes held, and scheduling SCC meetings. 	6500

	2. Review the requirements of the School LAND Trust, the important dates throughout the year, and what should be discussed at each meeting.	
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UEL Strand 5: Ethical Leadership

Effective educational leaders act ethically and professionally to promote each student’s academic success and well-being.

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources and all aspects of school leadership.
2. Model and promote professional attributes of integrity, fairness, transparency, and trust.
3. Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.
4. Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student’s academic success and well-being.

#	Required Internship Experiences	TEAL
5a.	Ethics 1. Respond to a case using the ethical frameworks outlined in class.	6080
5b.	School Culture 1. Complete an analysis of the culture of a school.	6090
5c.	Conflict Management among Adults Choose one of the following experiences to complete. <ol style="list-style-type: none"> 1. Observe conflict among adults in the school building, analyze the situation and determine what leadership tools need to be used to support a resolution. 2. Reflect on a conflict you have been involved in and how it may have played out differently with strategies learned in this course. 	6090

UEL Strand 6: School Improvement

Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student’s academic success and well-being.

1. Develop licensed faculty’s and staff members’ professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.
2. Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of licensed faculty’s knowledge, skills, and practice as described in the Utah Effective Educator Standards.
3. Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement.
4. Lead licensed faculty and staff (as appropriate) in evaluating competing initiatives in order to determine a course of action to support and achieve identified organizational goals.
5. Create and sustain an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals.
6. Develop and promote leadership capacity among teachers and staff.

#	Required Internship Experiences	TEAL
6a.	School Improvement Plan (SIP) Choose one of the following experiences to complete.	6080

	<ol style="list-style-type: none"> 1. Participate in the annual development and evaluation of the SIP. 2. Review the process undertaken to develop the SIP and its annual evaluation. 	
6b.	<p>Classroom Observations</p> <ol style="list-style-type: none"> 1. Accompany the principal during classroom observations and walk-throughs for a minimum of 3 separate teachers, reviewing the principal’s process for scheduling the observation, recording the observation, communicating with the teacher about the observation, and using any technological assistance during the observation. 	6050
6c.	<p>School LAND Trust Plan</p> <p>The following two experiences must be completed.</p> <ol style="list-style-type: none"> 1. Review the requirements of the School LAND Trust and how the funds are allowed to be spent. 2. Participate in the annual development and evaluation of the School LAND Trust Plan with the School Community Council. If that is not possible, then review the process undertaken to develop the School LAND Trust Plan. 	6500
UEL Strand 7: Equity and Cultural Responsiveness		
<p>Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student’s academic success and well-being.</p> <ol style="list-style-type: none"> 1. Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected. 2. Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 3. Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success. 4. Implement school procedures to address student behavior in a positive, equitable, and unbiased manner. 5. Address matters of equity and cultural responsiveness in all aspects of leadership. 6. Promote the preparation of students to live productively in, and positively contribute to society including participation in representative governments and other civic processes. 		
#	Required Internship Experiences	TEAL
7a.	<p>Equitable Assessment</p> <ol style="list-style-type: none"> 1. With school leaders, a learning team at the school, or with teachers, conduct an equity assessment audit in the school. 	6060
7b.	<p>IEP Meeting</p> <ol style="list-style-type: none"> 1. Attend an IEP meeting and observe the administrator’s role and responsibilities as the LEA representative. If possible, participate in a different IEP meeting as the LEA. 	6280
7c.	<p>504 Plan Meeting</p> <ol style="list-style-type: none"> 1. Attend a 504 Plan meeting and observe the administrator’s role and responsibilities as the LEA representative. If possible, participate in a different 504 Plan meeting or act as the LEA in a different meeting. 	6280

7d.	Equity and Cultural Responsiveness 1. Conduct an assessment of the school's practices and procedures regarding equity and cultural responsiveness. Identify areas of strength and areas of need.	6280
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