**The Principal Internship**

**Part A**

**Procedures and Activities**

**EDL 555**



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College of Education and Human Services
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**Table of Contents**

Prerequisites 3

Internship Overview 3

Role of the Candidate 4

Role of Administrative Mentor 5

Role of the WIU Supervisor 6

Training Video for Internship Candidates and Principal Mentors 7

Internship Assessment, ePortfolio, and Culmination 8

Incomplete Policy for Graduate Students 8

Extensions of Internship 8

Internship Action Plan 9-11

Internship Agreement 12-13

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| **Course Description for EDL 555, WIU Graduate Catalog****555 Internship (2) and 556 Internship (2)** Clinical field experience in the student's major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member.  |

**Internship Prerequisites**

Candidates must have satisfactorily completed a minimum of 27 semester hours in the WIU Principal Certification Program. Candidates must also register for EDL550, The Principalship, during both the fall and spring semesters of the internship.

**Internship Overview**

The purpose of the educational leadership internship at Western Illinois University is to engage interns in sustained real work-life experiences that allow for the application of knowledge and skills in school administration and the progressive development of the skills required for competent school leadership. The experience is planned cooperatively between the intern, the site supervisor, and the WIU intern supervisor and focuses on the application of standards-based experiences.

The internship should provide opportunities to work with and to learn from administrators in schools, giving interns opportunities to strengthen their qualifications through experience. Through careful planning, the intern should be able to accomplish the following:

* Experience the reality of educational administration by applying knowledge acquired during the coursework phase of the program to actual administrative situations,
* Gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator,
* Refine a philosophy of education as a result of the internship experience,
* Gain additional experience and confidence in his or her professional abilities, and
* Acquire authentic administrative experience in the work setting, while increasing one’s visibility as a potential administrator in the eyes of those who could assist the intern in advancing toward his or her career objectives.

The internship is designed to give the student the opportunity to work closely with practitioners in the educational field. The internship should occur over a calendar year and will consist of a minimum of 300 hours for the 4 semester hour internship. Part of the internship experience may be planned with other supervisors, department heads, school business officials, media specialists, administrators of special areas, or superintendents. Both the university supervisor and the principal mentor must approve the internship proposal.

**The Role of the Candidate**

Candidates who wish to pursue the Educational Leadership program degree and/or certification must meet the following criteria:

Pre-internship

1. Develop appropriate leadership activities and projects in collaboration with the mentor and site administration team members and share the final plan with the faculty supervisor (a regularly scheduled meeting, weekly or bi-weekly meetings are highly recommended).
2. Participate in all orientation and seminar preparation/training as provided by the WIU leadership program and as required by the State (see pg. 7 for directions).

Internship

1. Regularly communicate, meet, and work collaboratively with the mentor to best meet the needs of students while engaging in appropriate/relevant leadership activities related to student learning. (A regularly schedule meeting weekly or bi-weekly is highly recommended.)
2. Participate in a minimum of four on site meetings with WIU supervisor(s) related to internship experience; arrange for observation and evaluation by the intern supervisor at each of these meetings. Artifact and assessment actives shall be shared with supervisors during the 4 site visit and in a final ePortfolio.
3. Incorporate feedback from the supervisor and internship mentor into ongoing efforts towards growth and development of leadership potential.
4. Collect and submit all candidate internship assessments and documents and assure the completion of performance assessments for the supervisor and administrative mentor.
5. Engage in instructional activities that involve teachers at all grade levels in both special and general education.
6. Collect artifacts and reflect appropriately on the evidence of SREB Critical Success factors, with participation in 100% of the factors/competencies and leadership in 80% of them.
7. Successfully complete all prescribed internship experiences with supporting artifacts and reflections in the ePortfolio.
8. Post logs in the Internship Portfolio bi-weekly.
9. Reflect upon your experiences and submit reflections every other month. Reflections should demonstrate the student’s ability to connect theory gained in university coursework with field experiences.
10. Request additional time and/or support if you have not met all the requirements of the internship; determine a plan of action to remediate any competency that was not met during the internship.

Pre-certificate

1. Take and pass the principal content-area test prior to certification.
2. Successfully pass the Growth Through Learning training during the internship prior to certification.

**The Role of the Administrative Mentor**

The mentor becomes involved with the candidate initially in the admission process to review the candidate’s admission portfolio and Internship Action Plan. It is anticipated that the primary mentor in most cases will be the candidate’s principal. This person may also be helpful in providing feedback to the candidate on the admission portfolio of evidence of school performance and leadership, much like what occurs in the teacher supervision and evaluation process.

The mentor agrees to the responsibilities/qualifications required by the state and college and completes training to successfully fulfill the role of the internship supervisor. A copy of the mentor agreement will be submitted to the mentor’s district to communicate with district supervisors the responsibilities of the mentor and possible other school administrators who may be asked to assist in completing the candidate’s Internship Action Plan.

The role of the principal mentor includes on-site supervision for the intern, meeting with the university supervisor, assigning administrative duties and tasks, guiding the intern, and assessing progress of the intern. It is recommended that the principal mentor introduce the intern to the faculty at the beginning of the school year and explain the function and duties of the intern. It is important that the principal mentor and intern have ample opportunity to communicate with each other. Hopefully, the busy schedule of the principal mentor will permit scheduled (formal) and unscheduled (informal) communication sessions during each week of the internship.

The principal mentor plays a critical role in the internship experiences for a leadership candidate. The following are responsibilities conducted by the principal mentor to ensure the success of the candidate. The mentor agrees to the following:

1. Review the internship proposal and recommend changes to the proposal. Once all parties have agreed on the proposal, the intern may begin the internship. The proposal may be changed during the internship, if circumstances so warrant.
2. Participate in mentor/intern training as provided by the WIU Educational Leadership Program and as required by the State (see pg. 7 for directions).
3. Work directly with the candidate through observation and conferencing to insure that he/she has leadership experiences with 80% of the SREB critical success factors and participation in 100% of the factors.
4. Collaboratively work with the faculty supervisor to assess the performance of the leadership candidate through observations and the use of the internship rubrics described in the WIU Internship Guide.
5. Provide support and remediation for any areas of performance in the internship that does not meet the identified standards.
6. Work with the WIU Internship Supervisor to determine which activities will be verified through observation, conferencing, and examination of artifacts.
7. Allow the intern to substitute in the absence of the principal or assistant principal if possible.
8. Allow the intern to shadow the administrative mentor during a full day if possible. The intern should observe and assist in all activities. Be sure and ask the intern to be present for your entire day, from your arrival in the morning until your departure in the afternoon or evening (e.g., 7 am-7 pm). This activity should give the intern a realistic view of the work hours and duties of the principal. While it may be awkward to have someone with you throughout the day, shadowing is invaluable to the intern.

**The Role of the WIU Supervisor**

The WIU Supervisor is responsible to provide feedback, support, and assessment for the interns, and serve as a liaison between the candidate and mentor with the college. The supervisor will conduct four meetings on site with the mentor and candidate and hold three seminars on campus. Both the mentor and supervisor share in the responsibilities of assessing the candidate in six required areas. The supervisor is responsible for the collection and submission of all documents. The following is a summary of responsibilities:

1. Review the internship proposal and recommend changes to the proposal if needed. Once all parties have agreed on the proposal, the intern may begin the internship. The proposal may be changed during the internship, if circumstances so warrant.
2. Work with the WIU Internship Mentor to determine which activities will be verified through observation, conferencing, and examination of artifacts.
3. Participate in supervisor preparation/training as provided by the WIU leadership program and as required by the state (see pg. 7 for directions).
4. Complete and pass Growth Through Learning training.
5. Conduct a minimum of four on site meetings; schedule additional meetings as needed. Observe, evaluate, and provide feedback at least four times a year to each candidate regarding the candidate’s performance on those measures which align to the final assessments.
6. Hold a minimum of three seminars a year.
7. Review the intern’s logs/reflections and provide feedback to the intern monthly.
8. Insure that the intern’s ePortfolio contains appropriate and sufficient artifacts.
9. Work in collaboration with internship mentors to complete the assessment of the candidate’s performance.
10. Collect and submit all candidate internship assessments and documents and insure that all required meetings, performance, internship issues, and assessments are completed.

**Training Video for Internship Candidates and Principal Mentors**

The Internship Training Document (WIU Internship Handbook Part A and Part B) is a supplement to the videos that will contain “program specific” requirements and directions from each principal preparation program. The Internship Training Document is referring to the **WIU Internship Handbook Part A and Part B**.

PART I

DIRECTIONS FOR USE OF THE INTERNSHIP TRAINING VIDEOS for Internship Candidates and Principal Mentors:

1. VIDEO ONE can be found at: [**http://youtu.be/FwPoRxuveLU**](http://youtu.be/FwPoRxuveLU) . (YouTube was used to eliminate any issues with computer formatting or platforms.)
2. VIDEO TWO can be found at: [**http://youtu.be/GgZoihD5MS4**](http://youtu.be/GgZoihD5MS4) .
3. The following are recommendations on how to be utilize the training videos and documents:
	1. Take notes during the viewing and listening to the videos and reviewing of the program’s Internship Training Document (WIU Part A and Part B).
	2. It is suggested that candidates view the videos with their mentors and discuss each section of the video. Each video is about 12 minutes long, but please allow time for discussion and review while watching the video.
	3. When candidates, mentors, and faculty supervisors are done with viewing and discussing both videos, print out the last page of the PDF, which is the Certificate of Completion. Make sure that all parties sign the document and that copies are in permanent records at the educational institution; and, it is also suggested that the candidate, mentor and faculty supervisor each keep a copy for their own personal records.

PART II

INTERNSHIP TRAINING DOCUMENT TABLE OF CONTENTS:

1. Purpose of Internship (Part A pg. 3)
2. Leaderships Standards upon Which the Internship is Based (Part A, Assessments 1-7, pg. 9-11)
3. Internship Learning Experiences (Part A, Assessments 1-7, pg. 9-11)
4. Internship Products and Artifacts (Part B pg. 3-30)
5. Attendance, Participation, and Technology (no additional materials)
6. Required Experiences in Diverse Settings (Part A, Assessment 4 on pg. 10)
7. The Role of the Candidate in the Internship (see Part A pg. 4)
8. The Role of Internship Mentor (Part A pg. 5)
9. The Role of Faculty Supervisor in the Internship (Part A pg. 6)
10. Assessments Procedures, Criteria, and Grading (Part A pg. 8)
11. Certificate of Completion

**Internship Assessments, ePortfolio, and Culmination**

Principal Internship Part B will contain specific information on the assessment of all activities, the development and requirements for the ePortfolio and the procedures for the culmination of the internship.

**Incomplete Policy for Graduate Students**

A grade of I, or Incomplete, is a temporary grade that indicates that the student has been unable to complete course work due to circumstances beyond his or her control. A request for an incomplete grade at the graduate level may be approved at the discretion of the faculty member. Students failing to complete incomplete grades within one year will receive a grade if assigned by the faculty member or a grade of F if no grade was submitted. Faculty members may approve an extension of time for the incomplete. Completion of a graduate degree is not allowed if incomplete grades are on the transcript.

The normal grade for the first semester of EDL 555 is an Incomplete because the internship is viewed as a single entity rather than as two separate courses.

**Extension of Internship**

The program provides that a candidate may extend the length of the internship beyond 24 months if the candidate has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency.

**Normal Internship Duration**

The internship is scheduled for one academic year; however the intern and his/her WIU Supervisor and the principal mentor may agree to extend the internship to 24 months.

**Extension of Internship beyond 24 months**

If there are unforeseen circumstances the internship may be extended beyond 24 months.

**Request for Extension of Internship beyond 24 months**

If there are unforeseen circumstances (extended personal or family illness, death in immediate family, relocation or other emergency) the intern must request the extension in a letter to the Educational Leadership Department Chairperson who will then present the information to the EDL Faculty for discussion and a vote. The letter should include the specific reason for the extension, the amount of extension time requested, and when the internship will resume. All internship requirements must be completed within 5 years of the original designated date for the beginning of the internship.

**Internship Action Plan**

Each candidate develops an Internship Action Plan outlining tentative plans, possible mentors, and anticipated sites to complete the internship requirements. The principal mentor and faculty supervisor check the viability of the plan. The plan is reviewed again and modified as necessary. All activities/assessments listed below are **required.**

**Assessment 1:** The candidate conveys an understanding of how the school’s **vision and mission** affect the work of the staff in enhancing student achievement.

1.1. Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.) and evaluate its effectiveness utilizing a candidate created feedback form. (SREB 6a, 6b, 12a)

1.2. Analyze, review and disaggregate data, including but not limited to, student work and state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low performing students.(SREB 2c, 5a. 5b, 9a)

1.3. Work with faculty teams to create, implement, and formatively evaluate a school improvement action plan based on research based instructional practices. (SREB 1a, 7a, 13a)

1.4. Work with administration and faculty or faculty teams to gather and examine data and current best practices research to assess progress on the SIP and make recommendations for improvements and modifications to the SIP for the following year. (SREB 1b, 1c)

**Assessment 2**: The candidate demonstrates a comprehensive understanding of the process used for **hiring, evaluation and professional development** of staff to meet the learning needs of the students.

2.1. Participate in the hiring process including, at a minimum: creation of job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

2.2. Conduct a full cycle of clinical observation, including a pre-observation conference, a classroom observation, and a post-observational conference for 4 different teachers. Write a summary that provides evidence utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher. (SREB 8b)

2.3. In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement. (SREB 8a, 8b, 8c)

**Assessment 3**: The candidate demonstrates the ability to **understand and manage personnel, resources and systems** on a school-wide basis to ensure adequacy and equity.

3.1. Investigate, define, and delineate the systems and factors for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, high expectations, and a personalized and motivating learning environment for students with a focus on curriculum implementation that emphasizes effective research practices and strategies designed to close the achievement gap. (SREB 3a, 3b, 3c, 3d, 3e, 3f, 3g)

3.2. Review the school’s budget and other resources with the internship principal. Detail how the resources are typically used, evaluated for adequacy, assess for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following student subgroups: limited English proficiency, special education and economically disadvantaged.Present recommendations for improvement to a faculty group and solicit input in the budget developmental process. (SREB 11a)

3.3. State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal.

Assessment 4: The candidate demonstrates a thorough understanding of the requirements for, and development of, **individualized education programs.**

4.1. Use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including **ELLs** and **students with disabilities;** incorporate data in the SIP.

4.2. Evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (**including ELLs, students with disabilities, and struggling and advanced readers**).

4.3. In conjunction with **special education** and **bilingual education** teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration **the impact of** **disabilities**, methods of communication, cultural background, and **primary language** on measuring knowledge and performance of students leading to school improvement.

4.4. Work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with **special needs** (i.e. **students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted**).

4.5. Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom; with a focus on identifying student needs through collaboration and involvement with all stakeholders. (SREB4a, 4b, 4c, 4d, 12b)

4.6. Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students. (SREB 2b)

4.7. Recognize the individual needs of students and work with **special education** and **bilingual education teachers** to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with **diverse learning needs**.

4.8. Demonstrate engagement in instructional activities that involve general education teachers, special education teachers, bilingual teachers, and gifted education teachers at all grade levels, preschool through grade 12.

Assessment 5: Candidates demonstrate experiences and learning’s that reflect **common performance situations** associated with success in the principalship.

5.1. Review the buildings schedule and work with the person in charge of scheduling to create an alternative schedule with an emphasis on focusing time for learning. (SREB 10, 10a, 10b, 11b)

5.2. Conduct a cultural competency audit of the school including, but not limited to rules, policies, practices, cultural actions and attitudes. Report the findings with recommendations for change to the faculty and mentor.

5.3. Working with a group of teachers, conduct a comprehensive program evaluation of a major component of the curriculum (math, science, reading, etc.) which includes recommendations for improvement and how to personalize and better motivate the student. Present findings to the faculty or group of teachers. (SREB 1a, 1b, 1c, 3c, 3d, 3g, 4a, 4b, 9b)

5.4. Complete a technology audit of the school and present the findings and recommendations for improvement to the mentor.

5.5. Working with a committee of teachers, parents, and students, review and make recommendations for improvement to the school’s policy and rules regarding “bullying”.

5.6. Review the environment of the school; analyze methods the school uses to keep everyone in the school community informed and focused on student achievement; include the development/overseeing academic recognition programs that acknowledge and celebrate students’ success at all levels of ability. (SREB 2a)

5.7 Conduct a sociological inventory of the school community and using that information create a school/community relations plan that includes the following: student input, parental input, staff input, and administration input. (SREB 4c, 4d, 12a, 12b)

5.8 Using information from the sociological inventory create a listing of community resources (including but not limited to resources for ECE, ELL, Gifted, and SED students) (SREB 7a)

5.9. Review the school’s partnerships and recommend updates or changes to the existing partnerships; if there are no partnerships in a written document, recommend a school partnership to the mentor. (SREB 11a)

5.10. Present monthly logs to the university faculty supervisor which documents the candidate’s internship experiences for that month, including a self-reflection of performance and practice, and an indication of the Activities and Assessments addressed. Continue to keep the ePortfolio updated.

5.11. Adhere to the Intellectual and Moral Commitments of Western Illinois University and meet all the standards set by the program as evaluated by the mentor principal and faculty supervisor. Include information in at least 4 of the monthly reflections.

5.12. Document the candidate’s work during the course of the internship to influence local, state, and/or national educational policy/policies that affect students. (SREB 13b)

5.13. Shadow two different building administrators (not in the district where interning and with a different student population) for one full school day each. Document the types of experiences and write a reflection on key learning.

5.14. Through professional readings and meeting with appropriate individuals, the intern will design activities to increase parental involvement.

5.15. Working a team of teachers from two transitional grade levels (i.e. 5th and 6th grade, 8th and 9th grade), conduct an audit of the transitioning of students to the next grade level including but not limited to: attendance, academic achievement, social adjustment, and behavior. (SREB 1d)

5.16. Meet with the principal to discuss confidential events, documents, information, paper work, and potential moral and legal issues. Develop a form for recording of key areas of learning and reflections.

5.17. Attend at least 3 local school board meetings, two of which are districts other than where the internship is occurring. Document attendance and write reflections regarding key areas of learning.

5.18. Attend at least 3 administrative team meetings. Document attendance and write reflections regarding key areas of learning.

**INTERNSHIP AGREEMENT**

The purpose of this agreement is to ensure that  **\_\_\_\_\_\_\_\_** has been an employed administrator willing to serve as the Local Administrative Mentor and that the school district will accept the intern as an "acting" assistant principal for the term of the internship which is scheduled to be begin Summer **2014** and conclude at the end of the Spring Semester **2015.**

The interning student will be jointly supervised by the Local Administrative Mentor and the WIU Faculty Supervisor.

**Required Components:** Candidates will indicate the principal and building in which they will serve each of the following components of their internship.

1. engagement of the candidate in instructional activities that involve teachers at all grade levels

 **including teachers in general education settings;**

Preschool:

Elementary:

Middle/Jr. High:

High School:

2. engagement of the candidate in instructional activities that involve teachers at all grade levels

 (i.e., preschool through grade 12), **including teachers in special education settings**;

 Preschool:

Elementary:

Middle/Jr. High:

High School:

3. engagement of the candidate in instructional activities that involve teachers at all grade levels

 (i.e., preschool through grade 12), **including teachers in bilingual education settings**;

 Preschool:

Elementary:

Middle/Jr. High:

 High School:

4. engagement of the candidate in instructional activities that involve teachers at all grade levels

(i.e., preschool through grade 12), **including teachers in gifted education settings**;

 Preschool:

Elementary:

Middle/Jr. High:

 High School:

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Signature of Primary Mentor (Principal) Date

Mentor/Principal Contact Information:

Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Street: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City/State/Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Administrative Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**ASSURANCE OF MENTORS CERTIFICATION AND EXPERIENCE**

The signature below indicates that the principal of the internship site:

1. holds a valid and current administrative certificate endorsed for general administrative or

 principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337; or

2. if the internship site is located in another state, holds a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or

3. in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 25.337.

4. In all cases, the principal shall have two years of successful experience as a building principal

as evidenced by relevant data, including data supporting student growth in two of the principal’s previous five years, and formal evaluations or letters of recommendation from former supervisors. (**Please list below the evidence of two years of student growth**.)

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern contact information:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_