



# Danforth Educational Leadership Program

## University of Washington

### College of Education

## Internship Site Agreement 2016-17

In the interest of providing principal and program administrator interns with formative internship experiences that will prepare them to meet the challenges of school leadership roles, the Danforth Educational Leadership Program and the school and district identified below enter into this agreement regarding internship placement and supervision. The intent of this agreement is to identify program personnel who are authorized to request an internship placement; identify district personnel to whom these requests should be made; and outline the terms and conditions of the intern's placement in said internship site.

This form is to be completed jointly by the Danforth Intern, the Danforth Program Intern Advocate OR Program Director; and the appropriate District Personnel authorized to approve the internship placements.

### Mentor Qualifications:

- Mentors must be instructional leaders identified collaboratively with the partner school or district
- Mentors attend, or provide evidence of prior training on mentoring adult learners and/or coaching
- Mentors must be fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising
- The internship for administrators shall take place in an education setting under the general supervision of a certificated practitioner who is performing in the role for which certification is sought
- Components of the required internship shall include demonstration by the intern that he or she has the appropriate, specific relevant skills pursuant to WAC [181-78A-270](#)
- Effectiveness of internship placement and mentor preparation and communication are reviewed annually by UW faculty

## Internship Requirements

### Building Instructional Capacity (Danforth Core Competency #2)

\* A *minimum* of 400 Building Instructional Capacity (Instructional Leadership) hours are required.

- Interns must conduct frequent informal classroom walk-throughs (10-15 minutes per classroom). Optimally, and minimally, these would occur daily – about one hour per day or 5 hours per week. Preferably, a significant portion of these informal classroom visits would be with the mentor in order to provide calibration and offer support for their intern about how they might support individual and common professional development needs.
- Interns will conduct at least two formal observation cycles of certificated teachers (supported directly by the mentor – alongside/shadow). Additional observation cycles are beneficial.

- Interns will participate in school-wide committees and will lead meaningful portions of these school-wide teams (ie. School Improvement, Professional Development, PBIS, Safety, Budget.).
- Interns will lead multiple staff meetings throughout the year – taking on various roles including facilitator, professional development provider, and consensus builder).

### **Marshaling Resources & Improving Systems (Danforth Core Competency #3)**

- Interns will regularly participate in meetings (for exposure) and when possible enact public leadership to shape the school/program budget, staffing and schedule.

### **Advocating with Families, Students & Communities (Danforth Core Competency #4)**

- Interns will partner with their mentor (or lead on their own when possible) to meaningfully engage families/communities to support the focus of their inquiry project. \*See below for details on the inquiry project.

### **Driving Improvement with Data (Danforth Core Competency #5)**

- Interns will visibly engage staff and community with an inquiry cycle which means using data to collaboratively identify priority questions, learner-centered problems, problems of practice, theories of action and developing and implementing action plans. *The inquiry cycle must address the instructional core –interactions between the student, teacher and content.*

### **Internship Hours**

- 130 internship hours (optimally at least 160) are required between mid-July and August in order to build connections, understand the context and learn how the school year begins from an administrative perspective.
- A *minimum* of 1000 overall internship hours are required.
- A *minimum* of 400 Building Instructional Capacity (Instructional Leadership) hours are required.
- Internships formally begin in August and end no earlier than the first week of June.

### **Terms of Agreement**

Terms and conditions of the agreement as noted below shall continue in effect for the period indicated, unless one or more parties request termination of the agreement. Written notice of such termination request must be given at least 30 days prior to said date of termination, unless otherwise and mutually agreed upon by all parties.

### **As a party of the agreement, the Danforth Educational Leadership Program shall:**

1. Establish and maintain field placement agreements with all Washington school districts in which interns are placed for field experiences leading to certification or endorsement under WAC [181-78A-125](#).
2. Shall provide interns and the mentor entry and exit criteria and a process for mitigating concerns during clinical practice (See Danforth Core Competencies, Internship Guide and Mentor Guide).
3. Evaluate each intern for the internship and validate compliance with all requirements of the University of Washington and Office of the Superintendent of Public Instruction (OSPI).
4. Provide a **Mentor's Guide** to the field mentor (and to the district, upon request) delineating the responsibilities of the field mentor with respect to instruction, observation, and evaluation, as well as responsibilities of the intern; and UW intern advocate. A copy of the

Mentor's Guide is given at Mentor/Intern Orientation and may also be requested via email to k12admin@uw.edu.

5. Coordinate student internship placements, orientation and training programs, and other contractual and professional obligations that may arise during the duration of this agreement
6. Provide faculty liaison through a qualified Internship Advocate. The UW internship advocate shall have served as a certificated administrator at the building level or central office. In conjunction with the Program Director, the Internship Advocate will be responsible to:
  - a. Serve as advisor to the student intern.
  - b. With input from the student intern and the field mentor, review the competencies to be completed during the internship program.
  - c. In cooperation with the school district's field mentor, assess the student's completion of all internship requirements.
  - d. Conduct conferences with the field mentor as to the intern's progress.
  - e. Conduct at a minimum a monthly conference, observation and/or visitation with each intern during the year.

**As a party to the agreement, the School District shall:**

1. Appoint an intern field mentor from its staff, who shall meet the following qualifications and perform the following duties:
  - a. The field mentor shall possess a current principal's credential or program administrator's certificate and be a currently practicing principal or program administrator.
  - b. The field mentor shall assign responsibilities based upon the competencies identified under #5b, above.
  - c. The field mentor shall conduct regular conferences with the intern concerning the intern's progress.
  - d. The field mentor, together with the intern advocate, shall assess and evaluate the intern's progress toward developing leadership competencies aligned to ISLLC Standards.
2. Ensure that the intern is not placed in situations in which personal relationships or previous experiences could interfere with objective evaluations of the intern.
3. Ensure the intern will have the opportunity to complete a minimum of **1000 hours of intern experience**, at least **400** of which must be related to activities defined by ISLLC Standard 2. If the internship experience at this site is planned to last for less than a full academic year, the hours' requirements listed above will be prorated accordingly.
4. Ensure the intern will have ample access to meaningfully fulfill each of the mandatory internship experiences.
5. Mentors will assign a close proximity working space for the administrative intern – close, quick and regular access to the mentor is essential.



By signing this form, the District agrees to serve as a host site for the named candidate's internship, for the purpose of providing experiences and activities appropriate to the role of Principal and/or Program Administrator. The District acknowledges receipt of and compliance with the Terms and Responsibilities, and hereby enters into agreement with the Danforth Educational Leadership Program.

Should questions or concerns arise over the course of the internship, issues should first be addressed between the Intern, Mentor, and Intern Advocate as appropriate. Should additional mediation be required, the Intern Advocate, Mentor, or District shall notify the Danforth Program director.

Additional information or requests may be addressed to the Danforth Program Office.

Danforth Program  
Website: [danforth.washington.edu](http://danforth.washington.edu)  
Email: [k12admin@uw.edu](mailto:k12admin@uw.edu)  
Phone: 206-543-1891

Ann O'Doherty, Director  
[annodoh@uw.edu](mailto:annodoh@uw.edu)  
206.221.3452

Pete Misner, Assoc. Director  
[misner@uw.edu](mailto:misner@uw.edu)  
206-543-1891

**Internship Placement Information**

Name of Intern: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Field Placement Site (School or Department):

District: \_\_\_\_\_

Field Placement Dates: \_\_\_\_\_

**Danforth Intern**

Name (please print) \_\_\_\_\_

Date: \_\_\_\_\_

Signature \_\_\_\_\_

**School District Representative**

Date: \_\_\_\_\_

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

Position/ Title \_\_\_\_\_

**Danforth Program Director and/or Representative**

Date: \_\_\_\_\_

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

Position/ Title \_\_\_\_\_