



Mandatory Internship Experiences

Internship Hours: 1000 hours principal certification only; 1000 hours program administrator only; 1360 hours for both principal (1000 hours) & program administrator (360) certifications

- Intern's weekly internship schedules must include at least **two consecutive days** (i.e. Tuesday and Wednesday). Interns may arrange two or more internships either concurrently or in sequence.
- **50-100 shadow hours** may be accumulated between March through the end of July. Shadow hours are counted towards the final 1000 program internship hours.
- At least **100 internship hours (optimally 130+)** are required in the month of August. These hours support the intern to build connections, understand the context of the school and learn how the school year begins from an administrative perspective.
- **Internships formally begin in August** and end *no earlier than the first week of June – ideally you will intern throughout the school year whenever students, teachers and/or administrators are present.*
- A **minimum of 400 hours** of the total 1000 (or 1360) hours **must be** documented **in the area of Building Instructional Capacity** – see above. Collaborating with teachers on data analysis, professional development, conducting observations and feedback conferences and any other internship experience designed to strengthen teaching and learning may be counted toward these 400 required hours.

Building Instructional Capacity: [Danforth Core Competency #2](#)

*A *minimum* of 400 Building Instructional Leadership hours are required:

- To further the intern's knowledge of, and leadership in experiences designed to strengthen teaching and learning, interns must conduct frequent informal classroom walk-throughs (10-15 minutes per classroom). Optimally, and minimally, these occur daily – about one hour per day and/or 5 hours per week. Preferably, the mentor attends significant portions of these informal classroom visits in order to provide the intern with calibration, support and other instructional leadership insights.
- To practice a strengths-based, approach to professional learning, in winter/spring the intern will conduct at least two practice, non-evaluative, full observation cycles with certified teachers with support of the mentor, and/or teacher candidates. The full cycle includes a pre-observation conference, classroom observation and post observation conference. Additional observation cycles are encouraged.
- Interns will actively participate in school-wide and/or small group committees and will lead meaningful collaborative work (i.e. School Improvement, Professional Development, PBIS, Safety, Budget)
- Interns will lead multiple staff meetings throughout the year – taking on various leadership roles including meeting facilitator, professional development provider, and consensus builder, etc. Common contributions include facilitating work related to the school improvement plan; leading professional learning networks, leading PBIS, attendance support, etc.

Marshaling Resources & Improving Systems: [Danforth Core Competency #3](#)

- Interns will regularly participate in meetings to learn about, and as appropriate lead, school/program budget, staffing allocations, safety plan(s), culturally responsive hiring procedures, and equity-based master scheduling techniques.

Advocating with Families, Students & Communities: [Danforth Core Competency #4](#)

- Interns will collaborate with their mentor(s) to seek meaningful ways to engage families and/or communities and will lead and/or facilitate at least one community/family engagement opportunity

Driving Improvement with Data: [Danforth Core Competency #5](#)

- Interns will work with their principal/direct supervisor to identify an area of student learning need and work collaboratively with a team to address this need through an inquiry process. The intern and inquiry team members will analyze student learning data and classroom observations to identify priority questions, one or more learner-centered problems, & define a problem of practice. The team will develop expertise to inform a theory of action, develop and implement an action plan and measure progress. *The inquiry process must address the instructional core: student, teacher and content.*