

## **Administrative Intern Programs**

### **Principal internship**

The following procedures have been developed for implementing a principal internship program in the Garfield Re-2 School District.

#### Philosophy

Four basic philosophy statements should guide the internship program in the Garfield School District:

1. The intern applicant should be one in whom outstanding administrative potential is recognized. This includes, but is not limited to:
  - a. Demonstrated communication skills
  - b. Flexibility
  - c. Knowledge of alternative classroom management techniques (applies to principal interns only)
  - d. Knowledge of alternative curriculum and/or administrative management techniques
  - e. Dedication and commitment to do a job well, regardless of time involved
2. Once accepted for an internship, the intern should be able to receive the following kinds of support from the district:
  - a. Monetary, in the form of expenses paid to attend key meetings of the district's choice
  - b. Released time, as needed, to ensure a well-rounded experience (minimum of five days for attending key meetings)
  - c. Moral and emotional support
  - d. Delegation of tangible responsibilities
3. The intern's experience will be determined by the building principal, college or university represented, assistant superintendent and superintendent
4. The potential intern must have a keen interest in seeking a principalship
5. The principal intern program will benefit the school district and the intern

#### Application procedure

1. An applicant must have at least three year's licensed experience or have obtained non-probationary status in the Garfield Re-2 School District.

2. No more than one principal intern in the school district will be accepted in any school year. Unusual conditions may warrant waiving this rule.
3. Application and selection will follow this procedure
  - a. Application forms will be available from the assistant superintendent. Staff members who wish to do a principal internship within the district must submit an application form to the building administrator. The building administrator will send copies of the application to the Intern Interview Committee.
  - b. Application forms will be available from the assistant superintendent.
  - c. The assistant superintendent will convene a representative committee and will develop criteria for selecting interns.
  - d. All intern applicants will be interviewed.
  - e. The committee will send its recommendations to the superintendent for final action.
  - f. Human Resources will inform applicants of school board action.
4. In the event that an intern applicant is accepted and moves to a new position, the application would revert to the administrator for reevaluation.

Internship plan (to be planned in conjunction with building principal)

1. Initial planning. The intern will:
  - a. Finalize with the building principal
  - b. Obtain general information on the school district, and
  - c. Tour the district/building
2. The intern will set objectives and plan activities in:
  - a. Personnel relations and management
  - b. School program organization and management
  - c. Program development
  - d. Staff development
  - e. Leadership
  - f. Communication
  - g. School plant
  - h. Initiating change
  - i. Fiscal management
  - j. Research and testing
  - k. Intra-district relations
  - l. Curriculum and instruction
  - m. Pupil personnel

- n. School-community relations
3. Major responsibilities will be provided the interns in the area of:
    - a. Staff meetings, discipline, budgeting
    - b. Special projects: accreditation, special levy campaigns (these responsibilities will vary according to the level and readiness of the intern)
  4. Allow for exposure to all levels:
    - a. Elementary
    - b. Middle school
    - c. High school
  5. Allow for interdepartmental balance and exposure to selected area:
    - a. Business
    - b. Personnel
    - c. Maintenance
    - d. Curriculum and instruction
    - e. Computer services

The intern should be placed on the mailing list of the above groups throughout the year.

6. Evaluation:
  - a. Informal-ongoing, can also be from assistant principals, counselors or central office staff.
  - b. Formal-quarterly, and end of year by the principal or program manager and representative of the appropriate university.

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