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School Collaborative Mentor Information Sheet EDL 621 Leadership Internship

Thank you for being willing to support a Doane Educational Leadership (EDL) graduate student during the EDL 621 Internship. As noted in the EDL outcomes, Doane EDL students participate in multiple field experiences in the two-year program. You are serving in the role described below as a **collaborative mentor**. Upon completion of the two-year program, each student will have completed a minimum of 280 hours of educational leadership field experiences.

Leadership Experiences. Educational leadership program completers engage in a substantial and sustained school leadership experience that develop their ability to promote the success and well-being of each student, teacher, support staff, and leader by engaging in leadership practicums, leadership internship, and leadership field experiences that are school-based and supervised by **collaborative mentors** for each student's 50+ hour practicum.

- a. **Leadership Experiences:** Candidates design coherent, goal-based, authentic experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills and dispositions, and demonstrate their capabilities in each of the Educational Leadership Program Standards.
- b. **School-Based:** Candidates engage in a minimum of 100 leadership practicum hours, 80+ leadership internship hours, and 100 leadership field experiences hours that are active leadership within the school setting.
- c. **Collaborative Mentor:** Candidates work with and are supervised by a collaborative team of mentors, including school-level supervisor/s and Educational Leadership Instructors who demonstrate effective leadership, are present for a significant portion of the leadership experiences and work collaboratively for mentoring and supervision purposes.

Leadership Internship

This course provides students opportunities to apply the learning of previous EDL courses, and to prepare for the final experiences of the EDL Cadre Program. Prior to beginning EDL 621, students complete a philosophy of education based on individual observations, learning and experiences over the previous year of coursework. During an immersive experience at a school(s) or district(s) with principals, superintendents, or other leaders, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. Students systematically explore school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning as the site closes one academic year and plans for the next year. Students reflectively examine the ethical, legal and policy foundations that drive programs, decisions, and communication. Further, students develop an understanding of the complexity of school leaders' work. Students seek opportunities to further develop culturally proficient, servant leadership knowledge and skills. Students are required to

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log **80+ hours** of active leadership. **Some activities require that the student takes an active leadership role to go beyond observation to contribution and leadership.** Students are not to log activities that have become routine and that do not add to the individual understanding of leadership.

Formative Field Experience Evaluation

As the collaborative mentor, you will complete a formative field experience evaluation of the Doane Educational Leadership (EDL) grad student you are supervising. This formative evaluation will be completed for each of the four different field experiences during the two year EDL program. Your honest feedback will be one of the data points used by the Doane EDL grad student to assess achievement of goals and growth in the EDL outcomes. Based on their assessment, they will then build new goals and a new action plan for their next field experience. The EDL grad student will also complete a formative field experience self-evaluation.

Please complete a draft copy of your evaluation between June 22 and June 29; the Doane EDL grad student will do the same. Please hold a collaborative meeting with your student where you share results. After the collaborative meeting, please submit the official Chalk & Wire assessment, due **July 1**.

Please do not hesitate to contact me with any questions or ideas: 402.763-2994 or teresa.perkins@doane.edu

Thank you for all you do to support our profession!

Take care-



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"My life is my message." M. Gandhi

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