### Course Description

* (from Catalogue) “This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice.”

The internship will be used to begin work on the implementation of the Dissertation in Professional Practice (DiPP), which will include leading the strategic planning team in the work of producing a plan to address the problem/issue identified in the candidate’s briefing paper.

Additionally, the intern may engage in a series of leadership performances and activities that will allow her/him to demonstrate “proficiency” in the remaining practices, not covered by the DiPP, that are required by the state standards for Ed.D. Program completion of Key Evidences and/or superintendent licensure. 150 Hours Required.

### Conceptual Framework

The paradigm for shaping today’s educational leaders must include the creation of a culture and shared vision of excellence with all stakeholders. Leadership in today’s 21st century educational organizations emphasizes *strategic planning, using data to make instructional improvements, building a culture of trust* and *understanding how theory guides the educational leader to solve problems of practice*.

### Texts, Technology Applications, and Required Readings

- The candidate’s reading list will be informed by his or her professional problem of practice review of literature.
  - *Key Electronic Evidence 4*  
  - *Ed.D. Internship Guidebook*

- Other applications, as Internship Coach deems appropriate for the individual candidate.
| Pre-Requisite | Approved problem of practice briefing paper from EDU 7371 and/or EDU 7173.  
*EDU 7371: Educational Reform in the United States: Innovative Practices to Change America’s Schools*  
*EDU 7173: Meeting the Challenge: Strategic Planning for 21st Century Schools* |
| Co-Requisite | Depending on the candidate’s Program of Study, he or she may be enrolled in a course or courses concurrent with enrollment in EDU 7300. |

| Course Objectives | **Standard 1: Strategic Communication**  
- Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century  
- Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives  
- Works with others to systematically review and, when appropriate, challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21st Century knowledge and skills  
- Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning  
- Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group  
- Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district  
- Works with others to develop the capacity of educators to effectively assume leadership roles  
- Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision |
| | **Standard 2: Instructional Leadership**  
- Works with others to design scheduling processes that maximize learning time  
- Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment  
- Works with others to ensure that instructional time is valued and protected across the district  
- Works with others to develop appropriate rewards for and recognition of improved student achievement  
- Works with others to develop appropriate and specific achievement targets for schools and students  
- Works with others to ensure the use of appropriate and specific research-based strategies for the purpose of improving school success and student achievement |
| | **Standard 3: Cultural Leadership**  
- Works with others to design elements of a collaborative and positive culture throughout the district  
- Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures  
- Works with others to ensure access, engagement, and success for culturally diverse students, faculty and staff |
- Works with others to help principals establish criteria for evaluating programs and performance
- Works with others to utilize reward and advancement as a way to promote the accomplishments of the district
- Works with others to implement strategies that build efficacy and empowerment among principals
- Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups

**Standard 4: Human Resource Leadership**

- Works with others to implement professional learning communities to support student learning throughout the district
- Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment
- Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably
- Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance

**Standard 5: Managerial Leadership**

- Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner
- Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities
- Works with others to systematically monitor the implementation of district rules and procedures

**Standard 6: External Development Leadership**

- Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary
- Works with others to interpret federal, state, and district mandates so they are viewed as opportunities for the district
- Develops relationships with state, district, and influential community groups that further the district’s goals of positive culture and student performance
- Works with others to maintain a positive working relationship with the school board members individually and collectively
- Works with others to create events that provide opportunities to promote the visibility of the district
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>By the end of the course, students should be able to:</th>
<th>Method by which the Learning Outcome will be assessed:</th>
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<tbody>
<tr>
<td></td>
<td>1. Work with others to convene a core group of district (or educational organization) leaders to engage in a comprehensive strategic planning process, focused on designing short-term goals and objectives aimed to resolve a problem of practice.</td>
<td>Strategic Planning Evaluation Form 1 located in Key Evidence #4</td>
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<td>2. Effectively communicate the strategic and comprehensive strategic planning process to principals and other stakeholders.</td>
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12. Work with others to use the results of organizational-level (district) data to monitor and suggest a focus for adaptations to instruction, building relationships, using data for meaningful assessment and/or strategic planning.

| Overview of Internship | Candidates in the Ed.D. Program will have an opportunity to practice many of the theoretical skills in leadership, communication, and research applications during the sequenced six-credit hour internship courses, *EDU 7300/7400: Practices in Executive Leadership*, which include field experiences beginning in the third year of the Ed.D. Program. The leadership experiences will allow candidates to demonstrate their ability to work with district professionals (or with educational professionals in other relevant settings) through a comprehensive improvement planning process. The leadership of the strategic planning process to resolve a relevant problem in practice will be grounded in strong research, best practice, and design planning processes. The final product will be a Strategic Plan, which will serve as the framework for the candidate’s Dissertation in Professional Practice (DiPP) Proposal (Chapters 1 & 2). The **Strategic Planning Process and Plan** will be designed by the doctoral candidate with a strategic planning team. This planning process and product (the strategic plan) are intended to serve as a demonstration that the candidate is capable and prepared to provide extraordinary leadership and serves as evidence of that preparation. The Strategic Plan must be a practical application of the candidate’s: (1) strategic planning skills, (2) use of data to impact teaching and learning, (3) ability to build and use relationships to achieve a common purpose, and (4) the ability to successfully apply theory to practice. The candidate will also fully develop an action plan to demonstrate how one of the goals or initiatives of the Strategic Plan will be implemented in the educational organization. |
| **Out-of-Class Work** | In addition to performing leadership activities related to the strategic planning process, candidates are expected to keep an *Internship Log* that documents the leadership work required in the internship. |
| **Attendance** | The internship work is conducted in the field; each candidate has an Internship Coach and must comply with meeting requirements and communication requirements as established in the initial coaching meeting. Any candidate who is consistently under-performing and not recording leadership activities in his or her *Internship Log* to be submitted on a timely basis each month is not meeting attendance requirements of the Internship and may be asked to withdraw from the course with NO CREDIT, a failing grade that results in the candidate’s removal from the Program. Pending unusual or dire circumstances, a candidate may be delayed in the strategic planning process and unable to meet all of the requirements of the internship, and may, with permission of Internship Coach and Internship Coordinator, request an INCOMPLETE and agree to sign up for the continuation course the following semester EDU 7300a. |
| **Disabilities** | Students who require accommodations due to a diagnosed disability must submit the appropriate documentation to the Disability Support Office located on the 4th floor of Smith Library or by contacting Rita Sullivant Roberts, Director of Disability Support Services, at 336-841-9061, or at rsulliva@highpoint.edu. A student’s request for accommodations should be made at the beginning of each semester/course. Please note that accommodations are not retroactive. |
| **Honor Code** | Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or the University. All |
| Commitment to Diversity, Equity, & Inclusion | High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education develops critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they can be a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities. |
| Writing Center | The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to [https://highpoint.mywconline.com/](https://highpoint.mywconline.com/) to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting September 1, 2015 for the Fall 2015 semester.

Writing Center tutors do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at lschweitz@highpoint.edu or 336-841-9106. |
| SOE Resource Center | The School of Education Resource Center, located on the first floor of the SOE Building, will be open for checking out materials from 10:00am – 5:00pm each day. Smith Library assigns personal reference librarians for each doctoral student. |
| Key Electronic Evidence #4 | Description of Key Evidence #4: In the Ed.D. Program, each candidate is required to demonstrate his or her leadership, resulting in a series of products as evidence of his or her performance. During the sequenced six-credit hour internship courses, EDU 7300/7400: Practices in Executive Leadership, candidates in the Ed.D. Program will have an opportunity to practice many of the theoretical skills in leadership, communication, and |
research applications by participating in field experiences, beginning in the third year of the Ed.D. Program. The leadership experiences will allow candidates to demonstrate their ability to work with district professionals (or with educational professionals in other relevant setting) through a comprehensive improvement planning process. The leadership of the strategic planning process to resolve a relevant problem in practice will be grounded in strong research, best practice, and design planning processes. The final products will be a Strategic Plan and an Action Plan, which will serve as the framework for the candidate’s Dissertation in Professional Practice (DiPP) proposal (in Chapter 2).

The role of the district internship coach is to coach the candidate through the strategic planning process. During an initial meeting, the intern and the internship coach will review the problem of practice that the candidate has identified in the district. The Ed.D. candidate, as an intern, will explain the context and significance of the problem of practice (PoP) and major findings from his or her review of the literature about the problem, as well as potential strategies that have worked in other districts to resolve the problem. The intern will need to form a strategic planning team, with the advice from the internship coach about those in the district who have expertise and input into this PoP. The planning process and products (the strategic plan and action plan) are intended to serve as a demonstration that the candidate is capable and prepared to provide extraordinary leadership and serves as evidence of that preparation.

The strategic plan must be a practical application of the candidate’s: (1) strategic planning skills, (2) use of data to impact teaching and learning, (3) ability to build and use relationships to achieve a common purpose and (4) the ability to successfully apply theory to practice. After approval by the intern’s University Doctoral Committee (UDC), the candidate will be expected to implement the action plan.

Major Role of Internship Coach: Coach the Intern through the following:

During EDU 7300/7400, the candidate (with the assistance of an Internship Coach) will “work with others” to lead a series of tasks which are designed to solve an important district’s (or educational organization’s) problem of practice.

1-Through this work, he/she will develop a strategic plan, which will ultimately become a major section of the candidate’s DiPP in Chapter 2.

2-While enrolled in EDU 7300, the candidate will formally form his/her field-based strategic planning team (SPT). The candidate will invite key persons from the designated district (or relevant educational organization) to serve as members of the SPT, whose major objective is to develop a strategic plan designed to ameliorate the problem of practice. Qualifications for onsite SPT membership include the person’s knowledge and interest in the problem of practice, the person’s skill in school/district planning, and the person’s professional desire to assist in strategic leadership of the organization. The SPT members may include the superintendent, or his/her designee, and a minimum of three other credentialed district (or educational organization) school leaders, whose background and expertise match the problem area or “need” selected by the candidate.

3-Through the Internship Coach, the candidate will assemble the SPT to plan a shared vision, mission, and value frameworks that will guide the team in designing the strategic plan. A series of meetings will be held that will result in a strategic plan.

4-The candidate will work with the SPT during enrollment the internship courses EDU 7300 and EDU 7400 to design and write the strategic plan to solve a problem of practice and to engage in effective practices of district level collaborative planning and distributed leadership. Candidates will be asked to keep minutes of strategic planning meetings. After development of the strategic plan, the candidate will work with his or her Internship Coach to decide which component of the Strategic Plan will be implemented through the doctoral candidate’s leadership, and the candidate will compose an action plan to demonstrate his or her plan for implementation. Both the strategic plan and action plan will become major sections of Chapter 2 of the DiPP.

Evaluation Role of Internship Coach

The Internship Coach will assess the candidate to determine if he or she will be awarded CREDIT for the course based on three assignments. (See full descriptions of assignments below.)

1-Behavior of Intern, based on Code of Ethics.
2-Internship Log (150 hours documented—with reflections on experiences of leading.)
3-The KEY ELECTRONIC EVIDENCE #4 rubric in Assignment #3 below.

The coach will assess the leadership performances of the intern related to leading a strategic planning team. The leadership activities during the internship are as follows:

1-Works with others to convene a core group of district (or educational organization) leaders to engage in a comprehensive strategic planning process, focused on designing short-term goals and objectives aimed to resolve a problem of practice.
The Internship Coach will submit a grade for the intern at the completion of EDU 7300. Grades for the three-hour university credit internship course are reported as “Credit” or “No Credit.”

### Grading Scale

<table>
<thead>
<tr>
<th>CR</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

### INC

INC-The grade of INC (incomplete) may be assigned only in unusual circumstances, as agreed upon by Internship Coach and Internship Coordinator, AND based on intern’s having completed at least 100 hours in **Internship Log** at least two weeks before semester’s end. The candidate has 100 hours of recorded activities aligned to assignments 2 and 3, but he or she is unable to complete remainder of hours based on hardship defined in request for “INC.” The candidate will then be required to enroll in 7300a the following semester and will not be allowed to enroll in EDU 7400 concurrently.

The grade of “INC” is not awarded in cases where intern just fails to monitor and schedule strategic planning activities and lead strategic planning processes that are required during the internship. Underperforming results in a grade of NC, which results in candidate’s failure of the course and subsequent removal from Ed.D. Program.

### ASSIGNMENTS

The grade for the internship course will be based on participation in activities and the quality of work presented in response to assignments and learning outcomes. Specifically, the grade for EDU 7300 will be based on the internship coach’s scores on Assignments I and II.

The candidate must earn “Credit” on both assignments to receive “CREDIT” as a final grade for the course, EDU 7300. Otherwise, he or she earns “NO CREDIT” and will fail the course,
OR the Internship Coach believes an extension is necessary and will award “INCOMPLETE,” if the INTERNSHIP COACH HAS APPROVAL BY THE INTERNSHIP COORDINATOR at least two weeks before the end of the semester to do so.

“Incompletes” are given only in rare circumstances, not because of the intern’s failure to do the work in the internship, but rather because of illness, or extreme hardship in the district that prevented the candidate from completing the required work of leading a strategic planning team. If given an INCOMPLETE, the candidate must plan to enroll in the continuation course, EDU 7300a the following semester to complete requirements of the internship course, EDU 7300. Financial aid will not cover the costs of this extension course, not does the intern receive credit for this one-hour course.

All candidates are required to follow the behaviors described in the course objectives, as standards for the profession. The candidate’s internship coach will alert the Internship Coordinator when behaviors are observed that are not compatible with the standards and codes of ethical behaviors.

| Assignment #1 | Intern and Internship Coach meet with Internship Coordinator for training and orientation on requirements of the Internship. The candidate reads the Ed.D. Internship Guidebook and agrees to fulfill all requirements of the two assignments. The candidate provides a signed Memorandum of Understanding (MOU) from the district where the internship will take place at the initial orientation/training meeting. The candidate’s internship requires modeling all of the leadership competencies, skills, and dispositions as described in AASA’s Statement of Ethics for Educational Leaders and High Point University Code of Ethical and Professional Behaviors, both of which are located at the end of the Ed.D. Internship Guidebook. The candidate’s Internship Coach will alert the Internship Coordinator when behaviors are observed that are not compatible with the standards and codes of ethical behaviors, which may result in candidate’s immediate dismissal from the course with NO CREDIT. |
| Assignment #2 | Written Intern Log: Submission on a regular basis (monthly) of the Intern Log. (150 hours of internship experiences/activities must be accounted for, along with reflections on the experiences. The candidate should define the NC Superintendent Standard to which the activity is aligned. In other words, if the candidate “works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process,” then that activity is aligned to Standard 1: Strategic Leadership. For internship experiences, the candidates may count hours involved in forming and leading a strategic planning team AND count hours in performing leadership activities assigned by the Internship Coach AND count hours organizing activities related to key evidences for the Ed.D. Program. The template for the Intern Log is located in the Ed.D. EDU 7300/7400 Internship Guidebook. Directions: By the end of the semester, the intern must have written description of activities, identified standards to which they are aligned, recorded the date and amount of time, and written a paragraph reflection to document at least 150 hours of activities to receive “Credit” for the course. These logs are to be turned in monthly as word documents to the Internship Coach who will review and place his or signature to indicate “Credit.” |
# Internship Log Template

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hrs</th>
<th>Standard</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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</table>

**Reflection on activity**

**Reflection on activity**

**Reflection on activity**

**Weekly total**

**Cumulative total**

### Artifacts Collected

**Summary Reflection from Internship. Identify as EDU 7300:**

---

**Signature of Intern**

Date

---

**Signature of Internship Coach**

Date

---

Credit____________  No Credit____________

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## Assignment #3

By end of semester, the internship coach scores the performance of the intern on the 12 descriptors in the **Strategic Planning Evaluation Form 1** (“Credit” and “No Credit” are the score options for the Internship Coach.)

**Directions: During the internship, the candidate will meet with his or her internship coach to**

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**Key Evidence #4: Strategic Planning Evaluation Form 1**

Candidate’s Name________________ Date of Evaluation________________

District (or name of educational organization where internship occurred)________________

Internship Coach’s Name__________________________

Internship Coach’s Position in the Organization__________________________

Instructions:

INTERNSHIP COACH: Please place a check beside the descriptor that best describes the intern’s performance during the internship experience while enrolled in EDU 7300 and write comments where appropriate.

Enter the candidate’s TOTAL SCORE Here__________________________

EXAMPLE: If you check “emerging,” to describe performance, he or she receives “1” point. If he or she receives an “emerging” performance for all 12 descriptors, the TOTAL SCORE...
is “12.” If he or she receives all “Proficient” ratings, on all 12 descriptors, the TOTAL SCORE is “36.”

<table>
<thead>
<tr>
<th>Descriptor Comment</th>
<th>Emerging (1)</th>
<th>Developing (2)</th>
<th>Proficient (3)</th>
<th>Accomplished (4)</th>
<th>Not Observed (0)</th>
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Internship Coach signature: ___________________________ Date: __________