

Internship Competency Planning Worksheet

The *Internship Competency Planning Worksheet* is developed by the student intern in consultation with the On-site Mentor and University Supervisor.

Internship Work Experiences and Responsibilities

The *Internship Competency Planning Worksheet* is used to assist the On-site Mentor, University Supervisor, and intern in designing an internship that is aligned with administrative competencies. Work experiences and responsibilities should be identified for as many competency areas as possible in the Doctoral and Licensing Program in Educational Administration Outcomes, Core Competencies, and K-12 Principal Competencies. When updating the worksheet, use a variety of font colors to indicate additions and changes. At the conclusion of the internship, interns are responsible for updating the *Internship Competency Planning Worksheet*.

Examples of categories of work experiences and responsibilities for school administrators

Below are examples of experiences and responsibilities listed by general categories that can assist the On-site Mentor, University Supervisor, and intern in completing the worksheet. Work experiences and responsibilities are not limited to the examples and can be created by the On-site Mentor, University Supervisor, and intern to meet the competencies in the most effective manner possible.

Core Leadership Competencies

- A. Leadership
- B. Organizational management
- C. Equity and culturally responsive leadership
- D. Policy & law
- E. Political influence & governance
- F. Communication
- G. Community relations
- H. Curriculum, instruction and assessment for the success of all learners
- I. Human resources management
- J. Values & ethics of leadership
- K. Judgment & problem analysis
- L. Safety & security

Principal Competencies

- A. Instructional leadership
- B. Monitor student learning
- C. PK-12 leadership

Director of special education competencies

- A. Policy and law
- B. Organizational management
- C. Resource and fiscal management

Superintendent Competencies

- A. Policy and law
- B. Political influence & governance
- C. Communication
- D. Fiscal management
- E. Judgment & problem analysis

Rubric Descriptors

Emerging - Demonstrates limited understanding and experience of knowledge and skills

Developing - Demonstrates understanding of knowledge and skills and generally implements them well.

Proficient - Demonstrates specific understanding of knowledge and skills and implementation at a consistently high level; shows attributes of accomplished practice.

Exemplary - Demonstrates exceptional understanding of knowledge and skills and implementation at a consistently high level; shows attributes of accomplished practice at a qualitatively high level.

Bethel University Doctoral and Licensing Program in Educational Administration Outcomes				
<i>Students will:</i>				
		Exemplary	Artifacts	Related Courses
Proficient				
Developing				
Emerging				
1. Display proficiency of the Minnesota administrative license competencies.	X			
2. Practice reflection and sustained personal formation.		X		
3. Apply strategic and collaborative thinking to issues and problems.		X		
4. Integrate faith/values and ethics in their leadership of educational institutions.		X		
5. Demonstrate leadership in areas of diversity, inclusion, and equity		X		
6. Demonstrate strong academic writing and research abilities.		X		

Core Leadership Competencies for all Minnesota Administrative Licenses will be demonstrated by:				
		Exemplary	Artifacts	Related Course
A: Leadership:				
A1. Demonstrate leadership by collaboratively assessing and improving culture of engagement, ethical/equitable practice, and systems perspective	X			
A2. Demonstrate leadership by collaboratively developing a shared educational mission for school/district which provides purpose/direction for individuals and groups		X		
A3. Demonstrate shared leadership and decision-making strategies and empower teachers/staff with collective responsibility for meeting the needs of each student pursuant to the mission, vision, and core values of the school		X		
A4. Understand how education is impacted by historical, local, state, national, and international events and issues		X		
A5. Through a visioning process, formulate strategic plans and goals with		X		

staff and community to promote the academic success/well-being of each student					
A6. Demonstrate setting priorities in the context of stakeholder needs	X				
A7. Demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations		X			
A8. Understand the dynamics of change and demonstrate ability to implement change and educational reform		X			
B: Organizational Management					
B1. Demonstrate an understanding of organizational systems including structural and cultural dynamics		X			
B2. Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation		X			
B3. Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels		X			
B4. Demonstrate the ability to analyze need and allocate personnel and material resources	X				

B5. Develop and manage budgets and maintain accurate fiscal records	X				
B6. Demonstrate an understanding of facilities development, planning and management	X				
B7. Understand and use technology as a management tool		X			
C: Equity and Culturally Responsive Leadership					
C1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context		X			
C2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning		X			
C3. Ensure that each student has equitable access to effective teachers, learning, opportunities, academic and social support necessary for success		X			
C4. Ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner		X			
C5. Recognize, identify, and address individual and institutional biases		X			

C6. Promote the preparation of students to live productively in and contribute to a diverse and global society		X			
C7. Address matters of equity and cultural responsiveness in all aspects of leadership		X			
C8. Ensure policies/practices are in place that address student and staff mental and physical health and trauma		X			
D: Policy and Law					
D1. Understand and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications to promote student success	X				
D2. Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts	X				
D3. Demonstrate an understanding of state, federal, and case law and regulations governing general education, special education, and community education	X				
E: Political Influence and Governance					
E1. Exhibit an understanding of school districts as a political system, including governance models	X				

E2. Demonstrate the ability to involve stakeholders in the development of educational policy	X				
E3. Understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community	X				
E4. Demonstrate an understanding of processes to align constituencies in support of school and district priorities	X				
F: Communication					
F1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community		X			
F2. Demonstrate individual and team facilitation skills		X			
F3. Recognize and apply an understanding of individual and group behavior in all situations		X			
F4. Demonstrate an understanding of conflict resolution and problem solving strategies relative to communication		X			
F5. Make presentations that are clear and easy to understand		X			
F6. Respond to, review, and		X			

summarize information for groups					
F7. Communicate appropriately through speaking, listening, and writing for different audiences including students, teachers, parents, community, and other stakeholders		X			
F8. Understand and utilizing appropriate communication technology		X			
G: Community Relations					
G1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community		X			
G2. Demonstrate the ability to engage the extended community	X				
G3. Effectively generate and respond to various forms of communication through the use of media		X			
G4. Promote a positive image of schools and the school district		X			
G5. Monitor and address perceptions about school-community issues	X				
G6. Demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education	X				

H: Curriculum, Instruction and Assessment for the Success of All Learners				
H1. Implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning		X		
H2. Develop, assess and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development		X		
H3. Apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels		X		
H4. Understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as		X		

appropriate in all programs					
H5. Demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress	X				
H6. Lead, support with meaningful and effective feedback, and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student	X				
H7. Promote and support instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized		X			
I: Human Resources Management					
I1. Demonstrate knowledge of diversifying, effectively recruiting, selecting and retaining personnel	X				

I2. Demonstrate an understanding of staff development to improve the performance of all staff members		X		
I3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation	X			
I4. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal	X			
I5. Demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management	X			
I6. Demonstrate an understanding of labor relations and collective bargaining	X			
I7. Demonstrate understanding of the administration of employee contracts, benefits, and financial accounts	X			
J: Values and Ethics of Leadership				
J1. Demonstrate an understanding of the		X		

role of education in a democratic society					
J2. Demonstrate an understanding of and model democratic value systems, ethics, and moral leadership		X			
J3. Demonstrate the ability to balance complex community demands in the best interest of learners	X				
J4. Help learners grow and develop as caring, informed citizens		X			
J5. Demonstrate understanding and application of the Code of Ethics for Administrators under Part 3512.5200	X				
K: Judgment and Problem Analysis					
K1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions		X			
K2. Demonstrate adaptability and conceptual flexibility		X			
K3. Reach logical conclusions by making quality, timely decisions based on available information		X			
K4. Identify and give priority to significant issues		X			
K5. Demonstrate understanding of and utilize appropriate technology in problem analysis		X			

K6. Demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and appropriately model their implementation	X				
L: Safety and Security					
L1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments	X				
L2. Demonstrate the means to address emergency and crisis situations	X				

K-12 Principal Competencies will be demonstrated by:						
	Emerging	Developing	Proficient	Exemplary	Artifacts	Related Courses
A: Instructional Leadership						
A1. Support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning			X			
A2. Demonstrate the ability to understand			X			

and apply district wide literacy and lead school wide literacy efforts in all content areas including numeracy						
B: Monitor Student Learning						
B1. Demonstrate the ability to create a culture that fosters a community of learners		X				
B2. Demonstrate an understanding of student support systems and services		X				
B3. Demonstrate the ability to implement and monitor student management data systems	X					
B4. Implement school wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner	X					
B5. Demonstrate the ability to develop a master instructional schedule	X					
B6. Demonstrate the ability to meet the diverse learning needs of all students		X				
B7. Demonstrate the ability to understand and support a comprehensive program of student activities	X					
C: PK-12 Leadership						
C1. Demonstrate an understanding of the articulation and alignment of	X					

curriculum from prekindergarten through grade 12						
C2. Demonstrate an understanding of different organizational systems and structures at pre-K, elementary, middle or junior high, and high school levels	X					
C3. Demonstrate the ability to work with children of all ages	X					
C4. Demonstrate the ability to work with parents, teachers and other staff in all levels of schooling	X					
C5. Demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next	X					
C6. Demonstrate an understanding of the developmental needs of children of all ages	X					