Students in the first year of the UCAPP participated in their internships during the 2013-2014 school year. In the spring, an online application system (i.e., Checkbox) was used by students to complete assessments of their own performance during this experience. Data obtained from students’ responses were then analyzed to produce this report, the purpose of which is to display the results of the internship self-assessment for 27 first-year UCAPP students across the cohorts. Responses to open-ended items are reproduced verbatim with the exception of specific names and places, which have been removed to maintain confidentiality.

Some findings of the report are noted below:

- 50.0% of the candidates completed internships in suburban settings; 35.7% in urban; and 14.3% in rural;
- Over half (54.6%) of the candidates rated themselves as having “Partially Met” their internship’s goals, while the remaining portion (45.5%) rated themselves as having “Met” their goals.
  - Candidates rated themselves more harshly in this area than did their supervisors, of whom 66.7% rated their intern as having “Met” all of their established goals.
- At the building level, the majority of the candidates rated themselves a ‘4’ on a 4-point scale for the following traits:
  - Promote positive school culture (64.3%);
  - Acts with integrity (71.4%);
  - Acts fairly (75.0%);
  - Acts ethically (71.4%).
- For nearly all other traits at the building level, the majority of the candidates rated themselves a ‘3’ on the 4-point scale.
- Many candidates reported that the opportunity to learn from their supervisor was a strength of the internship program.
- A large number of students additionally reported that they experienced difficulties in scheduling adequate time at their internship site.
### Cohort: 28 Responses

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford</td>
<td>14</td>
<td>50.00%</td>
</tr>
<tr>
<td>Farmington</td>
<td>6</td>
<td>21.43%</td>
</tr>
<tr>
<td>Southeastern Connecticut</td>
<td>1</td>
<td>3.57%</td>
</tr>
<tr>
<td>Stamford</td>
<td>6</td>
<td>21.43%</td>
</tr>
<tr>
<td>Hartford</td>
<td>1</td>
<td>3.57%</td>
</tr>
</tbody>
</table>

### Setting for Internship:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>10</td>
<td>35.71%</td>
</tr>
<tr>
<td>Suburban</td>
<td>14</td>
<td>50.00%</td>
</tr>
<tr>
<td>Rural</td>
<td>4</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

### Internship District:

- Ellington
- Stamford
- Windsor
- Manchester
- Plainville School District
- Manchester
- Simsbury
- Somers
- Norwalk
- South Windsor
- Bolton
- Redding
- Norwich
- Cheshire Public Schools
- South Windsor
- Glastonbury
- Bloomfield
1st major goal established for this internship:

Participate in the evaluation cycle.

I will gain an understanding of Rogers International School’s climate by assisting in and observing magnet orientation, open house, anti-bullying initiatives, and ROSCCO extracurricular programming.

Program Evaluation

Program Evaluation

Appropriately gather, review, and utilize school wide data to gain information and apply this to conducting and creating an equity audit.

Develop a deep understanding of the school and community and how it impacts leadership

Unknown

Gain a better grasp on the classroom observation process.

Program Evaluation for School Improvement

Learn techniques of program evaluation, give a presentation to faculty on Close Reading as this was an established need

To develop a better understanding of the responsibilities and the roles of an administrator, viewing tasks through Bolman and Deal's frameworks.

Assume leadership role where possible and facilitate staff meetings, PLC, Committees and Present

Work to streamline SRBI process

Undergo the review of program evaluation

NA

Build a network if people around me I can turn to

N/A

teacher evaluations and classroom observations

I will observe the planning and implementation of professional development for an elementary school.

Goals as listed in UCAPP handbook
Participate as an observer in a full evaluation cycle
To observe Mrs. Administrator in her first year in Weston.

School Culture and Climate; Shared Vision
System understanding

To what level was this goal accomplished?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>10</td>
<td>45.45%</td>
</tr>
<tr>
<td>Partially met</td>
<td>12</td>
<td>54.55%</td>
</tr>
</tbody>
</table>

2nd major goal established for this internship:

Plan and facilitate a faculty meeting.
I will participate in the data team process for grades K-5.

Data Analysis
Teacher Evaluation
Contribute to the school in a positive way through my internship responsibilities by helping to develop and revise staff handbooks and other meaningful projects

Unknown
Learn more about the changes in the evaluation process for teachers, and be able to carry out an evaluation cycle.

Understanding Educational Leadership
Participate is conversations around school improvement and where the district needs to go looking forward
To increase knowledge about examining data and using that data to promote continuous improvement in the school.

Participate in data evaluation and analysis and successfully present data

Teacher evaluation observations
NA
To come up with tools I can use to help me in my future job.
N/A
SIP data team
To observe and participate in SRBI and school-wide data team meetings.

Goals as listed in UCAPP handbook
Observe and participate in a professional development
To participate in teacher evaluations.

Teacher Support and Evaluation
Curriculum changes

To what level was this goal accomplished?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>11</td>
<td>50.00%</td>
</tr>
<tr>
<td>Partially met</td>
<td>10</td>
<td>45.45%</td>
</tr>
<tr>
<td>Not started</td>
<td>1</td>
<td>4.55%</td>
</tr>
</tbody>
</table>

Standards

UCAPP aligns its courses to state and national standards. Listed below are these standards and their corresponding elements. For each element, please answer the degree to which the candidate met the standard in this internship. Please respond using a “1–4” rating scale, with “1” implies “not at all prepared,” "4" implies "extremely well-prepared." If an element was not addressed in the internship, select “NA.”

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a vision</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Articulate a vision</td>
<td>0</td>
<td>3</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Implement a vision</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Steward a vision</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Promote community involvement in the vision</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote positive school culture</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Provide effective instructional program</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Apply best practice to student learning</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Design comprehensive professional growth plans</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Manage the organization</th>
<th>0 (0.00%)</th>
<th>4 (14.29%)</th>
<th>16 (57.14%)</th>
<th>3 (10.71%)</th>
<th>5 (17.86%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage operations</td>
<td>0 (0.00%)</td>
<td>5 (17.86%)</td>
<td>14 (50.00%)</td>
<td>4 (14.29%)</td>
<td>5 (17.86%)</td>
</tr>
<tr>
<td>Manage resources</td>
<td>1 (3.57%)</td>
<td>5 (17.86%)</td>
<td>13 (46.43%)</td>
<td>2 (7.14%)</td>
<td>7 (25.00%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Collaborate with families and other community members</th>
<th>0 (0.00%)</th>
<th>2 (7.14%)</th>
<th>13 (46.43%)</th>
<th>11 (39.29%)</th>
<th>2 (7.14%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to community interests and needs</td>
<td>0 (0.00%)</td>
<td>2 (7.14%)</td>
<td>15 (53.57%)</td>
<td>8 (28.57%)</td>
<td>3 (10.71%)</td>
</tr>
<tr>
<td>Mobilize community resources</td>
<td>0 (0.00%)</td>
<td>6 (21.43%)</td>
<td>14 (50.00%)</td>
<td>2 (7.14%)</td>
<td>6 (21.43%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

<table>
<thead>
<tr>
<th>Acts with integrity</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>5 (17.86%)</th>
<th>20 (71.43%)</th>
<th>3 (10.71%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts fairly</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (17.86%)</td>
<td>21 (75.00%)</td>
<td>2 (7.14%)</td>
</tr>
<tr>
<td>Acts ethically</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (17.86%)</td>
<td>20 (71.43%)</td>
<td>3 (10.71%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

<table>
<thead>
<tr>
<th>Understand the larger context</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>15 (53.57%)</th>
<th>11 (39.29%)</th>
<th>2 (7.14%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to the larger context</td>
<td>0 (0.00%)</td>
<td>3 (10.71%)</td>
<td>17 (60.71%)</td>
<td>5 (17.86%)</td>
<td>3 (10.71%)</td>
</tr>
<tr>
<td>Influence the larger context</td>
<td>0 (0.00%)</td>
<td>4 (14.29%)</td>
<td>17 (60.71%)</td>
<td>2 (7.14%)</td>
<td>5 (17.86%)</td>
</tr>
</tbody>
</table>

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

| Substantial, sustained, standards-based work | 0 (0.00%) | 3 (10.71%) | 18 (64.29%) | 6 (21.43%) | 1 (3.57%) |
| Planned and guided                          | 0 (0.00%) | 3 (10.71%) | 14 (46.43%) | 10 (33.33%) | 1 (3.33%) |
cooperatively (0.00%) (10.71%) (50.00%) (35.71%) (3.57%)
Met requirements for graduate credit 0 (0.00%) 1 (3.57%) 13 (46.43%) 12 (42.86%) 2 (7.14%)

**Other Factors**

Please use a “1 – 5” rating scale, with 1 = Ineffective, 2 = Below Average, 3 = Adequate, 4 = Above Average, and 5 = Outstanding. If it was not addressed, select "NA."

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with colleagues</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>4 (14.29%)</td>
<td>17 (60.71%)</td>
<td>7 (25.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Interaction with students</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>7 (25.00%)</td>
<td>12 (42.86%)</td>
<td>8 (28.57%)</td>
<td>1 (3.57%)</td>
</tr>
<tr>
<td>Interaction with parents</td>
<td>0 (0.00%)</td>
<td>1 (3.57%)</td>
<td>4 (14.29%)</td>
<td>14 (50.00%)</td>
<td>5 (17.86%)</td>
<td>4 (14.29%)</td>
</tr>
<tr>
<td>Interactions with subordinates</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (10.71%)</td>
<td>14 (42.86%)</td>
<td>4 (14.29%)</td>
<td>7 (28.57%)</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (17.86%)</td>
<td>14 (50.00%)</td>
<td>9 (32.14%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>0 (0.00%)</td>
<td>1 (3.57%)</td>
<td>6 (21.43%)</td>
<td>11 (39.29%)</td>
<td>10 (35.71%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Attention to personal growth</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (7.14%)</td>
<td>13 (46.43%)</td>
<td>13 (46.43%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Ability to contribute independently</td>
<td>0 (0.00%)</td>
<td>1 (3.57%)</td>
<td>5 (17.86%)</td>
<td>13 (46.43%)</td>
<td>8 (28.57%)</td>
<td>1 (3.57%)</td>
</tr>
<tr>
<td>Leadership of groups</td>
<td>0 (0.00%)</td>
<td>1 (3.57%)</td>
<td>6 (21.43%)</td>
<td>11 (39.29%)</td>
<td>5 (17.86%)</td>
<td>5 (17.86%)</td>
</tr>
<tr>
<td>Dependability</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>4 (14.29%)</td>
<td>10 (35.71%)</td>
<td>13 (46.43%)</td>
<td>1 (3.57%)</td>
</tr>
</tbody>
</table>
What do you feel are the strengths of this internship?

I have a responsive and supportive mentor.

I was very eager and willing to get as many hours in as I could this year.

Personal contact between supervisor and candidate.

Gaining experience in the areas one needs to be successful as a building administrator and observing the many facets of how a building functions

See how a school approaches various programs or systems differently. For example: advisory or the implementation of SBAC.

Mr. Administrator has a wonderful way with handling his staff. He is a real person and easily approachable.

Hands on internship hours at the internship sites are very strong. As a visual learner, it is very helpful to be learning right on the spot.

School is a very high functioning, dynamic, continuously improving school community. Administrator is a dedicated and engaged leader. I am learning a lot about how a school can and should function.

Frequency of visits, strong mentor.

Building connections with administrators, gaining confidence to have the job in the future, seeing interactions and situations I was not privy to in my current position.

Ability to see the workings of leadership practices in another district. Ability to participate on a leadership team and observe practices.

The relationship I have developed with my mentor. I feel I can ask her any question and she will answer candidly. She also allows me to sit in and experience as many different aspects are possible and then tells me why she reacted in the manner she did.

My mentor's knowledge and skills, and her willingness to share them.

The ability to see and participate all that goes into managing a turnaround school. State, staff, and administrative interactions truly gave me a great picture of how to function in an administrative capacity.

I think my overall internship experience at School has been positive. My mentor has been extremely willing to provide me with multiple opportunities to observe and become involved in the workings of the school. However, finding the time to intern within the school during the school day has been a challenge due to my work commitments.

The support of administration

Focused activities for each semester

Shadowing an experienced principal who takes the time to understand the needs of all stakeholders

Administrator has proven his effectiveness in running a "turn-around" school so I have the potential to learn a lot from him.

Seeing the whole k-8 perspective. I don't get to see elementary school teachers in my job.

I have a very flexible, hands on mentor who has provided many relevant experiences.

I feel that having the opportunity to collaborate and shadow Administrator has been a huge strength in this experience.

The ability to work and observe in a district other than the one where you are employed.
It has been beneficial to see how a different school, administration, and district operates and learn from successful and effective administrator.

hands on learning

This internship provided an excellent experience for me. I was able to observe a principal who was brand new to the school; however this principal was a principal of a different school for a long time prior to this. Therefore, I was able to observe an experienced principal in a new setting.

One chief strength of this internship is that it provides me with a very different perspective to school administration—especially in regards to school culture and climate, as it impacts student achievement and behavior-- than I receive in my own district and school. It's been beneficial to narrow my lens on administration in a different way and learn from the insights of my mentor.

The conversations I have with my mentor are rich. We are able to discuss new initiatives that occur within my district but still get to experience different opportunities because my internship is in a different school.

Please share any ways in which you feel the internship experience can be strengthened or modified for improvement.

The schedule of my placement school was no conducive to my home school schedule. It made scheduling very challenging.

Allowing for more hours to be completed at home school.

Specific projects designed to further a candidates work within the school and get them more involved with their building

The availability of time to spend at the internship is not as good as I would like it to be. I have been working on a lot of administrative projects in my own district because I can be more consistent with time there.

I just wish it were easier to get there - closer in proximity to my home school. However, given the experiences I've had there, I wouldn't give this opportunity up even with the distance of the drive.

I need to spend more time within the school during school hours. I need to be more involved in day to day experiences.

It is extremely difficult for me to get out of my home district, so although I understand the importance of the internship, the hours are hard to attain. Also, my aspiration is not to be a principal, so I would have had a more usable experience had I been with someone whose current position is closer to what I would like to be.

More real life application during the school year with fewer hours in the summer when there are fewer opportunities.

It is always hard to get full days in the district, continuing to build a relationship with our current employment and getting them to truly understand the significance of facilitating us in leadership roles would help tremendously.

Improving the plan for days in the internship district and planning for specific experiences.

No change.

It is often difficult to coordinate times to visit my intern school and participate in the various administrative activities with my mentor during the school day due to my current professional obligations of my own school.

More opportunities to work hand on

Internship site was too far away...made it hard to get there often. I did not have release time specific for internship. I needed to use personal time. That is hard when you have a young family.
I am having problems getting release time from my employer. I can't go to Manchester except for after the school day. Both Dave and I feel that I am not getting a wealth of experience from the internship as a result.

Recheck the internship goals and make sure they match with courses and time of the year.

I am very satisfied with my internship.

More time at my internship site.

The objective are unclear.

It is possible that it would be better to be able to set individual goals rather than being required to meet the list of requirements in the UCAPP handbook (a certain number of observations, attendance at specific meetings, etc.). Maybe individualized goals could be set within mandatory categories.

If I could have gotten to this internship more during the day, I feel that I could have contributed more instead of only observing.

Not Applicable at this time.

I wish I had an opportunity to spend more time in my internship site during the school day.

What is the one significant thing that was covered during this internship experience?

- Working on data analysis
- It was informative to watch the new teacher evaluation program go into effect this school year.
- Evaluation of AP program.
- All the things, outside of school, needed to run an effective building
- The planning for next school year. Specifically, elements such as the budget and the schedule.
- Teacher Evaluation
- The opportunity to conduct an equity audit with great support and resources as well as the opportunity to support, prepare, and take part in a school wide math night.
- Observing and critiquing instruction and having collaborative, reflective conversations with teachers
- Managing personal issues and operations of the school building
- Observing teachers
- Participating in an observation and reflecting on the teacher's performance. Participating in the roll out of the teacher evaluation process.
- I had to research and present to the staff about a need of the district. It was really beneficial to interact with staff in the role of administrator.
- Observation, discussing and involvement in the Data Team process.
- School improvement and building and growing capacity in a building in terms of best practice and school culture.
- Reviewing the SRBI process at Dodd Middle School and having the opportunity to complete a program evaluation.
Classroom observations
Creating a desired culture in the building
I got to participate in the planning of Metacomet’s units of study with 3rd and 4th grade teams.
I helped a committee finalize their School Improvement Plan.
Lots of practice with teacher evaluation.
I have gotten to experience the reality of being an administrator.
Literacy training through CREC and through Literacy Collaboration
I have fulfilled all of the observation expectations for the first year.
I had good opportunities to observe disciplinary actions. I also observed a NEASC visit.
understanding the variety of challenges that a school leader faces on a daily basis
One significant thing that was covered during this internship experience was observing teachers. In the fall, I was able to observe several different teachers and have quality discussions with the principal about what we saw.
One significant point that has been covered at my internship site this semester is the importance of building relationships. Watching my mentor achieve her goals and mission for the school, while interacting with Central Office staff and her own building staff in positive ways to achieve those goals has taught me a lot.
New initiatives such as the roll out of the new teacher evaluation plan.

How do you think this internship experience helped with regards to intern being reflective about administrative practice?
The discussion time with my mentor about what I’ve see or was thinking about.
My internship experience gave me a wide variety of experiences to observe this year. I learned about time management and the importance of scheduling as an administrator.
I reflected on nearly every experience. Some experiences were combined with experiences of a similar nature.
It provides a baseline experience from which to reflect. Our experiences up to this point have been largely based within the classroom and this affords us the opportunity to see the school operate from the administrative lens.
The internship allows me to compare my own experiences and work at my school to the beliefs and actions of another administrator in another school, and to reflect on what I might do in that situation.
I reflect on my future leadership skills constantly.
Through constant collaboration and discussion, I am able to debrief about certain situations that occur during my interning, to learn from them and create ideas around other ways to handle the variety of situations that I have been observing. It is very helpful to have these reflective conversations.
Administrator is constantly sharing his reflections with me about why and how he does his work.
Yes
My administrator always stop to reflect after key experiences and discuss the rationale behind decisions that have been made.
I am constantly thinking about how I would handle different scenarios. It has made me become very forward thinking as well as thinking about different ways to handle situations by drawing perspectives through different lenses.

In meetings with my mentor there are many opportunities for reflection.

Being able to actively participate allowed for real reflection in terms of how I could do things more effectively in the future. Real experience also allowed me to be more comfortable as well in areas such as data analysis and observation and evaluation.

Certainly completing this task helped me reflect upon how to look at a specific program within a school and properly evaluate it through an administrative lens.

It helped in being reflective.

The reflective journals allowed me time to reflect on my learning and experiences.

I was very reflective about the experiences at Metacomet this semester. I was able to see the roles of teacher leaders, principal and staff in regards to planning curriculum from scratch.

Because Administrator is such a well-rounded administrator, and he is completely transparent in sharing his job and experience, I have seen many of the aspects of what a school leader should expect.

It helps me not to be nervous giving teacher’s feedback, even if I’m younger than them.

Very much.

I think that it has been helpful to see a strong leader at work. I have learned a lot just by being at the school. The strength of Administrator really shows in her staff. She has cultivated a team of teachers who are truly passionate about doing what is best for kids. The school culture is strong and the building is a welcoming place.

I found it helpful to view things from another perspective.

The opportunity to compare my home district and Tolland has been invaluable.

Lots of thinking and discussions with mentor.

My principal said that this experience helped her tremendously to reflect on the decisions she was making because she had to explain the decision and her rationale for each decision.

I find myself continually bringing reflections on my internship experience into my leadership roles in my own district and even into my classroom during daily practice.

This experience has been extremely eye opening. I find myself reflecting often on what I observed or discussed with my mentor.

If there is something else that you would like to share, please do so.

I hope to be able to get more hours in this summer.

Great experience so far.

I have a had a great internship experience and wouldn’t change a thing.

I look forward to how my relationship with the school will continue to bloom.

Excellent placement! Very instructive.

Mrs. Administrator has been an excellent fit for me so far. She has been flexible to my schedule (given my various leadership roles in my own district) and is always eager to share her professional insights. It has been a pleasure and I look forward to another year ahead of us.