



LEAD PROGRAM HANDBOOK

Edition 3

This Southern Utah University LEAD Handbook is designed as a ready reference for graduate students who are interested in an Educational Leadership Program at Southern Utah University.

Section 1

Welcome

We salute you for stepping up for leadership! Congratulations on being selected for the LEAD program. To be an SUU graduate student preparing for the educational leader license means that we recognize your potential to serve stakeholders in the education of Utah's future generations as ethical, moral and knowledgeable leaders.

It is our goal to provide you with a rigorous course of study that will prepare you to step into a leadership role and be immediately effective. We have also aligned the LEAD program with the requirements for the Utah license to ensure your qualification for licensure upon completion of the program.

Regardless of any future titles you may hold or positions in which you may serve, your educational leadership knowledge and efforts will help mold the future for our state through effective actions on behalf of students, parents, educators and communities. We have confidence that you are part of a brighter future for everyone!

Best wishes,



Dr. Shawn Christensen, Dean



Dr. Bart Reynolds, Associate Dean



Dr. Tony Pellegrini, Director

Our Vision:

To serve as advocates for remarkable innovation and change in education.

Our Mission:

To create caring, competent, and highly effective educational leaders.

Section 2

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Section 3

Accreditation & Assistance

Accreditation of the LEAD Program

The Southern Utah University in Leadership Education and Administrative Development (LEAD) Program is approved by the Utah Board of Regents of Higher Education and complies with the Utah State Board of Education requirements for administrative licensure – Rule 277-505. The Council for the Accreditation of Education Programs (CAEP), the national education accrediting body, has renewed accreditation through 2022.

Where to Go for Help

Admission, Registration, Internship Placement, Graduation and License Applications:

Please contact Shelley Dahlin, Program Specialist at 435-586-7968 or via email at dahlin@suu.edu

Coursework and Internship Assignments:

You will be in a cohort that aligns with the semester you begin the program. In the cohort you will be assigned certain classes each semester and you will be registered by the Program Specialist when registration opens for that semester. Please contact the Program Specialist, Shelley Dahlin, if you need to make changes or have questions regarding your registration.



Section 4

Degree/Program Planning

Program Master Plan

A master plan has been created for all students using a cohort model. Be aware that most school districts begin the administrator hiring process and request proof of completion of the licensure program long before school begins each year, with late winter and early spring deadlines for applying for administrative positions. The Program Specialist, Shelley Dahlin, will register you for all courses and internships.

As working professionals, these LEAD program requirements are designed to ensure your success and help you meet USBE requirements for licensure:

- No more than 6 credit hours can be taken in a fall or spring semester.
- No more than 12 credit hours are allowed during the summer semester.
- If you anticipate major time-consuming events such as coaching, a wedding or any other major event, consult with the Program Specialist. **It is not appropriate to request course content be reduced as a result of personal obligations. The full curricular content of our courses must be fulfilled to receive credit.**
- Internships are offered only in the fall and spring semesters.

These examples demonstrate the quickest way to complete either program.

Program Planning

M Ed with License – 36 Credit Hours		
<u>Summer Start – 5 semesters</u> Summer 6000, 6380, 6410 Fall 6500, 6540 Spring 6100, 6898/99 Summer 6036, 6560, 6740 Fall 6080, 6898/99	<u>Fall Start – 6 semesters</u> Fall 6500, 6540 Spring 6560, 6740 Summer 6036, 6410 Fall 6080, 6898/99 Spring 6100, 6898/99 Summer 6000, 6380	<u>Spring Start – 5 semesters</u> Spring 6560, 6740 Summer 6036, 6500, 6540 Fall 6080, 6898/99 Spring 6100, 6898/99 Summer 6000, 6380, 6410
License Only – 27 Credit Hours		
<u>Summer Start – 4 semesters</u> Summer 6036, 6560, 6740 Fall 6080, 6898/99 Spring 6100, 6898/99 Summer 6500, 6540	<u>Fall Start – 4 semesters</u> Fall 6500, 6540 Spring 6100, 6898/99 Summer 6036, 6560, 6740 Fall 6080, 6898/99	<u>Spring Start – 4 semesters</u> Spring 6560, 6740 Summer 6036, 6500, 6540 Fall 6080, 6898/99 Spring 6100, 6898/99



Master of Education with Educational Leadership License – 36 Credit Hours

Since all candidates for the educational leader license in Utah must have a Master’s Degree or higher, this program of study offers coursework that not only provides students with a Master’s Degree in Education, but also the course work necessary to obtain the license.

COURSEWORK	SEMESTERS OFFERED	CREDIT HOURS
EDUC 6000 – Issues in Psychology and Measurement	Spring/Summer/Fall	3
EDUC 6380 – Ethics and Decision Making	Fall/Summer	3
EDUC 6410 – Curriculum and Philosophical Foundations	Spring/Summer/Fall	3
EDUC 6036 – Leadership in Technology	Fall/Summer	3
EDUC 6080 – Leadership and the School Principal	Spring/Summer	3
EDUC 6100 – Practices of Instructional Supervision	Spring/Summer	3
EDUC 6500 – School Finance	Fall/Summer	3
EDUC 6540 – Organization of American Schools	Fall/Summer	3
EDUC 6560 – Leadership of Pupil Services and Programs	Spring/Summer	3
EDUC 6740 – School Law	Spring/Summer/Fall	3
Internships		
EDUC 6898 – Administrative/Supervisory Elementary Capstone Internship	Spring/Fall	3
EDUC 6899 – Administrative/Supervisory Secondary Capstone Internship	Spring/Fall	3
Total Credits		36

Educational Leadership License - 27 Credit Hours (Candidate must already hold a Master’s Degree)

With this program, the candidate must already hold a Master’s Degree or higher. As required by SUU, the Utah State Board of Education, and our accreditation agency (CAEP), all candidates seeking the Utah Administrative/Supervisory License must successfully take and pass the following courses as well as other program requirements.

COURSEWORK	SEMESTERS OFFERED	CREDIT HOURS
EDUC 6036 – Leadership in Technology	Fall/Summer	3
EDUC 6080 – Leadership and the School Principal	Spring/Summer/Fall	3
EDUC 6100 – Practices of Instructional Supervision	Spring/Summer	3
EDUC 6500 – School Finance	Fall/Summer	3
EDUC 6540 – Organization of American Schools	Fall/Summer	3
EDUC 6560 – Leadership of Pupil Services and Programs	Spring/Summer	3
EDUC 6740 – School Law	Spring/Summer/Fall	3
Internships		
EDUC 6898 – Administrative/Supervisory Elementary Capstone Internship	Spring/Fall	3
EDUC 6899 – Administrative/Supervisory Secondary Capstone Internship	Spring/Fall	3
Total Credits		27

Please see the [SUU Catalog](#) for complete course descriptions for the courses listed.



Section 5

Program Requirements

USBE Rule

The LEAD program is compliant with Utah S.R. 277-505 which specifies the requirements for educational leadership licenses. For complete USBE requirements, please visit <http://www.rules.utah.gov/publicat/code/r277/r277-505.htm>.

Professional Dispositions

Throughout the program, students will be expected to:

- Demonstrate professional behavior
- Model effective interpersonal communication skills
- Use good written communication skills, i.e., proper spelling and grammar
- Demonstrate respect for the views and opinions of others
- Meet deadlines and due dates, be prompt and on time
- Submit quality work and demonstrate preparedness for class activities
- Honor the academic integrity policy
- Dress as a professional administrator



Grading Explanation

Courses are graded with letter grades and Internships are graded pass/fail. Grades of C+ or below are not accepted for SUU College of Education graduate programs, and earning below an A, A-, B+, B or B- **will require retaking the course.**



Incomplete Grade

Based on [SUU Policy](#), an “I” or “Incomplete” grade is only used in extreme and unusual circumstances such as severe illness, accident, etc. To be eligible for an Incomplete grade, a student must have completed at least 75% of the course requirements and be passing. An “Incomplete” contract is completed with the professor and filed with the Registrar’s Office.

Praxis Exam

Utah requires a passing score on the Praxis Supervisory/Administrative Exam. The LEAD Program complies with that requirement by requiring licensure candidates to provide copies of a passing score on the least expensive version of the exam – number 5411 (<https://www.ets.org/praxis/prepare/materials/5411>). A copy of your score report must be provided to your internship supervisor before the licensure recommendation can be submitted to USBE. The cut score for Utah is 151.

Inspire Survey – University Council for Educational Administration (UCEA)

A completion survey will be completed by the Intern upon completion of all program requirements. The SUU supervisor will provide direction for completing the interview.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student services) regarding student responsibilities and rights, and the intellectual property policy for information about procedures and

about what constitutes acceptable on-campus behavior.

Important Note on Academic Integrity:

The Department of Graduate Studies in Education supports and encourages dialogue and collaboration among its students. We believe that candid exchange of ideas among professional educators is a benefit of learning. However, the AAA template must be done by the individual student submitting it. Occasionally, the product or artifact for the AAA assignment will be a group product, but the template will still be an individual activity. A single Topic Brief paper may not be submitted in multiple courses. Suspected violations of academic integrity will be investigated, and if substantiated, appropriate action will be taken. Possible sanctions include an F in the course and/or removal from the program.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids, will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>.

HEOA Compliance Statement

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.



LEAD Program Alignment to R277-505

For your reference, on the following two pages are charts and wording from the Rule explaining how the Utah requirements are met in the SUU LEAD Program.

SUU LEAD Program Alignment to R277-505 Requirements

Coursework Requirements:

R277-505-5. Standards for the Approval of Programs for Education Leadership Licensure.

- (1) The Board may approve the education leadership licensure preparation program of an institution of higher education if the program:
- (a) prepares candidates to meet the Utah educational leadership Standards described in R277-530;
 - (b) subject to Subsection (2), establishes entry requirements designed to ensure that only high quality individuals enter the licensure program;
 - (c) includes **coursework** specifically designed to prepare candidates to:
 - (i) properly utilize data, including student performance data, to evaluate educator and school performance and provide actionable information to educators to improve instruction;
 - (ii) facilitate educator use of technology to support and meaningfully supplement the learning of students in traditional, online-only, and blended classrooms
 - (iii) collaborate with all stakeholder groups to create a shared vision, mission, and goals for a school;
 - (iv) communicate effectively with parents, community groups, staff, and students;
 - (v) recognize effective and ineffective instructional practice in order to ensure authentic learning and assessment experiences for all students;
 - (vi) counsel educators in relation to the educator's evaluation, professional learning, and student performance to improve the educator's practice;
 - (vii) ensure a safe, secure, emotionally protective and healthy school environment, including the prevention of bullying and youth suicide; and
 - (viii) connect management operations, policies, and resources to the vision and values of the school; and
 - (d) includes a minimum of **50 hours** of clinical experience in elementary and secondary schools throughout program coursework.

Internship Hours Required During Coursework

EDUC 6000 Psych	EDUC 6036 Leadership in Technology	EDUC 6080 Principalship	EDUC 6100 Supervision	EDUC 6380 Ethics	EDUC 6410 Curriculum/Philosophical Foundations	EDUC 6500 Finance	EDUC 6540 Organization of Amer Schs	EDUC 6560 Services/Programs	EDUC 6740 Law	Total Hours:
M.Ed only	1.c.ii. Facilitate use of technology 7 hours	1.c.iv. Effective communication 8 hours	1.c.v. Recognize effective/ineffective instruction 1.c.vi. Counsel educators 7 hours	M.Ed only	M.Ed only	1.c.i. Use data to improve instruction 7 hours	1.c.iii. Create Vision, Mission, Goals 7 hours	1.c.vii. Safety, Bullying, Suicide 7 hours	1.c.viii. Mgmnt Operations Policies 7 hours	50 hrs

Internship Requirements:

(6) For a program applicant accepted on or after January 1, 2017, a Board-approved education leadership licensure program shall require the following opportunities for a program applicant to demonstrate application of knowledge and skills gained through the program in a **culminating experience**:

- (a) analyzing school assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments with school staff and with individual teachers;
- (b) participating in all aspects of at least two teacher evaluations using an evaluation system that meets the requirements of:
 - (i) R277-531; or
 - (ii) the LEAs equivalent;
- (c) participating in all aspects of at least one evaluation of a classified employee
- (d) planning, or participating in the planning of, organizing, conducting, and evaluating the effectiveness of a professional development activity for school staff;
- (e) participating in multiple meetings of more than one school-based learning team;
- (f) participating in School Community Council meetings including the annual development and evaluation of the School Improvement Plan or the School LAND Trust plan;
- (g) participating in multiple classroom observations and walk-throughs;
- (h) participating in multiple IEP and 504 accommodation plan meetings in support of or as the LEA representative;
- (i) handling multiple cases of student discipline referred to the school office for more than one type of misconduct;
- (j) supervising a variety of after school activities and monitoring the process for collecting and handling fees and gate receipts;
- (k) participating in the school's screening process, including interviews and the notification of successful and unsuccessful applicants; and
- (l) any additional specific experiences as defined by the program.

(7) A program applicant shall complete the competencies described in Subsection (6) by participating in one of the following culminating experiences:

- (a) **employment** in an education leadership position where the educator:
 - (i) supervises other educators and that meets the following requirements:
 - (ii) is employed half-time or more in the position for a full school year;
 - (iii) is mentored by a licensed education leader that has been deemed effective or higher by:
 - (A) an evaluation meeting the standards of R277-531; or
 - (B) the LEA's equivalent on the educator's most recent evaluation;
 - (iv) works a minimum of 100 hours in a minimum of two hour blocks during the regular school day and the regular school year in an elementary school where the educator is not employed if the educator is not employed as an elementary principal or vice-principal; and
 - (v) works a minimum of 100 hours in a minimum of two hour blocks during the regular school day and the regular school year in a secondary school where the educator is not employed if the educator is not employed as a secondary principal or vice-principal; or
- (b) **an internship** where the educator:
 - (i) works a minimum of **400 hours of supervised clinical experiences**, excluding additional hours required by a university for seminars or discussion sessions within the required hours;
 - (ii) works a minimum of **300 of the required hours in a school setting** which offers the opportunity of working with:
 - (A) students, faculty, classified employees, parents, and patrons; and
 - (B) a licensed principal that has been deemed effective or higher by:
 - (I) an evaluation system meeting the standards of R277-531; or
 - (II) the LEA's equivalent on the principal's most recent evaluation;
 - (iii) works the remainder of the required internship hours in a school district office; at the USOE; with a Board-approved agency; or in another Board-approved program or school setting;
 - (iv) works the majority of the school-level supervised experience completed during the regular school day and in concentrated blocks of a minimum of two hours each when students are present;
 - (v) works a minimum of **150 hours in an elementary school**;
 - (vi) works a minimum of **150 hours in a secondary school**; and
 - (vii) works a minimum of **32 hours in concentrated blocks of a minimum of eight hours** each during the regular school day and the regular school year in a school in which the intern is not employed as a teacher.

Section 6

Course Assignments

Assignments in LEAD courses take many forms. Details on assignments will be provided by your professor.

Be aware that SUU Academic Integrity Policy does not allow the same work to be submitted in multiple courses.

These are some of the main types of assignments you can expect during your coursework:

- **Applied Administrative Assignments**

The AAAs use a standard template with specific instructions based on the curriculum for the various courses. For instance, you may be required to complete a AAA on campus administrative responsibilities in the Principalship course, and later be asked to complete a AAA on ethics during the Finance course.

- **Topic Briefs**

These are scholarly papers that summarize the research literature on a specific topic or area. Details on length of the brief, which topic, etc., are provided by the instructor. A single Topic Brief paper may not be submitted in multiple courses.

- **Discussions**

Online discussions may be required in each of your courses, but their format and specific requirements will vary based on the objective for that discussion. For instance, for some you may be asked to make a single, one-time post. For others, you may be asked to post multiple times over the course of a week or two.

- **Field Experiences**

Even though they are course assignments, field experiences are sometimes included on your log of internship hours, and require activities to be completed in real world settings.

- **Projects**

You may be required to complete a real life project for a class or internship. Read instructions in your Canvas electronic classroom carefully.

- **Class Sessions**

Please note the requirements in each course, as expectations vary among professors. Class sessions are provided through various technological options, so it is important to read your syllabus for each course carefully.



M.Ed. Program Required Capstone Project:

For those completing the Master's Degree, a 20 page Topic Brief, or scholarly paper, is required as the Capstone Project. This is not a requirement for those working toward the 27 credit hour license only program. The Capstone Project may be started and completed at any time during the program, but must be submitted by the end of your last internship course.

Section 7

Internships

A prominent feature of the educational leader license is the internship. An elementary and a secondary internship provide each LEAD candidate with experiences in the public schools that will assist them in their preparation to become an educational leader. As required by SUU, the Utah State Board of Education, and the accreditation agency, each candidate must successfully complete 400 hours in approved Educational Leadership School Internships.



Grading

Internships are graded pass/fail. You must satisfactorily complete all requirements for a “Pass” or “P” grade.

Incomplete Grade

Based on SUU Policy, an “I” or “Incomplete” grade is only used in extreme and unusual circumstances such as severe illness, accident, etc. To be eligible for an Incomplete, a student must have completed at least 75% of the course requirements and be passing. An “Incomplete” contract is completed with the professor and filed with the Registrar’s Office.

State Required Internship Hours

Please refer to the R277-505 description of required hours on pages 10 to 11.

Educational Leadership License

Internship Hours Requirement

USBE R277-505



400 Hours Required



70 hours earned in Coursework



30 Flexible Hours



Elementary Internship

Secondary Internship

EDUC 6898

EDUC 6899

150 Hours

150 Hours

50 Hour Project

50 Hour Project

**76 Hours in two-hour blocks
when students are present**

**76 Hours in two-hour blocks
when students are present**

24 Anytime Hours

24 Anytime Hours

Interns may complete one of their internship assignments in the school where they teach.

New requirements under USBE R277-505 include four 8-hour days, when students are present, in ONE of your internships. This must be in the internship where you are not employed. If you are employed in an elementary setting, the four days must be in a secondary setting. If you are employed in a secondary setting, the four days must be in an elementary setting.

The 150 required hours in the internship where students complete four 8-hour days will look like this:

50 Hour Project
32 hours in four 8-hour days
when students are present
44 hours in 2-hour blocks of time
when students are present
24 Anytime Hours

The chart begins by highlighting the 400 intern hours that are required by USBE and must be earned during the internship experience. It next notes the 70 hours that are embedded and earned through program courses. Subtracting the 70 hours from the 400 required hours, leaves a total of 330 hours.

The 30 flexible hours may be earned any time after the student begins the program. Students should obtain the hourly log as soon as they begin the program. Flex hours may be earned as student's shadow school administrators, attend board meetings, attend administrative training, and interview district office administrators on campus during the regular school day. Students can earn hours assisting school administrators in a wide range of supervision activities. These hours should be closely divided between elementary and secondary hours. If flex hours are completed before students begin their Elementary internship, EDUC 6898, and Secondary internship, EDUC 6899, there will be 150 hours left in each internship. If they are not completed prior to being registered for internships, the remaining flex hours will be added to the 150 required during the internship.

During each internship the intern must complete up to 50 hours completing the required projects (AAA 1 & 3).

The project must be earned in the specific elementary and secondary internship and only during the regular school year.

Students are required to complete 76 hours in two-hour blocks, with students in session, for each internship. An additional 24 hours must be earned in any increment of time in each internship. Principals must verify hours as they are earned by documenting them on the hourly log.

More information will be provided at the orientation programs. Additionally, very valuable internship information on the earning of hours is shared at site collaboration meetings that occur under the direction of a university supervisor several times each semester.

Logging Internship Hours

A single log that records a minimum of 400 hours spanning all internships is required. The LEAD Excel spreadsheet Log is provided to use throughout the program. During the two required internships, entries should be made each day as intern hours are accumulated. A review of the hours by the mentor principals should be conducted at intervals agreed upon. For instance, the mentor principal may want to see the log each week, or possibly each month.

It is the responsibility of the Intern to maintain the log and to keep appropriate backups. The log will be requested for review periodically throughout the program then submitted at the end of each Internship. **The log is intended to be used cumulatively throughout the program, resulting in a grand total at completion of at least 400 hours.**

Professional Guidelines for Earning Intern Hours at the District, State or Federal Level

Hours may be logged at school district offices and departments, city and county governments, the Utah State Office of Education and/or the Federal Department of Education.

When logging district/state/federal hours, observe these guidelines:

- Be aware that you are not a Central Office or USBE intern. Do not present yourself as such.
- Instead, explain that you are completing requirements for your educational leader license and are interested in learning about the functions of the various departments to facilitate your effectiveness as an administrator.
- Your presence must be unobtrusive.
- Your presence must not detract from the work being done.
- Appointments must be scheduled in advance.
- If the person is not receptive to your request, thank them kindly and pursue other opportunities.



Suggestions for Logging District and State Hours

Each intern has an individual and unique situation. These ideas are suggestions only, and may not work in every situation.

Attend meetings of:

- District School Boards
- State School Board
- City and County Governments
- State Legislature

As you interact with your district human resources office on any personal issues, such as medical insurance or other needs, observe and learn. Document the experience from an administrative perspective.

Request to “shadow” administrators with the promise not to impose on their time. Ask if you may simply quietly observe for a defined period of time, or during a certain activity such as a meeting.

Date hours collected (Please put in chronological order)	Elementary Hours	Secondary Hours	Activity	Student Selected - Utah Educational Leadership Standard & Indicator to which the Activity is Aligned	Principal/ Mentor Initials
Example 8/1/2017	25	25	Coursework Internship Hours	NA	T. Pellegrini
Running Hours=					
Total Hours=					

Suggestions for Logging Campus Hours

It is not necessary to take a leave of absence or have an administrative position to successfully log the USBE required hours, but it will take planning! Here are a few ways that others before you have been able to accumulate hours. Because every situation is unique, some of these may work for you, and others may not. Find ways that work in your world.

- Take personal leave days, and maximize the time you spend on a campus on those days.
- When possible, see if you can fulfill an administrative role on professional development days/hours.
- If working a year round schedule, log time when you are off track.
- See if your mentor principal is willing to pay for a substitute for your class and allow you to serve as administrator on duty when s/he must be out of the building.
- Talk with other interns in the program to learn how they are making time to log hours.
- If your district policy allows, ‘buy’ a substitute for a day or two or three to give you some long stretches of time for interning activities.
- Be sure to log the time spent completing your internship projects and curriculum audits.
- If there are early morning activities, faculty meetings or other events at your internship campus, arrange to participate.

SUU Assignments during Internships

In addition to logging the USBE required hours, a number of other assignments are required. They include the assignments listed here, and others that your professor may assign. Complete details for the assignments are provided in your Canvas classroom and by your professor.

- **Project Proposal**
You will work with your mentor principal to identify a project that will benefit your internship campus, and lighten the load for your mentor principal. Plan to spend approximately 50 hours, that are part of the required internship hours, on your mentor principal and SUU supervisor approved project.
- **Project Report**
This assignment requires at least one presentation to an appropriate audience, such as a faculty, school board or PTA. Once completed, you will write up a report of how your project went.
- **Internship Log**
You will have your mentor principal validate your log at an agreed upon schedule, and submit it to your SUU supervisor as requested.
- **Inspire Survey**
The completer Survey will be completed by the intern upon completion of all program requirements. The SUU supervisor will provide direction for completing the interview.

Section 8

Praxis & Standards

Praxis Exam:

During the internship courses, candidates will be required to complete the Educational Leadership Administration and Supervision Praxis Exam. The website for this tests is www.ets.org.

The Praxis II Test Code is 5411. It is recommended that you do not take the Praxis II until you are completing your first or second internship. For SUU accreditation, you are required to take the Praxis II 5411. You must request a copy to be sent to SUU and USOE. The SUU school code is A4092. The USOE agency code is R8375. Additionally, please send a copy of the EXAMINEE SCORE REPORT (all pages) to your supervising professor and to Shelley Dahlin.

National Standards

The LEAD Program is aligned with the nationally accepted standards for educational administration. The National Policy Board for Educational Administration has adopted the Professional Standards for Educational Leaders in conjunction with the Council of Chief State School Officers. Assignments in the LEAD Program are founded on these standards, available at

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>.

State Standards

The LEAD Program also aligns with the Utah Educational Leadership Standards, R277-530-6. They can be found at

<http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards/Leadership/LeadershipStandards.aspx>

