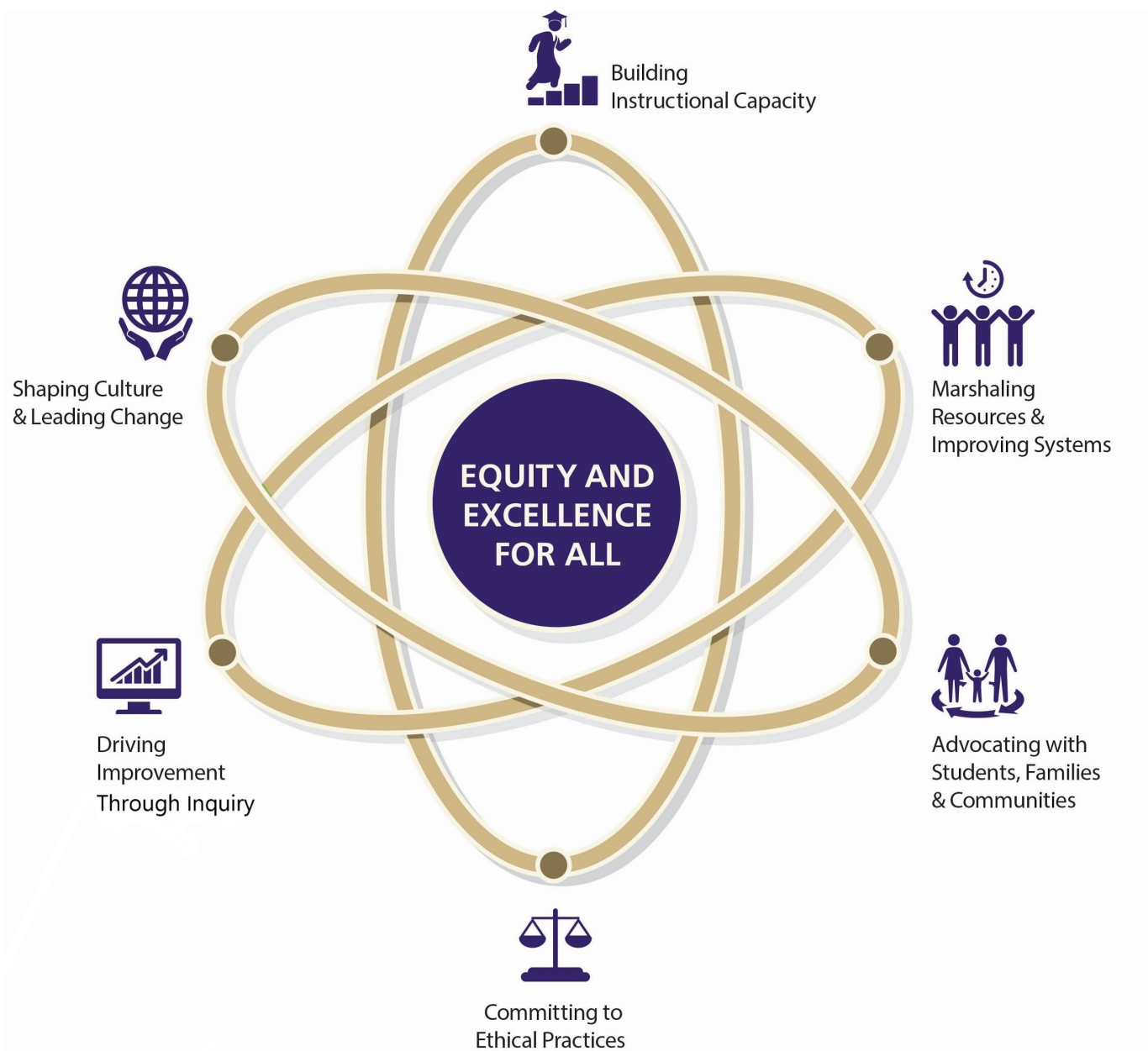


Danforth Cohort 34

GUIDEBOOK



Welcome to the next step in the Danforth program!

By June 2021, over 800 alumni will have completed the Danforth program. Many of Danforth's graduates credit their internship as the most powerful element of their learning experience. We are proud of the accomplishments of our graduates and strive to provide each cohort member with relevant and valuable experiences through integrated curriculum and clinical, field-based learning. A student's success in the program will be influenced by their commitment to the coursework, internship and self-reflective work. The internship is the class that interns largely develop for themselves and should reflect their individual learning needs and prepare them to be an effective building and/or district level leader. This will be an intense and rewarding year! We are here to provide support and help you succeed.

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A Guide to Beginning a Danforth Internship

The yearlong intensive internship with an excellent, dedicated mentor principal or mentor program administrator is a significant feature of the Danforth Educational Leadership Program. The internship is the “applied” part of the Danforth program and is closely integrated with the content knowledge and skills developed during modules and seminars throughout the year. As a result of this intensive experience, interns are well prepared to assume positions of leadership.

1000 Hours Danforth interns are required to document at least 1000 hours of authentic leadership experiences served in schools and/or district leadership roles throughout the school year. 400 of the hours, included in the 1000, must be in the area of Building Instructional Capacity. Anyone seeking principal certification only must complete the 1000 hour internship guided by a principal mentor. Anyone seeking program administrator certification only must complete the 1000 hour internship guided by a central office mentor.

1360 Hours and Additional Fees Those seeking both Principal (1000 hours) and Program Administrator (360 hours) Certification document at least 1360 internship hours and serve at two internship locations with two mentors. One at a school site with a principal mentor and one at a central office with a central office mentor. There is an additional program fee to complete both certificates. The additional fees cover the added expense for a UW Advocate to support the intern across multiple internship sites, as well as, to cover the fee for additional reflective seminar mentoring supports.

Arrangements for Internship Release

Several different types of arrangements are possible for the internship. The most important point is that their schedule is free for at least part of each day while students, teachers and other stakeholders are present at the internship site. This freedom allows them to participate in classroom observations, meetings with parents, students, teachers, central office leaders, and others within the community. There are several ways to approach the internship. Common arrangements include:

- Serve as a full time dean of students; curriculum or instructional coach; house administrator, curriculum director or other central office position. Full time options are acceptable as long as:
 - the district approves
 - the position does not require a full time teaching assignment & allows for flexible hours
 - the position includes instructional leadership and administrative responsibilities aligned to the state of Washington and Danforth internship requirements
- Serve as a 90% or 80% FTE dean of students, instructional coach, house administrator, etc. 90% provides a release for Thursday afternoon classes. 80% offers a full day release each week to conduct additional internship experiences.
- Teach part time on a reduced contract (no more than .6)
- Serve as a full time intern which requires taking a year’s leave-of-absence to concentrate fully on your internship and Danforth Educational Leadership development experience

If an intern reduces employment, we encourage them to explore scholarships, a district sabbatical, or study leave. See the Danforth website for scholarships, resources and other information). **FAFSA** completion is required for eligibility for student loans, scholarships, and programmatic funds.

1. Interns: Pause – Don't Rush

The internship component of the Danforth program is critically important to the success of the Danforth student, furthermore known as the intern. In order to plan for the year ahead the intern, intern's mentor and advocate will need to follow the steps outlined in this guide. To begin it is recommended that **the intern**:

REFLECT: What are your current strengths and areas for growth?

- a) Review and complete the [AWSP Leadership Framework 3.0](https://uweducation.co1.qualtrics.com/jfe/form/SV_5A7R933XPBpi0GW) self-assessment: https://uweducation.co1.qualtrics.com/jfe/form/SV_5A7R933XPBpi0GW
- b) Assess personal knowledge and experiences with the [Danforth Core Competencies](https://uweducation.co1.qualtrics.com/jfe/form/SV_bQ8EAOWzXMHWQeO): https://uweducation.co1.qualtrics.com/jfe/form/SV_bQ8EAOWzXMHWQeO
- c) Review the Danforth Mandatory Internship Experiences (**section 4**)
- d) Make a list of the key leadership learning experiences **YOU** must engage during this year in order to be a successful school and/or district level leader

EXPLORE: Seek information and ideas from a number of people about what makes a good internship and whom you might work with. Talk with building leaders, district leaders, Danforth interns and graduates (**Shadow hours are a GREAT way to explore this step**). This is an exploration phase; please **RESIST the urge to make decisions too soon**.

NETWORK: Connect and talk (preferably in person) with district Human Resources Office, Area Superintendents and/or Executive Directors. Find out who in the district is supporting administrator interns. Become aware of any programs, expectations, or guidelines that the district might have. Some districts have an admission process within the district, make sure to know the details, deadlines and regulations.

STRETCH: The internship may include working at more than one school, at more than one level within PK-12, and in more than one district. Seek experiences in areas where you may not have had any; for example, spend time in a district that is different from where you currently work – explore different sized districts, rural, suburban, city, etc. Seek a school or district that expands your current understanding of cultural/ethnic diversity.

Other Suggested Resources for Interns:

- Confer with current Danforth cohort members at orientation. Ask for advice about schools, mentors, and districts that might be good opportunities for an internship
- Explore possible internship connections while obtaining your shadow hours
- Select Danforth Alumni for consultation as to what worked for them and options that might be available
- Consult the OSPI website where you can search for schools by various descriptors at <http://reportcard.ospi.k12.wa.us/>

2. Interns: Securing Internship Site(s) & Mentor(s)

- Full Time/Part Time:** Determine what kind of internship is needed: Will it be full or part time? What is the amount of contract employment needed? How many intern hours will need to be completed weekly? Keep in mind that serving in a full time paid position in any capacity may limit exposure to key experiences. What conflicts might need to be addressed in your current contracted work? **NOTE:** To complete internship requirements, 60% is the maximum teaching assignment allowed. **FURTHERMORE, Interns' daily/weekly internship schedules must provide for two consecutive days (i.e. Tuesday and Wednesday).**
- Coordinate with District:** Interns must learn the requirements of their current – or desired - district for internships and follow all district required timelines and steps. Consider, will the district be involved in placement or mentor selection? If so, what will your responsibilities be? Interns should share the list of Mandatory Internship Experiences (**Section 4**) and the list of key additional experiences with anyone who will be assisting in this process.
- Interview Potential Mentors:** Interns shall seek out people they expect to learn the most from, and share the list of Mentor Responsibilities and Mandatory Internship Experiences in this guide. It is suggested that interns ask what the potential mentor expects from an intern and discuss their approaches to conflict. **Before committing to a prospective mentor or site, interns must consider if the experience will be rich enough to prepare them for the role of principal and/or program administrator AND they MUST first secure approval through the Director/Assistant Director of Danforth.**
- Secure Approval:** Once interns have a prospective mentor/internship site in mind, they **must notify the Assistant Director of the Danforth Educational Leadership Program BEFORE securing the internship.** The director, assistant director or UW Internship Facilitator will review necessary documents and requirements with the selected potential mentor and issue the final approval of the prospective mentor(s) and site(s).
- Complete:** Once the mentor (s) and site(s) have been approved, the intern will fill out the **Danforth Internship Site Agreement**, and solicit the appropriate signature(s) from their mentor and district representatives. Once signed they will turn the form(s) in to Danforth's Internship Facilitator, Assistant Director or Office Manager to complete the signatures on the form(s).
- Internship Start Date:** **All internships are expected to begin by the first week of August.** Early engagement in an internship may occur and can offer an opportunity to learn more about the internship site(s), help to develop a relationship with the site mentor(s) and establish evidence of value as a member of the leadership team. Interns may count these hours on their internship log so long as they are engaged in authentic leadership and/or learning experiences **in collaboration and under the mentorship of their mentor.**
- Create a Schedule:** A mentor expectation is for the intern to create a schedule and commit to times when the intern will be at the school/program as an intern. It is critically important to the intern's future success that expectations are clear between mentor and intern and that there is consistent follow through. Interns are required to use the Danforth Mandatory Internship Experiences document in creating their schedule and to ensure that there are two consecutive days at the chosen internship site. Lastly, interns **ARE NOT to schedule internship experiences or activities during class time on Thursdays 1:00-7:00 pm OR selected Saturdays, 8:30am - 4:30 pm.** ***See Appendix B for Sample Internship At-A-Glance Schedule**

3. Interns: Design for your Unique Leadership Needs

The internship is an opportunity to design and fit an intern's unique leadership development needs. It is a time to explore new territory and stretch in order to meet the needs of students, teachers, families and the communities you will serve. To assist in the design process, **Danforth has created two pre-assessments** for you to reflect upon and begin processing where your leadership development currently stands. Use the pre-assessments to inform which areas you most need to focus on during the internship. **Self-Assessment links are located on page 3 of this document**

- Assess Prior Knowledge/Skills and Abilities:** Read through the [Danforth Core Competencies](#) and mark current level of knowledge and application at the school and/or district level, as well as, current areas of demonstrating leadership in practice, or cultivating leadership in others. Danforth coursework will address the knowledge and skills. An intern's internship is where practice will occur. Plan to stretch into cultivating leadership in others in at least one competency. Note specific areas for focus.
- Assess Prior Knowledge/Skills and Abilities - Yet Again:** Read through the Association of Washington School Principals ([AWSP Leadership Framework 3.0](#), for the requirements of the approved principal evaluation tool. Again, note specific areas of focus. Interns that are seeking a program administrator certification may opt to also use the [Central Office Leadership Framework](#). Current law for evaluating administrators does not require the use of this framework. However, this document may serve as guidance as districts begin to transition to a professional growth system for all educators.
- Draft Internship Areas of Focus:** Intern's will notify Danforth's Program Manager once the assessments have been completed and they will send back the interns results. Interns will then analyze the results of these two self-assessments and note key areas of growth that will need to be emphasized on the Professional Growth Plan (PGP).
- Review Mandatory Internship Experiences (Section 4)**
- Develop Danforth Professional Growth Plan (PGP) with UW Advocate and Mentor (August/September):** The Danforth Professional Growth Plan (PGP) is an integral component of the Danforth program as it provides opportunities for interns to take charge of their learning – particularly within the internship but also within coursework. The PGP is a targeted and intentional growth plan designed to address areas of growth. By the end of the program, interns will be expected to demonstrate proficiency in **all six of the Danforth Core Competencies**, although, the emphasis of the PGP is to articulate an intentional plan that will ensure proficiency in the areas in which students need the most leadership development. **Intern Assignment #3: on page 8*
- Calendar Periodic Monitoring:** Interns will log their internship experience hours by competency with a brief description. It is also expected they will meet weekly with their mentor and at least monthly with their UW Advocate to review and refine their PGP plan.

4. Interns: Mandatory Internship & Leadership Experiences

Internship Hours: 1000 hours principal certification only; 1000 hours program administrator only; 1360 hours for both principal (1000 hours) & program administrator (360) certifications

- Intern's weekly internship schedules must include at least **two consecutive days** (i.e. Tuesday and Wednesday). Interns may arrange two or more internships either concurrently or in sequence.
- **50-100 shadow hours** may be accumulated between March through the end of July. Shadow hours are counted towards the final **1000 program internship hours**.
- At least **150 internship hours (optimally 200+)** are required in the month of August. These hours support the intern to build connections, understand the context of the school and learn how the school year begins from an administrative perspective.
- **Internships formally begin in August** and end *no earlier than the first week of June – ideally you will intern throughout the school year whenever students, teachers and/or administrators are present.*
- A **minimum of 400 hours of the total 1000 (or 1360) hours must be** documented **in the area of Building Instructional Capacity** – see below. Collaborating with teachers on data analysis, professional development, conducting observations and feedback conferences and any other internship experience designed to strengthen teaching and learning may be counted toward these 400 required hours.

Building Instructional Capacity: *Danforth Core Competency #2*

***A minimum of 400 Building Instructional Leadership hours are required:**

- To further the intern's knowledge of, and leadership in experiences designed to strengthen teaching and learning, interns must conduct frequent informal classroom walk-throughs (10-15 minutes per classroom). Optimally, and minimally, these occur daily – about one hour per day and/or 5 hours per week. Preferably, the mentor attends significant portions of these informal classroom visits in order to provide the intern with calibration, support and other instructional leadership insights.
- To practice a strengths-based approach to professional learning, in winter/spring the intern will conduct at least two practice, non-evaluative, full observation cycles with certified teachers with support of the mentor, and/or teacher candidates. The full cycle includes a pre-observation conference, classroom observation and post observation conference. Additional observation cycles are encouraged.
- Interns will actively participate in school-wide and/or small group committees and will lead meaningful collaborative work (i.e. School Improvement, Professional Development, PBIS, Safety, Budget)
- Interns will lead multiple staff meetings throughout the year – taking on various leadership roles including meeting facilitator, professional development provider, and consensus builder, etc. Common contributions include facilitating work related to the school improvement plan; leading professional learning networks, leading PBIS, attendance support, etc.

Marshaling Resources & Improving Systems: *Danforth Core Competency #3*

- Interns will regularly participate in meetings to learn about, and as appropriate lead, school/program budget, staffing allocations, safety plan(s), culturally responsive hiring procedures, and equity-based master scheduling techniques.

Advocating with Families, Students & Communities: *Danforth Core Competency #4*

- Interns will collaborate with their mentor(s) to seek meaningful ways to engage families and/or communities and will lead and/or facilitate at least one community/family engagement opportunity

Driving Improvement with Data: Danforth Core Competency #5

- Interns will work with their principal/direct supervisor to identify an area of student learning need and work collaboratively with a team to address this need through an inquiry process. The intern and inquiry team members will analyze student learning data and classroom observations to identify priority questions, one or more learner-centered problems, & define a problem of practice. The team will develop expertise to inform a theory of action, develop and implement an action plan and measure progress. *The inquiry process must address the instructional core: student, teacher and content.*

5. Required Internship Assignments EDLPS 601

NOTE: The first 2 assignments are due before the JULY COHORT RETREAT

- **Intern Assignment #1: Shadow Experience & Written Reflection** (*due in June*) The Shadow experience is designed to begin to broaden your mind as a potential intern and your view of the education system from the classroom setting to the broader school/system culture. Your assignment will be to shadow multiple school administrators/program directors and/or visit other schools, departments, districts to experience the varying school/district culture and view the role of the principal/program administrator in action. Ask the school administrator(s)/program director(s) to include you in as many planning and debriefing activities as possible during March, April, May, and June. Plan to also participate in informal learning observations and online professional development sessions and/or webinars to continue to stretch your thinking around what effective teaching and learning looks like and what it means to be a strong, anti-racist collaborative leader.

Each Danforth intern must keep an account of their shadow hours (completing 50 – 100 prior to mid-July) and internship hours through the online log that the program administrator has sent them. Students are also expected to keep a journal to record their thoughts (*see below*), ideas and questions that emerge from their experiences in the program. A Danforth journal will be provided for each Danforth student to utilize for this purpose.

Required Written Reflection

Describe experiences from the Shadowing Assignment that serve as examples of each of the six Danforth Core Competencies. What did you learn about the realities of leadership through your Shadow Assignment? What will you want to be mindful of as you continue to develop your own leadership knowledge, skills and abilities?

- **Intern Assignment #2: Self as a Leader: Learning and Leadership**
Goals/Reflection (*due in June*) Successful leaders engage in a process of introspection and reflection in order to grow personally and professionally. This assignment is aligned with the two self-assessments outlined in Step 3 (above) of this guide. Steps to complete this assignment:
 - 1) Review the two self-assessments you completed in preparation for your internship
Danforth Core Competencies & AWSP Leadership Framework (*located on pg3*)
 - 2) Review Mandatory Internship Experiences (**Section 4**)
 - 3) Analyze the results and look for any patterns that emerge
 - 4) Weave in any additional insights gained during the shadowing experiences
 - 5) Using the Danforth Core Competencies, identify 2-3 specific areas of leadership strength and 2-3 specific areas to target for learning and growth



Required Written Reflection

Submit to Canvas a written summary that addresses all of the following elements. 1) What 2-3 strengths and areas of growth have you identified? 2) Describe your initial thinking about specific steps you will take in your internship and coursework to meet your learning goals. What are the habits, routines, practices, structures and knowledge you will develop in order to grow your leadership in these areas? 3) What are your greatest concerns or fears about serving as a leader? 4) What do you think are the most difficult professional challenges you will face? How will you face these challenges? **NOTE:** You will refer to this reflection as you prepare your Professional Growth Plan during August. You are invited to share this reflection with your UW Advocate and internship mentor(s).

☐ Intern Assignment #3: Develop Danforth Professional Learning Plan (PLP) (August-September)

- Interns will develop an initial PLP in August and finalize their first draft in September with their UW Advocate and mentor. The PLP identifies specific internship experiences (projects, committees, teams, tasks, routines, habits, etc.) that promise to provide the intern with the learning experiences needed to accomplish the mandatory experiences and develop the intern to at least the *in practice/collaboration* standard of the Danforth Core Competencies
- The PLP is a “living” document to guide ongoing professional growth. Mentors and UW Advocates will prompt interns regularly to use the Danforth PLP as a reflection tool. Interns will be expected to make necessary adjustments throughout the year.
- Interns will email their first draft PLP to their mentor, UW Advocate, and submit it to Danforth via Canvas by **September 30**.

☐ Intern Assignment #4: Maintain Internship Log (*ongoing, suggested daily*)

Interns will maintain an *Internship Log* throughout the internship, starting with the shadowing experiences. This log is a state required document. The intern will record leadership experiences and time during the internship. The log will assist the intern in writing their *Learning Summary* at the end of the internship. All logs must include daily tracking of internship hours and experiences by Core Competencies. If an intern is seeking both Principal and Program Administrator certification, note that **hours MUST be tracked separately for each certificate.**

☐ Intern/Advocate Assignment #5: Leadership Observation (Fall)

Interns will arrange to have their UW Advocate observe them enacting leadership with others at their internship site at least twice a year. The observation is an opportunity to receive data on leadership. **Suggested observations include:** leading/facilitating others in strategic planning, goal setting, or team building session; equity audit, analysis of student products, data; collaborative classroom observation; lesson study cycle, curriculum and/or common assessment development; delivering professional learning; conducting family/community engagement. ***See Appendix A for Observation of Leadership guidelines**

☐ Intern/Mentor/Advocate Assignment #6: Leadership Observation Winter/Spring (See Above) Repeat the process at least once during the WNT/SPR QTR

☐ Intern/Mentor/Advocate Assignment #7: Mid-Year Evaluation (January)

At the mid-year marker, interns will work together with their mentor and UW Advocate to complete a formative assessment of progress within the internship. This will take the same form as the Year End Evaluation by the intern’s Mentor & UW Advocate. It is intended to help identify



areas that may require additional growth or attention for the intern. Following the mid-year assessment, an intern may choose to update their Danforth PGP to address any gaps in their experiences.

❑ **Intern Assignment #8: Learning Summary: Reflection on Danforth PGP, Coursework and Internship Learning** *(May)*

As the end of the year approaches, interns will reflect on their learning from the internship and coursework. Utilizing the Danforth PGP, the intern will complete the Learning Summary assignment to reflect on and document their learning in all six of the Danforth Core Competencies. Interns will use evidence to describe the impact of their leadership. Additionally, interns will also complete the OSPI Professional Growth Plan in order to comply with OSPI's certification requirements.

❑ **Intern/Mentor Assignment #9: Year End Evaluation by Mentor** *(End of May)*

By the middle of May, interns will share the completed Internship Summary, Danforth PGP and the Year End Evaluation forms with their mentor. The mentor(s) will complete the Summative Year End Evaluation form of the intern's performance and learning based on the Danforth Core Competencies. The mentor will share the evaluation with the intern and their UW advocate and submit a copy to the Danforth Program Manager to add to the intern's file.

❑ **Intern Assignment #10: Internship Documentation & Certification Packet** *(End of May - Early June)*

The Danforth Program provides each intern with a class day of preparation for leadership certification. Certification is a function of the Office of the Superintendent of Public Instruction (OSPI). Once the internship and Danforth program have been completed, the UW recommends the intern for certification to OSPI. Intern certification packet(s) will be assembled and submitted at the end of the program in June. All of the necessary forms will be posted and available on Canvas.

Your certification will be processed when all documentation is complete. Please refer to the "Internship Documentation Guidelines & Materials" and checklist on the following pages to be sure you have completed all of the necessary internship paperwork. Note that these requirements are ***in addition*** to the official forms that are required by the state. Danforth's Assistant Director and Program Manager will walk each intern through the certification process at year-end.

6. Mentor: Roles and Responsibilities

Mentors serve as a **daily** point of contact and thought partner and **must meet weekly** with the intern to discuss problems of practice and leadership responses. Share the following list with any potential mentors. Engage in a frank conversation about the support an intern requires, the mentor's philosophy of internships, time commitment requirements and how interns and mentors will work out conflicts that arise during an internship. **NOTE:** If you have difficulty arranging or completing this conversation, it may be a sign that this prospective mentor may not be the right match for you.

Mentor Qualifications:

- Mentors are instructional leaders
- Mentors receive, or provide evidence of, training on mentoring adult learners
- **Mentors must be fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising**
- Mentors foster trust-based relationships in-service of leadership development
- **Mentors are Principals or Directors, *not* Assistant Principals or Assistant Directors**

Mentor Responsibilities

- Provide professional opportunities to the intern** to observe and participate in activities that typify the program administrator's or principal's responsibilities
- Assign a close proximity working space for the administrative intern.** Close, quick and regular access to the mentor is essential
- Calendar regular (weekly) mentor/intern meetings.** Mentors are expected to actively facilitate the intern's learning and growth during the Danforth program. It is critically important for the mentor to schedule weekly meetings with the intern to shape the intern's professional growth plan (PGP), share perceptions, answer questions, and provide feedback
- Be transparent in their own leadership.** When possible, mentors will discuss possible courses of action and include their rationale for selecting a particular strategy or decision. Opening up their own practice offers additional opportunities to reflect
- Serve as a co-learner and thought partner.** Strong mentors willingly commit to be a part of the intern's learning. Effective mentors constantly share their thinking and invite questions and dialogue. Interns benefit when their mentors discuss coursework assignments, specific topics, share a reading or digital resource and engage in an inquiry process.
- Meet with UW Advocate and intern** at least 3 times a year. The UW Advocate meets with the mentor principal and intern, maintains regular contact with the intern, assists with challenges along the way, observes the intern and gives guidance and feedback
- Attend Mentor Development Meetings.** The first meeting is scheduled during the Mentor/Advocate Dinner the first week of August to establish expectations and to link principals and program administrators with the Danforth curriculum. In addition, the meeting is a forum to discuss the mentor's role in the internship experience, reflect upon the qualities of a good mentor, and to raise concerns, issues and program suggestions ****See Appendix B & C for sample intern & advocate CALENDAR-AT-A-GLANCE for examples on meeting times***
- Fulfill agreements and complete mid-year and year-end evaluations.**







- **July/August:** The mentor completes and signs the Danforth Internship Site Agreement, or forwards to the district designee
- **August/September:** The mentor assists the intern to develop their Danforth PLP and meet their learning and leadership goals and meets with the UW Advocate and Intern to review the PLP and Mandatory Internship Experiences
- **September and ongoing thru June:** The mentor ensures the intern has regular and meaningful access to complete the Danforth Mandatory Internship Experiences.
- **January:** Provide a Mid-Year Formative Assessment of the intern’s work and demonstrated competence on the Danforth Core Competencies. Meet with the intern and UW Advocate to assess progress to date and review and revise the Intern’s PGP as needed.
- **May:** Nearing the conclusion of the internship, the mentor completes the End of Year Summative Evaluation of the intern's work and demonstrates competence on the Danforth Core Competencies. This Year End evaluation report, is shared with the intern and submitted to the Danforth program as part of the official certification record

Guiding Questions for Mentors:

- Have you and your intern scheduled your weekly meetings for this first quarter?
- What portion of your meetings will be spent on discussing leadership and learning and what portion might focus on completing upcoming administrative assignments?
- What steps might you take to make your decision-making more transparent?
- As you review the internship plan, what other areas of growth might be included?
- How might you include the intern throughout decision-making processes such as budget development, recruitment and selection of staff members, learning observations, professional development decisions and other critical leadership experiences?
- How might you assist in brokering relationships with the intern and members of district staff?

Mentor Characteristics

Mentor Selection

• The mentor is consistently available and is regularly with/near the intern. The mentor has the capacity (time/energy) for mentoring responsibilities.	• The mentor serves as a thought partner, makes their leadership visible, shares decision-making, and provides feedback that helps the intern learn to lead their own learning.	• The mentor intentionally builds the efficacy of the intern and is an advocate for their continued professional growth. The mentor provides feedback effectively.
Availability	Shares Thinking & Feedback Provider	Efficacy Builder
		
• The mentor adapts and responds to the intern's learning needs.	• The mentor consistently models equity-driven, learning focused, collaborative leadership.	• The mentor partners with the intern to construct and design authentic and increasingly complex learning experiences.
Responsive Support	Leadership Model	Designs Learning
		

7. UW Advocate: Roles and Responsibilities

The mentor role is supplemented with guidance from a university-appointed internship advocate who has a record of excellence in leadership positions. UW Advocates are experienced school and/or district-level leaders; some are retired and others serve in the advocate role while working in districts and schools. The advocate serves as a conduit between the university, the intern and the on-site mentor. The primary goal of the advocate is to help each assigned intern design and execute an individualized Danforth PLP that furthers the leadership development of the intern and delivers value to the school/internship site(s). The advocate further serves as a sounding board for the intern to reflect upon and learn from the internship experience. The advocate will engage the on-site mentor as a partner in the interns' development and may be called upon to advocate on behalf of the intern to strengthen the internship experience.

UW Advocate Responsibilities

- Program Contributions:** Participate in the beginning of the year Mentor Dinner, quarterly Advocate Meetups, Candidate Interviews, Formative Inquiry, Leadership in Action presentations. Present assigned interns at the Danforth Graduation.
- Meet individually with the intern:** Meet at least monthly and/or observe the assigned intern at her/his internship site to deepen self-reflection and provide data & feedback. This is an opportunity to discover how the intern is managing to balance all aspects of the Danforth program. Are they keeping up with the reading and assignments? Do they have suggestions or concerns about the internship or modules? Advocates might ask the intern to give a tour of their school site to observe how well they know and relate to students, staff and teachers.
- Meet with the intern and mentor:** Meet at least 3 times a year with the on-site mentor and intern to discuss Danforth PLP, progress and refine internship (these can serve as a monthly meeting visit). Review the PLP in detail. Ask probing questions about the intern's assigned tasks. Discuss the current program assignments, answer questions and encourage connections between the modules and the internship. Ask the mentor whether they have concerns or questions. Remind the mentor about the mid-year formative assessment and Year End Summative Evaluation process. ****See Appendix B & C for sample intern & advocate CALENDAR-AT-A-GLANCE for examples on meeting times***
- Observe Leadership:** UW Advocates will work with interns to arrange times to observe interns enacting leadership with others at their internship site at least twice a year: at least once during Fall and once during Winter/Spring. ****See Appendix A for Observation of Leadership guidelines***
- Conduct End of the Year Visit:** It provides the mentor with an opportunity to share their summative evaluation to let the intern know what they did well and to share suggestions for personal growth. During the final visit, the advocate can also ask the mentor to share their program suggestions or concerns.

Guiding Questions for Advocates:

- Have you scheduled the initial meeting with the mentor and intern?
- To help build a strong support team, what else do you need to know about the mentor and intern's prior leadership experiences?
- What areas might the intern need more focused development and what are some additional internship experiences that will support this growth?

8. Internship Documentation Materials & Guidelines

(Required for WA State certification recommendation)

Each intern in the Danforth program develops an internship experience that meets their own particular and unique needs and keeps thoughtful and accurate records. Their internship file is an auditable document that provides evidence they have met the requirements of the Washington Administrator Code (WAC) for certification. These materials should be kept up to date during the year and will be submitted in June as a complete file when they apply for certification. The Danforth program will share sample documents during UW Campus Week, as well as, during Reflective Seminars towards the end of the year. It is also recommended that interns keep copies of notes and other correspondence between themselves, their mentor(s) and their UW Advocate.

- Danforth Professional Learning Plan with Learning Summary
- Internship Log
- Year End Summative Assessment
- OSPI's Professional Growth Plan (WAC 181-78A-220)
- 4001F Verification of Experience Form (Principal Cert. only)

Danforth Professional Learning Plan

The Professional Growth Plan (PLP) is an integral component of the Danforth program as it is described in **Assignment #3**. By the end of the program, students will be expected to demonstrate proficiency in each of the Danforth Core Competencies with the emphasis of articulating an intentional plan that ensures proficiency.

Learning Summary (End of Program)

At the end of internship using the Danforth PLP, interns will reflect on their internship and coursework, and document their learning of each of the Danforth Core Competencies. Interns will use evidence to describe the impact of their leadership. This summary will be included on the same document sheet as the Danforth Professional Learning Plan.

Internship Log

Interns keep a daily log of significant internship experiences categorized by the Danforth Core Competencies. The primary function of the log is to document clearly the number of hours spent in the internship with alignment to the Danforth Core Competencies, as well as, to assist in writing the Learning Summary at the end of the year.

Year End Summative Assessment

The intern is responsible for arranging a meeting with their on-site mentor and UW advocate to review their leadership progress to date, identify learning/leading goals for the remaining year, and adjust the Danforth PLP as needed to meet these goals. The mentor, utilizing the intern's final PLP and Learning Summary, submits the year-end summative assessment using the same format at the mid-year formative evaluation.

OSPI Professional Growth Plan

OSPI requires all students in administrative programs to complete the OSPI PGP form in order to apply for their administrative certificate. Utilize the reflection and thinking you have done for the Danforth PLP to complete this requirement. The website for the form, sample PGP and other supportive information will be provided during spring quarter with the end of the program checklist.

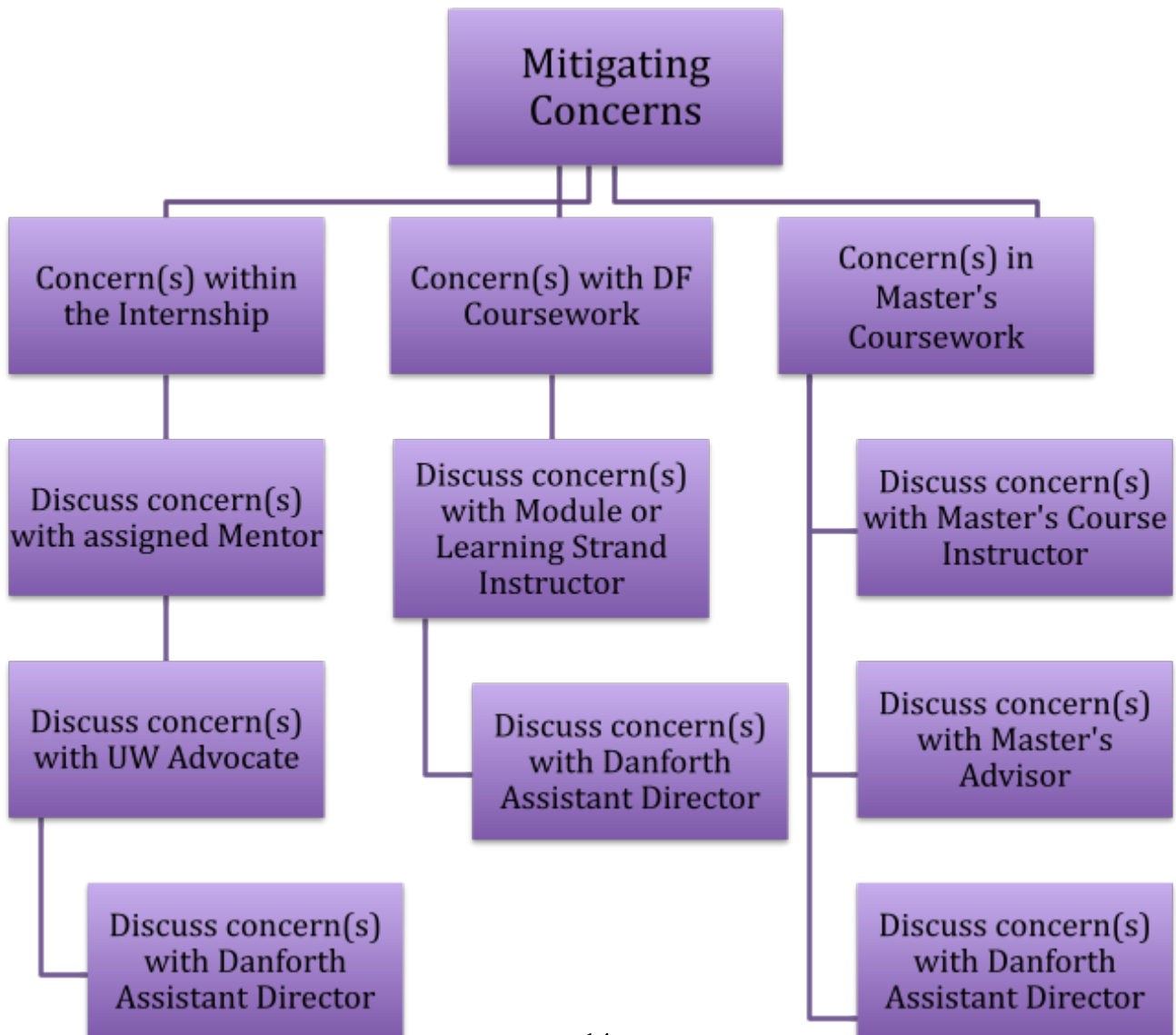
4001F Verification of Experience Form (Principal Certification ONLY)

Candidates applying for residency principal’s certificate must, as a condition for the issuance of such certificate, document three years of successful school-based experience in an instructional role with students. Note that building and central office administrative experience does not meet the instructional experience requirement. This document must be submitted to the candidate’s central office HR department prior to the final certification day in Danforth at the end of May.

9. Washington State Requirements Residency Certification: WAC 181-78A-270.2
(Effective 4/17/14) – Subject to change. For the most up-to-date information please see the Washington State Legislature ruling on WAC 181-78A-270.2

10. Mitigating Internship Concerns

The following flow chart has been provided to assist in determining next steps if a concern in the internship, Danforth coursework or the Master’s coursework is encountered. Conflict is a natural aspect of leadership and the first step in each context begins with addressing concerns directly with the Mentor, Advocate or Instructor. The Danforth director will support in framing that conversation if necessary. If an appropriate resolution is not reached, the next step of consulting with the UW Advocate, Danforth Program Director or Master’s Advisor should be taken.



APPENDIX A: Observation of Leadership

The intern will arrange to be observed enacting leadership with others at the internship site **at least twice a year**. These observations will include a required reflection that will be posted in Canvas. The observation is an opportunity to provide data on the intern's leadership and guide him/her in intentionally preparing for leadership experiences, analyzing data for evidence of outcomes, and reflecting on how to apply what has been learned to future leadership experiences.

Suggested observations include *leading/facilitating others* in:

- Strategic planning, goal setting, or team building session
- Data analysis such as conducting an equity audit, analysis of student learning products, state/district/school/grade level/subject area or classroom level data
- Collaborative classroom observations; gathering classroom evidence of learning; developing feedback
- Lesson study cycle, curriculum and/or common assessment development
- Delivering professional learning
- Conducting family/community engagement or student leadership

Observation Process

1. Conduct Pre-Conference via email, phone call, or in-person.

The purpose of the observation is to have the intern intentionally and thoughtfully prepare to lead or facilitate a group or team.

Suggested questions to assist the intern in clarifying his/her intent for the meeting/event:

- What is your goal for this meeting/event?
- How will you know if you are successful at meeting this goal?
- What will participants need from you?
- What will you want to stay mindful of in your facilitation or leadership?
- How might you maintain focus on that?
- What data would be useful to you/what data do you want me to collect? (Script intern's questions, time index for pacing, contributions by participants, etc.)
- How has this process supported your thinking?

2. Conduct Observation:

- Be sure the intern introduces you and explains the reason you are there is to observe him/her and his/her facilitation and leadership abilities (individuals in close proximity might wonder why an observer is taking notes)
- Record data requested

3. Conduct Post-Conference in-person, via email, or phone call.

After the observation, guide the intern to reflect on what transpired and the impact of his/her decisions and leadership. **Refrain from offering judgments**. The intern should be guided to self-assess, analyze any data collected, and reflect on the experience and future application.

Suggested questions:

- How did this compare to what you had planned or envisioned?
- What specific decisions did you make that contributed to these outcomes?
- What evidence do you find in the data collected that supports your assessment? (Have intern review/analyze/give meaning to the data)
- What have you learned through the experience that you can apply in the future?
- How has this process of pre-conference/observation/and reflection supported your learning?

APPENDIX B: Sample Danforth Intern & Mentor Experience Calendar At-A-Glance

July	August	September	October	November	December	January	February	March	April	May	June
Finalize Internship with district, mentor & Danforth director	Schedule Mentor & UW Advocate On-Site Meeting for August or September	Host Internship Site Visit with Mentor & UW Advocate	Weekly Leadership Meeting with Mentor Monthly UW Advocate Site Visit Schedule & Conduct Fall Observation of Leadership	Weekly Leadership Meeting with Mentor	Schedule Mid-Year Assessment with Mentor & Advocate	Meet with Mentor & Advocate for Mid-Year Assessment due Jan. 27, 2022	Weekly Leadership Meeting with Mentor Monthly UW Advocate Site Visit Assignment #6: Schedule & Conduct Winter Observation of Leadership	Weekly Leadership Meeting with Mentor Monthly UW Advocate Site Visit Formative Inquiry Presentations - end of March	Weekly Leadership Meeting with Mentor Monthly UW Advocate Site Visit	Weekly Leadership Meeting with Mentor Interns will meet with Mentor & Advocate for Year-End Evaluation due May 26, 2022 Leadership in Action Presentations , end of May	June 4, 2022 1:00 pm – 3:00 pm, Graduation
June 24, 2021 Assignment #1: Shadow Experience & Written Reflection Assignment #2: Learning & Leadership Goals Reflection	July 29, 2021 4:00 – 7:00 pm, Mentor, UW Advocate & Intern Meet-up	Assignment #5: Schedule & Conduct Fall Observation of Leadership with UW Advocate	Document significant leadership and learning experiences in Internship log.	Document significant leadership and learning experiences in Internship log.	Schedule Mid-Year Assessment with Mentor & Advocate Document significant leadership and learning experiences in Internship log.	Assignment #7: Submit Mid-Year Formative Assessment & Revised Internship Plan - Jan. 27, 2022	Participate in Danforth 34 Selection Process. Dates TBD	Document significant leadership & learning experiences in Intern. log	Document significant leadership and learning experiences in intern. log	Assignment #8: Learning Summary – Reflection on PLP, Coursework, & Internship Learning Assignment #9: Year-End Evaluation by Mentor Assignment #10: Internship Documentation & Certification Packet - June 2, 2022	June 4, 2022 1:00 pm – 3:00 pm, Graduation

INTERNSHIP REQUIREMENTS - UPLOADED TO CANVAS (noted below):

***Note:** At least two Leadership Observations with your UW Advocate will be conducted (1 in Fall & 1 in Winter/Spring). These observations may serve as the monthly on-site meeting with you and your UW Advocate. Phone calls, emails and other communications with your UW Advocate are encouraged but should not take the place of all of your monthly on-site meetings.

APPENDIX C: SAMPLE UW ADVOCATE CALENDAR AT-A-GLANCE

July	August	September	October	November	December	January	February	March	April	May	June
<p>*July 26th - UW Campus Week: Participate in Session 1</p> <p>*July 29th 4 – 7 pm, Mentor, UW Advocate & Intern Meet-up</p>	<p>Schedule Mentor & Intern On-Site Meeting in August or September</p>	<p>Conduct Site Visit with Mentor Intern</p> <p>Advocate Meeting October - TBD</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>*Meet w/Intern as a group to discuss intern experiences & share insights</p> <p>*Advocate checkpoint with Danforth Internship Coordinator</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>Advocate Meeting November - TBD</p> <p>*Volunteer to contribute to Danforth 34 Selection Process/ Interviews</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>Advocate Meeting March -TBD</p> <p>Meet with Mentor & Intern for Midyear Formative Assessment</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>*Volunteer to contribute to Danforth 34 Selection Process/ Interviews</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>Advocate Meeting March -TBD</p> <p>* Advocate Checkpoint with Danforth Internship Coordinator</p> <p>*D34 Formative Inquiry Presentations</p>	<p>Conduct at least 1 Site Visit and/or Leadership Observation</p> <p>*D35 Orientation - TBD</p>	<p>*Meet with Mentor & Intern(s) for Year-End Evaluation due May 26, 2022</p> <p>*D34 Leadership in Action Presentations</p>	<p>June 4, 2022 1:00 pm – 3:00 pm, Graduation</p>

Note: At least two Leadership Observations will be conducted (1 Fall and 1 Winter/Spring). These observations may serve as the monthly on-site meeting. Meetings scheduled with the mentor/intern may also serve as the monthly on-site meeting. Phone calls, emails and other communications with interns are also encouraged but should not take the place of all on-site meetings.