



College of Education and Human Development

**School Superintendent
Internship Program Handbook**

Preparing Transformative Leaders for Illinois School Districts

Academic Year 2026–2027

University Park, Illinois 60484

*Aligned with Illinois Administrative Code Title 23, Part 33
and NELP Program Recognition Standards*



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I. Superintendent Internship Overview

The Superintendent Internship provides candidates with the opportunity to be exposed to and participate in a variety of district leadership situations in school settings that represent diverse economic and cultural conditions and involve interaction with various members of the district community, while working directly with a Mentor. This handbook serves as a comprehensive guide to the Internship component of the superintendent preparation program. It is designed for use by Interns, Site Supervisors, University Supervisors, and the partnering school districts.

Internship Mission

The mission of the Superintendent Preparation Program at Governors State University is to develop transformative educational leaders equipped with the knowledge, skills, and dispositions to lead Illinois school districts with vision, integrity, and a commitment to equity. The program fosters leaders who can navigate complex educational environments, drive systemic improvement, and ensure that every student has access to a high-quality education.

Program Credential

Upon successful completion of the program, including all Internship requirements, candidates will be eligible for the **Illinois Professional Educator Endorsement for PreK–12 Superintendent licensure**. This endorsement qualifies individuals to serve as superintendent of schools in any Illinois school district.

Standards Alignment

The Superintendent Internship aligns with the **National Educational Leadership Preparation (NELP) Program Recognition Standards**, which represent the most current and rigorous expectations for the preparation of district-level leaders in the United States. The program is also governed by the **Illinois Administrative Code Title 23, Part 33 — Programs for the Preparation of Superintendents in Illinois**.

The Superintendent Internship

The Internship is the experience of the superintendent preparation program. It is designed to be a sustained, continuous, structured, and supervised experience lasting a minimum of twelve (12) months, as required by Section 33.10 of the Illinois Administrative Code. During the Internship, candidates engage in authentic leadership activities across all grade levels (PreK–12) under the direct supervision of a practicing superintendent. The Internship bridges theory and practice, providing candidates with the opportunity to develop, apply, and refine their leadership competencies in a real-world district setting.

Internship Philosophy

GSU believes that effective superintendent leadership is cultivated through meaningful, Mentored field experiences. The Internship is not a passive observation — it is an active engagement in the full scope of district-level leadership, including governance, operations, community engagement, policy advocacy, and instructional improvement.

II. Internship Standards and Regulatory Alignment

The superintendent Internship at Governors State University is designed to meet or exceed all requirements set forth by the Illinois State Board of Education (ISBE) and the national standards for district-level leadership preparation. This section details the specific regulatory and standards-based frameworks that guide the Internship.

Illinois Administrative Code Part 33 Alignment

The Internship is governed by Illinois Administrative Code Title 23, Part 33, which establishes the requirements for programs preparing superintendent candidates in the State of Illinois. The following sections are of relevance to the Internship:

Section	Description and Relevance
Section 33.30 General Program Requirements	Establishes the overarching requirements for all superintendent preparation programs, including curriculum, faculty qualifications, and program structure. The Internship is a required component of the program and must be integrated with coursework.
Section 33.40 Internship Requirements	Specifies that the Internship must be a sustained, continuous, structured, and supervised experience lasting at least 12 months. The Intern must work directly with administrators and others in the school district's primary/central office. Activities must include engagement at all grade levels (PreK–12), participation in hiring, supervision, and evaluation of staff, management and operational activities, and collaboration with administrators, faculty, families, and communities.
Section 33.45 Assessment	Requires that the assessment of the Internship demonstrate the candidate's mastery of the competencies specified in Appendix A of Part 33. Both formative and summative assessments must be utilized throughout the Internship.

Section	Description and Relevance
of the Internship	
Section 33.70 Program Approval and Review	Addresses the program's partnership agreements with school districts, including partners' involvement in program development, the roles each partner will have, how the partnership will continue to operate, and how it will be evaluated.

NELP Program Recognition Standards

The Internship is aligned to all eight NELP District-Level Program Recognition Standards. Candidates must demonstrate competency in each standard through their Internship activities, documentation, and portfolio artifacts.

Standard	Title	Description
1	Mission, Vision, and Improvement	Candidates understand and demonstrate the capacity to collaboratively develop, advocate, and enact a shared mission, vision, and process for continuous improvement that reflects a core set of values and priorities.
2	Ethics and Professional Norms	Candidates understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3	Equity, Inclusiveness, and Cultural Responsiveness	Candidates understand and demonstrate the capacity to advocate for equity and cultural responsiveness and to cultivate an inclusive, caring, and supportive district culture.
4	Learning and Instruction	Candidates understand and demonstrate the capacity to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
5	Community and External Leadership	Candidates understand and demonstrate the capacity to engage families, community members, and other stakeholders to strengthen student learning, support school and district improvement, and advocate for district, student, and community needs.

Standard	Title	Description
6	Operations and Management	Candidates understand and demonstrate the capacity to develop, monitor, evaluate, and manage district data, operations, and resource systems for district effectiveness, equity, and safety.
7	Policy, Governance, and Advocacy	Candidates understand and demonstrate the capacity to cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.
8	Internship	Candidates successfully complete an Internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in Standards 1–7.

Important: Comprehensive Engagement Required

Per Section 33.40 of the Illinois Administrative Code, the Internship must include: (1) engagement in leadership activities at **all grade levels (PreK–12)**; (2) participation in **hiring, supervision, and evaluation** of staff; (3) **management and operational activities** including strategic planning, budgeting, and facilities management; and (4) **collaboration** with administrators, faculty, families, and communities.

III. Internship Orientation Procedures

All candidates admitted to the Superintendent Internship must attend a **mandatory Internship orientation session** prior to commencing any Internship activities. Attendance at orientation is required to begin the Internship; no exceptions will be granted.

Orientation Agenda

The orientation session is designed to prepare candidates for a successful and productive Internship experience. The agenda includes the following components:

- **Program Expectations:** A comprehensive overview of what is expected of candidates throughout the Internship, including time commitment, professional conduct, and academic requirements.

- **Introduction of University Supervisors:** Candidates will be introduced to their assigned University Supervisors and will have the opportunity to establish initial contact and discuss expectations
- **Handbook Review:** A detailed walkthrough of this handbook, including all policies, procedures, and requirements.
- **Documentation Requirements:** Introduction to all required forms, logs, templates, and portfolio requirements, with demonstrations of program-approved formats.
- **Evaluation Processes:** Explanation of formative and summative evaluation instruments, the midpoint and final review processes, and the portfolio assessment rubric.
- **Partnership Agreement and Internship MOU:** Review of the formal agreements that govern the Internship, including an explanation of each party's responsibilities and the process for signing and filing these documents.
- **Professional Conduct and Ethical Standards:** A review of professional conduct expectations, the Illinois Educator Code of Ethics, and confidentiality requirements.
- **Question-and-Answer Session:** Open forum for candidates to ask questions and seek clarification on any aspect of the Internship program.

Mandatory Attendance

Candidates who do not attend the orientation session will not be permitted to begin Internship activities. If a candidate is unable to attend the scheduled orientation due to an emergency, they must contact the program coordinator immediately to arrange an alternative session. No Internship hours completed prior to orientation attendance will be counted toward program requirements.

IV. Partnership Agreement

The superintendent Internship program at Governors State University operates within a collaborative partnership framework between the university and participating school districts. A formal **Partnership Agreement Appendix A** is established between GSU and each collaborating school district to ensure that both institutions are committed to providing a high-quality, standards-aligned Internship experience.

Purpose and Scope



The Partnership Agreement establishes the roles, expectations, and mutual obligations of Governors State University and the partnering school district. It serves as the foundational document governing the institutional relationship and ensures that the Internship experience meets all state and national standards for superintendent preparation.

Partnership Agreement Components

In accordance with Section 33.70(b)(8) of the Illinois Administrative Code, the Partnership Agreement addresses the following elements:

- **Partners' Involvement in Program Development:** The agreement specifies how the school district will participate in the ongoing development and refinement of the superintendent preparation program, including contributing to curriculum design, providing feedback on program effectiveness, and participating in program advisory activities.
- **Roles Each Partner Will Have:** The agreement clearly delineates the roles and responsibilities of both GSU and the school district in supporting the Intern's development, including the provision of Mentorship, access to leadership experiences, and evaluation support.
- **Operational Continuity:** The agreement describes how the partnership will continue to operate over time, including procedures for renewing or modifying the agreement, resolving disputes, and sustaining collaborative activities.
- **Evaluation of the Partnership:** The agreement includes provisions for evaluating the effectiveness of the partnership, including the use of surveys, feedback meetings, and data analysis to assess whether the partnership is meeting its stated goals.

Mutual Commitments

Governors State University Agrees To:	Partnering School District Agrees To:
Provide ongoing support, supervision, and assessment resources to both the Intern and the Site Supervisor throughout the Internship	Provide meaningful, authentic leadership experiences aligned to all eight NELP standards and Part 33 competencies
Assign a qualified University Supervisor to conduct site visits, provide feedback, and serve as the primary liaison	Assign a Site Supervisor who holds a valid and current Illinois Professional Educator License endorsed for Superintendent
Ensure that program expectations, evaluation criteria, and documentation requirements are clearly communicated	Ensure the Intern has access to central office operations and diverse leadership activities across all grade levels (PreK–12)

Governors State University Agrees To:	Partnering School District Agrees To:
Involve district partners in program review and continuous improvement processes	Support the Intern's participation in hiring, supervision, evaluation, budgeting, and strategic planning processes
Maintain open, timely communication with the partnering district regarding Intern progress and program updates	Communicate any concerns about Intern performance to the University Supervisor in a timely manner

V. Internship Memorandum of Understanding (MOU)

In addition to the *Partnership Agreement*, each Internship placement requires a formal **Internship Memorandum of Understanding (MOU) Appendix B** The MOU is an individualized agreement that is specific to the Intern (Candidate) the Site Supervisor, and the University Supervisor assigned to the placement.

MOU Requirements

- The MOU must be signed by **all three parties**: the (Candidate), the Site Supervisor, and the University Supervisor.
- The MOU must be **signed and filed with the program office prior to the start of the Internship**. No Internship hours may be logged until the MOU is on file.
- The Internship duration specified in the MOU must be a **minimum of twelve (12) months**, consistent with Section 33.10 of the Illinois Administrative Code.

MOU Content

The Internship MOU outlines the following:

- **Identification of Parties:** Full names, titles, and contact information for the Intern, Site Supervisor, and University Supervisor.
- **Internship Site Information:** Name of the school district, address of the primary/central office, and description of the district context (enrollment, grade span, demographics).
- **Duration and Schedule:** Start and end dates of the Internship, expected weekly time commitment, and any specific scheduling considerations.

- **Scope of Activities:** A detailed description of the planned Internship activities, aligned to each of the eight NELP standards and the competencies specified in Appendix A of Part 33.
 - **Responsibilities of Each Party:** A clear statement of what the Intern, Site Supervisor, and University Supervisor are each responsible for during the Internship (as detailed in Section VI of this handbook).
 - **Evaluation and Assessment Plan:** A description of how the Intern will be evaluated, including the schedule for formative and summative assessments and Triad conferences.
 - **Signatures and Date:** Original signatures of all three parties and the date of execution.
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VI. Roles and Responsibilities

The success of the superintendent Internship depends on the collaborative commitment of three key parties: the Intern (Candidate), the Site Supervisor (Internship Supervisor), and the University Supervisor. Each party has distinct yet interconnected responsibilities that ensure the Internship is a rigorous, meaningful, and standards-aligned experience.

A. Intern (Candidate) Responsibilities

The Intern is the primary learner in the Internship experience and bears the central responsibility for their own professional growth. Interns are expected to approach the Internship with initiative, professionalism, and a genuine commitment to developing the competencies required of an effective superintendent.

- Complete all Internship activities as outlined in the approved Internship plan and MOU.
- Work directly with administrators and others in the school district's primary/central office, as required by Section 33.40(a)(2) of the Illinois Administrative Code.
- Participate and take the lead in tasks related to meeting competencies specified in Appendix A of Part 33.
- Maintain a comprehensive **Internship log** documenting all hours, activities, and reflections, including the NELP standard addressed by each activity.
- Develop and maintain a Watermark **Professional Portfolio** demonstrating mastery of each of the eight NELP standards, with clearly organized artifacts, evidence, and reflective narratives. (Instructions on how to develop a portfolio on Watermark: [Develop a Watermark Portfolio Instructions](#))
- Participate in all scheduled meetings with the University Supervisor and Site Supervisor, including Triad conferences.

- Engage in leadership activities at **all grade levels (PreK–12)**, ensuring breadth of experience across the district's educational spectrum.
- Actively participate in **hiring, supervision, and evaluation** of staff, gaining direct experience in human resource management processes.
- Participate in **management and operational activities**, including strategic planning, budgeting, facilities management, and resource allocation.
- Collaborate meaningfully with **administrators, faculty, families, and communities** to develop skills in stakeholder engagement and partnership building.
- Uphold the highest **professional and ethical standards** at all times, consistent with the Illinois Educator Code of Ethics.
- Complete all required documentation accurately and submit it on schedule as specified in this handbook and by the program coordinator.

B. Site Supervisor (Internship Supervisor) Responsibilities

The Site Supervisor serves as the Intern's primary Mentor and on-site guide throughout the Internship experience. The Site Supervisor plays a critical role in providing the Intern with authentic, substantive leadership experiences and in modeling the professional dispositions expected of a superintendent.

Licensure Requirement

Per Section 33.40(b)(1)(A) of the Illinois Administrative Code, the Site Supervisor **must hold a valid and current Illinois Professional Educator License endorsed for Superintendent**. This requirement is non-negotiable and will be verified by the program prior to the start of the Internship.

- Provide consistent **Mentorship and direct supervision** of the Intern, including regular check-ins and informal coaching conversations.
- Ensure the Intern has access to **diverse leadership experiences across all grade levels (PreK–12)** within the district.
- Facilitate the Intern's participation in **central office operations**, including board meetings, cabinet meetings, administrative team meetings, and community engagement events.
- Conduct **regular formative feedback sessions** with the Intern, providing constructive guidance on strengths and areas for growth.

- Complete all **required evaluation instruments**, including midpoint and summative evaluation forms, and submit them to the university in a timely manner.
- Communicate regularly with the University Supervisor about **Intern progress**, challenges, and accomplishments.
- Participate in **Triad meetings** (Intern, Site Supervisor, University Supervisor) as scheduled by the program.

C. University Supervisor Responsibilities

The University Supervisor serves as the primary liaison between Governors State University and the Internship site. University Supervisors ensure that the Internship experience meets program standards, provide academic and professional support to the Intern, and maintain the quality and integrity of the Internship program.

- Serve as the **primary liaison** between GSU and the Internship site, maintaining productive relationships with both the Intern and the Site Supervisor.
- Conduct **site or virtual visits** — a minimum of two (2) per semester — to observe the Intern in the field, review progress, and provide support.
- Provide **formative and summative feedback** on Intern performance, offering specific, actionable guidance for professional growth.
- Review the Intern's **Internship logs and portfolio materials** on a regular basis to ensure thoroughness, quality, and alignment with NELP standards.
- Facilitate **Triad meetings** at orientation, midpoint, and conclusion of the Internship, and at any additional points deemed necessary.
- Ensure **alignment of Internship activities** with NELP standards and Part 33 requirements, intervening if activities are not sufficiently rigorous or comprehensive.
- Communicate regularly with the Site Supervisor to **coordinate support efforts** and address any concerns.
- Evaluate the **quality of the Internship site** and the supervisory experience provided, making recommendations for improvement when warranted.
- Submit all **required evaluations and assessments** to the program office in accordance with established deadlines.

Summary of Roles

Responsibility Area	Intern (Candidate)	Site Supervisor	University Supervisor
Leadership Activities	Performs and leads activities across PreK–12	Facilitates access and provides Mentorship	Monitors alignment to NELP standards
Documentation	Maintains logs, portfolio, and reflections	Reviews and signs logs; provides input	Reviews and assesses documentation quality
Evaluation	Engages in self-assessment and reflection	Completes formative and summative evaluations	Completes evaluations; assigns final grade
Communication	Communicates proactively with both supervisors	Reports progress and concerns to the university	Facilitates Triad meetings and site visits
Professional Conduct	Upholds ethical standards and district policies	Models professional superintendent leadership	Ensures adherence to program standards

VII. PERA Training Requirement

The **Performance Evaluation Reform Act (PERA)** is a critical component of Illinois education law that directly affects the superintendent Internship experience. This section provides essential information about PERA training requirements for both Site Supervisors and Intern candidates.

Legal Basis

Under Illinois law, specifically **Section 24A-3 of the Illinois School Code** and **Section 50.400 of the Illinois Administrative Code**, individuals who conduct performance evaluations of certified staff must complete a pre-qualification training program. This training ensures that evaluators are knowledgeable about evaluation frameworks, observation protocols, and the legal requirements governing teacher and principal evaluation in Illinois. Evaluators must complete retraining at least once per license renewal cycle to maintain their qualification.

Requirements for Site Supervisors

Site Supervisors who oversee superintendent Interns must have current, valid PERA pre-qualification training to supervise Interns in any activities related to staff evaluation. This includes, but is not limited to:

- Observing and conducting classroom observations
- Participating in pre- and post-observation conferences
- Contributing to summative performance evaluations of teachers and principals
- Reviewing and analyzing student growth data as part of the evaluation process

Requirements for Intern Candidates

While PERA training completion is not a prerequisite for the Internship, **Interns are strongly encouraged to become thoroughly familiar with PERA requirements** as part of their preparation for superintendent licensure. Upon assuming a superintendent role, candidates will be required to oversee evaluation systems across the district, and a deep understanding of PERA is essential for this responsibility. The Internship provides an excellent opportunity for candidates to learn about PERA through direct participation in evaluation activities under the guidance of a qualified Site Supervisor.

Important Compliance Notice

GSU will verify the PERA training status of all Site Supervisors prior to finalizing Internship placements. If a Site Supervisor's training is out of date, the Internship placement may be delayed until the training is completed. It is the responsibility of the partnering school district to ensure that the designated Site Supervisor meets this requirement.

VIII. Documentation Requirements

Thorough and accurate documentation is a cornerstone of the Superintendent Internship program. All candidates are required to maintain comprehensive records of their Internship activities, reflections, and professional growth. Documentation serves multiple purposes: it provides evidence of competency development, supports the evaluation process, and creates a professional record of the candidate's leadership experience.

Required Documentation

Document	Description	Submission Requirements
Internship Log	Detailed record of all Internship hours and activities, including: date, start/end time, description of activity, NELP standard addressed, and a brief reflection on learning. (See Appendix A for template.)	Updated continuously; reviewed by University Supervisor at each site visit; submitted in full at the conclusion of Internship.
Watermark Professional Portfolio	An organized collection of artifacts demonstrating mastery of each of the eight NELP standards. Must include evidence, reflective narratives, and contextual descriptions for each artifact. (Per Section 33.60 of the Illinois Administrative Code.)	Developed throughout the Internship; reviewed at midpoint; submitted in final form for portfolio review at conclusion of Internship.
Activity Reports	Regular written summaries of leadership activities and their outcomes, providing a narrative account of the Intern's contributions and learning.	Submitted to the University Supervisor.
Reflective Journals	Ongoing reflective entries that connect practice to theory, exploring how Internship experiences relate to coursework, NELP standards, and the Intern's evolving leadership philosophy.	Maintained continuously; reviewed by University Supervisor at site visits.
Evaluation Forms	Completed by both the Site Supervisor and the University Supervisor at designated points in the Internship.	Summative forms are due at the Internship conclusion.
Partnership Agreement & MOU	Signed copies of the institutional Partnership Agreement and the individual Internship Memorandum of Understanding.	Must be signed and filed with the program office prior to the start of the Internship.

Documentation Standards

All documentation must be maintained using **program-approved formats and templates**. Templates for all required documents are provided in the appendices of this handbook and are also available on the program's learning management system. Candidates who submit documentation in non-approved formats may be required to resubmit. All documentation should reflect professional quality in writing, organization, and presentation.

IX. Evaluation and Assessment Processes

The evaluation and assessment processes for the superintendent Internship are designed to provide candidates with meaningful, ongoing feedback on their professional development and to ensure that all candidates demonstrate mastery of the competencies required for superintendent licensure. The assessment framework includes both formative and summative components, consistent with Section 33.45 of the Illinois Administrative Code.

Formative Assessment

Formative assessment is an ongoing process that occurs throughout the Internship. Both the Site Supervisor and the University Supervisor provide regular feedback to the Intern through the following mechanisms:

- Regular check-ins and coaching conversations with the Site Supervisor
- Written feedback on Watermark Internship logs, activity reports, and reflective journals
- Verbal and written feedback during and following University Supervisor site visits
- Guidance provided during Triad conferences

The purpose of formative assessment is to identify areas of strength and growth, and to make adjustments to the Internship plan as needed to ensure the candidate is on track to meet all competency requirements.

End of Semester Evaluation

A comprehensive evaluation is conducted at the end of each semester. The evaluation includes:

- Review of the Intern's progress on all eight NELP standards
- Assessment of the quality and breadth of Internship activities completed to date
- Review of documentation, including the Internship log and portfolio artifacts

- A Triad conference involving the Intern, Site Supervisor, and University Supervisor
- Development of an action plan for the remaining six months, addressing any gaps in competency development

Summative Evaluation

The **Summative Evaluation** is conducted at the conclusion of the Internship and serves as the final assessment of the candidate's competency. The summative evaluation includes:

- Comprehensive assessment of the candidate's performance across all eight NELP standards
- Review of the complete Internship log and all activity reports
- Final Triad conference
- Completion of the Summative Evaluation Form (see Appendix ???) by both supervisors

Per Section 33.45 of the Illinois Administrative Code, the summative assessment must demonstrate the candidate's mastery of competencies specified in Appendix A of Part 33.

Portfolio Review

The candidate's Watermark Professional Portfolio is assessed using the program's Portfolio Assessment Rubric (see Appendix ???). The portfolio review evaluates the quality, depth, and breadth of the artifacts submitted as evidence of competency in each NELP standard. Per Section 33.70(b)(5), the portfolio review is a key component of the program's assessment system.

Triad Conferences

Triad Conferences are scheduled meetings that bring together the Intern, Site Supervisor, and University Supervisor. These conferences serve as critical touchpoints for collaborative discussion, problem-solving, and goal-setting. At a minimum, Triad conferences are held at the following points:

Conference	Timing	Purpose
Initial Conference	At orientation or within the first two weeks of the Internship	Establish expectations, review the Internship plan, and set initial goals.
End of Semester Conference	One to two weeks prior to grade submission	Review progress, discuss midpoint evaluation results, and develop an action plan for the remaining months.

Conference	Timing	Purpose
Summative Conference	At the conclusion of the Internship	Discuss summative evaluation results, review portfolio, and plan for licensure application and career next steps.

Grading

The Superintendent Internship is graded on a Pass/Fail basis. To receive a passing evaluation, the candidate must:

- Complete a minimum of twelve (12) months of Internship experience.
- Demonstrate competency in all eight NELP standards as assessed through the summative evaluation.
- Submit all required documentation in accordance with program deadlines and quality standards.
- Receive satisfactory evaluations from both the Site Supervisor and the University Supervisor.
- Successfully complete the portfolio review, meeting or exceeding the minimum benchmarks on the Portfolio Assessment Rubric.(See Appendix ???)

X. Communication Protocols

Effective communication among all parties is essential to the success of the Superintendent Internship. The following protocols establish clear expectations for communication frequency, methods, and responsibilities.

Regular Communication Schedule

Communication Type	Frequency	Participants
Intern–Site Supervisor check-in	Weekly (minimum)	Intern and Site Supervisor
Site Supervisor–University Supervisor communication	Monthly (minimum)	Site Supervisor and University Supervisor

Communication Type	Frequency	Participants
Triad Conference	Three times during the Internship (minimum)	Intern, Site Supervisor, University Supervisor
University Supervisor site visit	Minimum once per semester	University Supervisor (with Intern and Site Supervisor on site virtually or in person)

Communication Methods

- **Official Email:** All parties should use **GSU email accounts** for official program communications. Use of personal email for program-related correspondence is discouraged.
- **Telephone and Video Conferencing:** May be used for informal check-ins and supplemental communication. Triad Conferences may be conducted via video conferencing when in-person meetings are not feasible, with prior approval from the program coordinator.
- **Learning Management System:** Program announcements, document templates, and resources are posted on the program's LMS. Candidates are expected to check the LMS regularly
- **Reporting Concerns**
 - Interns must **report any concerns or issues** related to the Internship experience to the University Supervisor promptly. This includes concerns about the quality of experience, supervisory support, professional conduct, or any other matter that may affect the Internship.
 - Site Supervisors should **communicate any concerns about Intern performance** — including professional conduct, attendance, or competency development — to the University Supervisor in a timely manner.
 - The University Supervisor is responsible for **addressing reported concerns**, coordinating with the program coordinator as needed, and ensuring that appropriate interventions or support measures are put in place.

Emergency Communication

In the event of an urgent issue — including safety concerns, ethical violations, or situations requiring immediate intervention — all parties should contact the University Supervisor and the program coordinator immediately by telephone. Emergency contact information is provided in **Appendix G** of this handbook.

XI. Internship Timeline

The following timeline provides a structured overview of the twelve-month superintendent Internship. While specific dates will vary by placement, the sequence and milestones described below apply to all candidates.

Phase	Timeframe	Key Activities and Milestones
Pre-Internship	Before Month 1	• Complete Internship application and secure placement • Attend mandatory orientation session • Sign and file the Internship MOU and Partnership Agreement • Develop the Internship activity plan with site and University Supervisors • Participate in the initial Triad Conference
Phase I: Foundation	Months 1–3	• Orientation to district operations, organizational structure, and culture • Introduction to central office staff, board members, and key stakeholders • Begin leadership activities aligned to NELP standards • Establish regular meeting schedule with Site Supervisor • Begin Internship log and portfolio development • First bi-weekly check-in with University Supervisor
Phase II: Deepening	Months 4–6	• Deepen engagement in leadership activities across all grade levels (PreK–12) • Participate in staff evaluation processes (with PERA-qualified supervision) • First University Supervisor site visit • Submit monthly activity reports
Phase III: Leadership	Months 7–9	• Assume increased leadership responsibility in district operations • Participate in budgeting and strategic planning processes • Engage in community outreach, family engagement, and external partnerships • Second University Supervisor site visit • Continue portfolio development with

Phase	Timeframe	Key Activities and Milestones
		refined artifacts and reflections • Address any gaps identified in the midpoint evaluation
Phase IV: Culmination	Months 10–12	• Culminating leadership activities demonstrating independent competency • Final portfolio preparation and organization • Summative Evaluation — conducted by both supervisors • Final Triad Conference — review summative results, discuss career readiness • Submission of all documentation to the program office
Post-Internship	After Month 12	• Final portfolio review by program faculty • Program completion certification • Application for Illinois Professional Educator Endorsement for Superintendent • Program exit survey and feedback

Scheduling Note

The Internship timeline should be aligned, whenever possible, with the school district's academic calendar to ensure the candidate has exposure to a full cycle of district operations, including start-of-year activities, budget development cycles, board meeting schedules, and end-of-year processes.

XII. Program Expectations and Professional Conduct

Candidates in the superintendent Internship program represent both Governors State University and the educational leadership profession. The program holds all candidates to the highest standards of professional and ethical conduct throughout the Internship experience.

Ethical Standards

All candidates are expected to adhere to the **Illinois Educator Code of Ethics** at all times during the Internship. This includes, but is not limited to:

- Acting with honesty, integrity, and fairness in all professional interactions
- Prioritizing the well-being and educational needs of all students

- Treating all individuals — students, staff, families, and community members — with dignity and respect
- Avoiding conflicts of interest and maintaining impartiality in professional decisions
- Reporting any suspected violations of law, policy, or ethical standards through appropriate channels

Confidentiality

Candidates will have access to sensitive and confidential information during the Internship, including student records, personnel files, financial data, and strategic plans. Candidates must:

- Maintain strict confidentiality regarding all student, staff, and district information
- Comply with all applicable laws and regulations, including the Family Educational Rights and Privacy Act (FERPA)
- Use confidential information only for legitimate educational and professional purposes
- Never disclose confidential information to unauthorized individuals, including in academic assignments or reflective journals (use anonymized references when necessary)

Professional Expectations

Expectation Area	Standard
Attendance and Punctuality	Candidates are expected to maintain consistent attendance at the Internship site and to be punctual for all scheduled meetings, events, and activities. Absences must be communicated to both the Site Supervisor and the University Supervisor in advance.
Professional Dress and Demeanor	Candidates must present themselves in a manner consistent with district-level leadership. Professional dress, language, and demeanor are expected at all times while representing the district or the university.
Academic Integrity	All documentation, reflections, and portfolio artifacts must represent the candidate's own work. Plagiarism, fabrication of records, or any form of academic dishonesty will result in disciplinary action, which may include removal from the Internship and the program.
Compliance with District Policies	Candidates must comply with all policies, procedures, and regulations of the Internship site, including those related to safety, technology use, and community conduct.

Expectation Area	Standard
Digital and Social Media Conduct	Candidates must exercise professional judgment in all digital and social media activity. Public statements or social media posts that could reflect negatively on the Internship site, the district, or the university are prohibited.

Consequences of Professional Misconduct

Violations of professional conduct expectations, ethical standards, or confidentiality requirements may result in remediation, placement of the candidate on an improvement plan, removal from the Internship site, and/or dismissal from the superintendent preparation program. All allegations of misconduct will be reviewed through the program's due process procedures.

XIII. Appendices

- A. School/Local Agency Affiliation Agreement
- B. Secondary Agreement Internship MOU
- C. Program Curriculum and Focus Areas
- D. Internship Logs

School/Local Educational Agency Affiliation Agreement

By and Between

**Governors State University
College of Education
&**

Effective: _____

Terminates: _____



GOVERNORS STATE UNIVERSITY AFFILIATION AGREEMENT

Governors State University
College of Education
And

I. General Provisions

This agreement dated _____ ("Agreement") confirms the arrangements mutually agreed upon between _____ located at _____, _____ (hereafter referred to as "School/Local Education Agency (LEA)"), and Governors State University (GSU) (hereafter referred to as "University") located at 1 University Parkway, University Park, IL 60484, through representatives of the College of Education (School/LEA and University referred to collectively as the Party or Parties).

II. Purpose

The Parties to this Agreement have determined that they have a mutual interest in providing educational training experiences for University candidates in School/LEA. The University has determined that candidate placements in School/LEA are consistent with the goals and objectives of the curriculum for the areas of: Early Childhood, Elementary Education, Middle Grades, Secondary Education, Educational Administration (Principal), and, Interdisciplinary Leadership (Superintendent), that will enhance the program of study of the College of Education at Governors State University.

III. Term

The term of this Agreement shall be for _____ () years, to commence on _____, and terminate on _____. Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the practical learning and clinical educational experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

V. Compliance with University and School/Local Educational Agency Policies

- A. University candidates assigned to School/LEA under the terms of this Agreement will be subject to the University's Student Conduct Code and the program handbook, copies of which will be provided to School/LEA by the University Liaison. If alleged violations occur, School/LEA shall immediately notify University Liaison in detail sufficient for the University to determine the nature of the alleged violation. If the alleged violations

reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the School/LEA from participating in School/LEA activities. School/LEA must immediately notify University Liaison, who will arrange proper hearing procedures as soon as practical. The hearing will be conducted pursuant to the Procedures for Discipline Hearing as set forth in the University's Student Handbook.

- B. School/LEA will require candidates participating in School/LEA activities to comply with its own operational policies and procedures. In the case of inconsistencies, however, University policies will supersede unless University Liaison and School/LEA agree on alternate provisions. School/LEA will provide copies of such policies and procedures to University Liaison and to candidates assigned to work in School/LEA.

VI. General Responsibilities of the Parties

- A. The University will have the following responsibilities:
 - 1. Notify candidates of appropriate placement opportunities for the experiential learning activity;
 - 2. Approve placement site and learning objective;
 - 3. Select and register candidates for placement;
 - 4. Award University credit to candidates, where appropriate, at end of placement;
 - 5. Identify for the School/LEA the personnel serving as the primary contact for specified learning activities;
 - 6. Participate in planning and evaluation regarding learning activities;
 - 7. Provide School/LEA with evaluation forms and deadlines where appropriate;
 - 8. Inform School/LEA of the University calendar and initiate discussions of candidates' obligations to report to School/LEA whenever classes are not in session; and
 - 9. Implement procedures, where appropriate, to notify candidates of obligations listed below and monitor candidates' compliance:
 - a. attend orientation sessions regarding learning activity;
 - b. comply with all applicable policies and operational procedures of School/LEA;
 - c. negotiate a set of learning objectives with School/LEA and University and provide to each a written statement of objectives;
 - d. give prior notice of necessary absence to appropriate University and School/LEA personnel;

- e. obtain and maintain any required professional personal liability, criminal background check and/or health insurance;
- f. The College of Education requires candidates to complete a background check with CertifiedBackground.com;
- g. maintain professional standards of confidentiality;
- h. participate in all individual or group meetings associated with educational training experience; and
- i. provide personal transportation to and from School/LEA site.

IV. School/Local Educational Agency shall have the following general responsibilities:

- 1. Provide opportunities for candidate observation and/or participation on School/LEA premises;
- 2. Provide a safe environment in compliance with all federal and state, and local laws, and inform University and candidate of hazardous conditions and unusual circumstances that may create unsafe conditions;
- 3. Provide to University Liaison and candidates written policies and operational procedures to which candidates are expected to adhere while they are in School/LEA setting;
- 4. Provide to University Liaison a list of duties or job descriptions for candidate placements with notation of any specific requisite skills or abilities;
- 5. Participate in planning or evaluation sessions with candidates and, where appropriate, with University faculty;
- 6. Identify for University Liaison the School/LEA personnel primarily responsible for supervising the Educational training experience in School/LEA;
- 7. The School/LEA shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, otherwise known as the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the University's candidates who train at the facilities of the School/LEA pursuant to this agreement.
- 8. Provide on-site supervision and guidance to learning activity;
- 9. Provide timely final evaluation of candidate performance in the manner specified by University;
- 10. Conduct exit interviews with candidates that will include discussion of School/LEA final evaluation;

11. Notify University Liaison of unsatisfactory performance or misconduct of candidate and provide documentation of any charge to University Liaison. If a candidate fails to comply with School/LEA policies and procedures, School/LEA may temporarily suspend that candidate from further participation in the program on its premises pending a hearing to be held by University. School/LEA agrees that it will cooperate in providing necessary evidence at such a hearing. If the charges are affirmed at the hearing, the candidate may be terminated from all participation in the program on School/LEA's premises. If the charges are rejected, School/LEA agrees to reconsider its decision to bar candidate from its premises. If School/LEA unreasonably refuses to readmit the candidate, such refusal may be deemed a breach of this agreement;
12. Provide to candidates' access to emergency medical care;
13. Provide use of an area suitable for candidate and faculty conference, and
14. Teacher candidates preparing for edTPA will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs. The School/LEA will assist the candidate with obtaining permission to video-tape and make provisions filming classroom instruction for edTPA portfolio. For more information on edTPA State Requirements, [click here](#).

C. Number of Placements

School/LEA and University will mutually determine the number of candidates to be placed in School/LEA for a given term. School/LEA and University may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

D. Nondiscrimination

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, color, gender, sexual orientation, religion, national origin, marital status, age, unfavorable discharge from military service or veteran's status and disability. Reasonable accommodation for participation by disabled persons will be made in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

E. Monetary Compensation to Candidate Requiring Separate Agreement

Candidates placed in clinical training experiences under this Agreement receive University credit toward an academic degree, including, where appropriate, hourly units. Monetary compensation to candidates is not provided under the terms set out herein, and any agreement between School/LEA and a candidate for monetary compensation to the candidate must be approved by the University Liaison. School/LEA hereby stipulates that any such agreement between itself and a candidate will comply with all state and federal laws, including the Fair Labor Standards Act, if such Act is applicable to School/LEA.

F. Employment



Candidates are not considered employees of either the University or the School/LEA except as agreed to between a candidate and Agency pursuant to Section V(E)

Where workers' Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

In witness whereof, the parties have caused this Agreement to be signed by their respective administrative officers.

For and on behalf of Governors State University:

(Date)

Marlon I. Cummings, Ph.D., MPA
Dean of the College of Education and Human Development

(Date)

Beverly Schneller, Ph.D.
Provost & Vice President Academic Affairs

For and on behalf of _____

(Date) (Signed)

Printed Name _____

Printed Title _____

Department of Education Liaison:

Joi F. Patterson, Ph.D.
Chief Of Institutional Engagement And Excellence
Phone: 708.534.4023
Email: jpatterson3@govst.edu
http: <http://www.govst.edu/coe>



Secondary Agreement – Internship MOU

GOVERNORS STATE UNIVERSITY ACADEMIC INTERNSHIP AGREEMENT

Governors State University (the “**University**”) offers a wide variety of degree programs that are academically enhanced by practical experiences occurring outside of the classroom. To facilitate such experiences and mutually benefit the parties hereto, the organization identified below (the “**Site**”) desires to serve as an internship site for one or more University students who will receive academic credit at the University for successfully completing an internship, which is comprised of hours served at the internship site and enrolling in the academic internship course. This Academic Internship Agreement (this “**Agreement**”) establishes the rights and responsibilities of the University and the Site (collectively, the “**Parties**”) with respect to such internships, whether paid or unpaid. Therefore, the Parties agree as follows:

1. Term and Termination.

- a. Term. This Agreement shall commence on the date of the last signature hereto and shall continue until terminated by either Party.
- b. Termination. This Agreement may be terminated by either Party, with or without cause, after providing the other Party with at least sixty (60) days prior written notice of its intent to terminate.

2. Learning Agreement. Before participating in an internship at the Site, a student must complete an Internship Learning Agreement (each, a “**Learning Agreement**”). The Learning Agreement must, among other things: (i) name the Site; (ii) indicate whether the internship is paid or unpaid; (iii) identify learning objectives and strategies of the internship; and (iv) be executed by the student, the University Liaison (as defined below), and the Site Supervisor (as defined below). The student shall be responsible for submitting the original completed learning agreement signed by faculty advisor, internship site supervisor, and student to Career Services and ensuring that his/her internship site supervisor and faculty advisor also have a copy of the original and Learning Agreement to the University before the start of the internship. The student shall also be responsible for providing the Site with a copy of the same, which the Site shall maintain in its records.

3. Compliance with Policies.

- a. Site Policies. The Site may require students participating in internships at the Site to comply with certain policies and procedures, including without limitation, those regarding the use and disclosure of confidential information (the “**Site Policies**”), provided the Site Policies: (i) comply with applicable law, (ii) are provided to students before the start of the internship, (iii) directly relate to the internship

experience, and (iv) do not impose any duties upon the students that conflict with the duties imposed upon them by the University Policies.

- b. University Policies. University students participating in internships at the Site shall remain subject to all University policies, including without limitation, the University's Honor Code and Conduct Code (collectively, the "**University Policies**"). Copies of the University Policies will be provided by the University Liaison to the Site at its request. If the Site becomes aware of a possible violation of the University Policies during the internship, the Site shall immediately notify the University Liaison.

4. Responsibilities of the Parties.

- a. The University shall:

- i. be responsible for all academic matters related to student internships at the Site, including but not limited to, student participation, academic curriculum, internship administration, and the awarding of grades and/or credit hours, which the University shall determine in its sole discretion;
- ii. designate a University contact for student internships at the Site (the "**University Liaison**"), which shall coordinate and communicate with the Site Supervisor regarding observations, evaluations, and other internship activities;
- iii. be responsible for all costs and expenses associated with providing the University Liaison;
- iv. provide the Site with all required evaluation forms, deadlines, and documents related to the internships before the start of each internship;
- v. notify participating students that they must: (1) attend all required internship orientation sessions, whether held by the University or the Site; (2) comply with all applicable University Policies and Site Policies; (3) complete and submit to the University a fully executed Learning Agreement; (4) give prior notice of all absences to the University Liaison and the Site Supervisor, when possible; and (5) satisfy all Internship Prerequisites (as defined below) before participating in the internship;
- vi. only permit qualified students to participate in internships at the Site;
- vii. obtain and maintain during this Agreement commercial general liability insurance on an "occurrence" basis with limits of liability no less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate combined single limit, personal injury, bodily injury, and property damage liability; and
- viii. maintain confidentiality regarding education records, including student evaluations, pursuant to the Family Educational Rights and Privacy Act (FERPA).

- ix. provide training for internship supervisors that supports candidates' progress during their internships in participating in and demonstrating leadership.
- x. conduct annual continuous improvement program review to include feedback from school partners which includes but not limited to the use of surveys, stakeholder meetings and program review meeting.

b. The Site shall:

- i. assist each student in completing a Learning Agreement and inform the Site's staff of the objectives and strategies contained therein so that they may support the intent of this Agreement;
- ii. provide students with access to and use of the Site's facilities, resources, and materials such that students may satisfy the terms of their Learning Agreements;
- iii. provide each student with a copy of all Site Policies and promptly notify both if the Site Policies change;
- iv. provide each student with an orientation of the Site and maintain direct supervision of all students during their internships at the Site;
- v. designate a contact at the Site (the "**Site Supervisor**") to coordinate and communicate with the University Liaison regarding observations, evaluations, and other internship activities and be responsible for all costs and expenses associated with Site Supervisor;
- vi. notify the University Liaison of any internship prerequisites, including but not limited to, criminal background checks, drug tests, or health screenings ("**Internship Prerequisites**"), all of which shall be conducted in accordance with applicable law at the Site's expense;
- vii. participate in planning and evaluation sessions with students and complete all evaluations of student learning in a timely manner as defined by the University Liaison;
- viii. maintain confidentiality regarding education records, including student evaluations, pursuant to the Family Educational Rights and Privacy Act (FERPA);
- ix. provide a safe internship environment in compliance with applicable law, and inform the University and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
- x. provide students with all personal protective equipment required to comply with OSHA Standards;
- xi. permit the University to, upon reasonable prior written notice to the Site Supervisor and during regular business hours, visit and tour the Site; and
- xii. obtain and maintain during this Agreement commercial general liability insurance on an "occurrence" basis with limits of liability no less than

\$1,000,000 per occurrence and \$3,000,000 in the aggregate combined single limit, personal injury, bodily injury and property damage liability.

5. Paid or Unpaid Internships. Each Learning Agreement shall indicate whether the internship is paid or unpaid.

- a. If an internship governed by this Agreement is paid (*i.e.*, the student is paid wages by the Site for his or her participation in the internship), the Site hereby represents and warrants to the University that the Site shall abide by all applicable employment laws, including without limitation, those regarding wage and hour, withholdings, minimum wage and overtime, nondiscrimination, OSHA, and worker's compensation insurance. The Parties also acknowledge and agree that this Agreement is not an employment contract for any University student.
- b. If an internship governed by this Agreement is unpaid (*i.e.*, a student receives no wages for his or her participation in the internship), the Parties agree that the duties performed by the student are performed as a student and not as an employee of either Party and thus, not covered by the University or the Site for purposes of compensation, fringe benefits, worker's compensation, unemployment compensation, minimum wage laws, income tax withholding, social security, health insurance, or any other employment-type benefit. The Parties also agree that unpaid interns shall not at any time replace or substitute any Site employee nor shall they perform any other duties normally performed by a Site employee, except such duties as are a part of their internship experience and which are performed under the active supervision of the Site Supervisor. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. The Parties finally agree that unpaid interns are not entitled to a job at the conclusion of their internship.

6. Suspension.

- a. Suspension by the Site. The Site may suspend an individual student internship if the student materially violates the Site Policies or behaves in a manner that constitutes a substantial risk of harm to the Site's employees or clients. Before suspending a student from an internship, the Site shall notify the University in writing, expressing its intent to suspend the student and identifying the reason or reasons supporting its decision. If the University does not agree with the Site's decision, the University shall, no later than five (5) business days after its receipt of such notice, provide the Site with a written statement setting forth the basis for its disagreement. The Site shall then consult with the University in good faith regarding the proposed suspension, which in all instances shall comply with applicable law.

- b. Suspension by the University. The University may suspend an individual student internship if the student violates the University Policies. Prompt written notice of the University's decision to suspend a student's internship for such violations shall be provided to the Site, but details regarding the violations may be withheld pursuant to applicable law. The University may also suspend an individual student internship at anytime if the University determines, in its sole discretion, that the Site constitutes a threat to the health, safety or welfare of any University student.

7. No Discrimination. During the performance of this agreement, the Parties agree not to unlawfully discriminate, harass or allow harassment against any student participating in this educational experience because of race, color, sex, age, religion, national origin, veteran status or any other status protected by applicable law or regulation.

8. Mutual Indemnification. Each Party (the “**Indemnifying Party**”) shall indemnify, defend, and hold the other Party, including its directors, trustees, officers, employees, agents, representatives, successors, and assigns (collectively, the “**Indemnified Party**”), harmless from and against any and all damages, losses, claims, penalties, fines, judgments, actions, causes of action, costs, and expenses (including reasonable attorneys' fees) arising out of or in any way related to the Indemnifying Party's breach of this Agreement, negligence, or will misconduct, whether caused by the Indemnifying Party or its directors, trustees, officers, employees, agents, or representatives.

9. Governing Law and Venue. The laws of the State of Illinois, without giving effect to its conflict-of-laws principles, shall govern all matters arising out of or relating to this Agreement and any claims or actions regarding or arising out of this Agreement must be brought exclusively in a court of competent jurisdiction sitting in Chicago, Illinois.

10. Notices. All notices and other written communications required or permitted by this Agreement shall be sent to the person identified on the signature page hereto, using the contact information provided. All such notices and other written communications shall be deemed received: (i) on the day of delivery if delivered by hand or transmitted by facsimile or electronic mail; (ii) on the day after mailed using a nationally recognized overnight courier; or (iii) three (3) business days after mailed using first-class U.S. Mail.

11. Relationship of the Parties. This Agreement does not create a partnership, joint venture, employer-employee or principal-agent relationship between the Parties. Any and all services provided by the Site to the University or its students hereunder are provided in the Site's capacity as an independent contractor.



12. Survival. The following provisions shall survive the termination of this Agreement: 3.b.viii (Education Records); 8 (Mutual Indemnification); and 9 (Governing Law and Venue).

IN WITNESS WHEREOF, the Parties execute this Agreement as of the dates set forth below.

GOVERNORS STATE UNIVERSITY

By:

Name:

Title:

Notices to be sent to:

Address:

Fax:

Email:

SITE/full name

By:

Name:

Title:

Notices to be sent to:

Address:

Fax:

Email:

Appendix C : Program Curriculum and Focus Areas

(Per Illinois Administrative Code, Part 33, Section 33.30 (d)(1-4))

Focus Area #1: Standards	Focus Area #2: Resources	Focus Area #3: Staff	Focus Area #4: Relations
<i>Support of rigorous standards for all students (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs) and high-quality accountability systems that promote increasing student achievement and improving results.</i>	<i>The efficient use of district or school resources (e.g., human, fiscal, technological) and the importance of maintaining a safe, healthy and productive environment.</i>	<i>Understanding the knowledge, skills and responsibilities of high-quality professional staff, as articulated in standards governing the receipt of educator licensure listed at 23 Ill. Code 25.115(e)(1) (Recognition of Institutions and Educational Units, and Approval of Programs).</i>	<i>Collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).</i>

Course #	Student Learning				School Improvement				System Management			
	Focus #1 Standards	Focus #2 Resources	Focus #3 Staff	Focus #4 Relations	Focus #1 Standards	Focus #2 Resources	Focus #3 Staff	Focus #4 Relations	Focus #1 Standards	Focus #2 Resources	Focus #3 Staff	Focus #4 Relations
LEAD 9101	X				X				X			
LEAD 9102							X	X			X	X
LEAD 9103		X				X				X		
LEAD 9104				X				X				X
LEAD 9105				X				X				X
LEAD 9106	X			X				X	X			X
LEAD 9991												
LEAD 9998	X	X	X	X	X	X	X	X	X	X	X	X
LEAD 9999	X	X	X	X	X	X	X	X	X	X	X	X
SUPT 8836		X	X			X	X			X	X	
SUPT 8838				X				X				X
SUPT 8842				X				X				X
SUPT 8860	X	X	X		X	X	X		X	X	X	
SUPT 9101		X				X				X		
SUPT 9102	X				X				X			
SUPT 9103	X		X		X		X		X		X	
SUPT 9104		X				X				X		
SUPT 9330	X				X				X			
SUPT 9340	X			X	X			X	X			X
SUPT 9350	X	X	X		X	X	X		X	X	X	