

Sistema Universitario Ana G. Méndez
Florida Campuses

Handbook for Educational Leadership
A Guide for Internship

EDAG 670P
EDAG 671
EDAG 672

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Introduction

This informational guide has been developed for educational leadership interns, administrators who serve as mentors during the internship and university supervising professors in the educational leadership program. It has been developed to encourage the student preparing for a career in educational administration to engage in early administrative field experiences and to take a portfolio approach to documenting activities throughout the educational leadership program. It will also serve as the text during the course EDAG 67OP, 671, 672 Administrative Internship.

The specific purposes of the Guide are:

- to facilitate self-assessment and the establishment of a personal program of professional development in preparation for Administrative Internships and entry-level administrative positions.
- to encourage students to become increasingly involved in the administrative work of their schools or agencies.
- to permit the planned acquisition of additional experiences and a broadened experiential base.

Eligibility for Internship

- Minimum GPA of 2.50
- Completion of **all** Master's in Educational Leadership courses
- Completion of courses with a grade of at least a C
- Good oral and written English skills
- Educational Leadership seminar concurrent with internship

Goal and Objectives of the Administrative Internship

The Administrative Internship is offered to students of educational leadership to provide opportunities to work with and to learn from administrators in elementary, secondary and post secondary schools, in business, industry, and in other public and private organizations. The student, during the internship, is guided through experiences designed to provide opportunities to use previously acquired academic and professional knowledge and to establish a bond between theory and practice and educational administration.

The principal objectives of the Internship are:

- To experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
- To gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
- To further develop a philosophy of education as a result of the internship
- To know and apply legal dispositions related to the wellbeing of the student population.
- To evaluate the application of the functions inherent to the educational leader such as: making decisions, solving problems, promoting change, facilitating processes and being a communicator, among others.
- To develop the ability to work independently and cooperatively
- To apply the ethical principles in the practice of the profession
- To demonstrate competency in the ten areas of the Florida Principal Leadership Standards

Some Considerations Before Beginning

The internship is one of the important culminating experiences you will have in your master's degree program. The care with which you plan for your internship is critical.

As you begin thinking about your internship, devote some time to self assessment. Consider your accomplishments prior to entering your graduate program and the progress you have made in both experience and academic knowledge gained up to this point. As you are considering your previous administrative experience and updating your resumé, you will be making some determinations as to the talents, skills and knowledge you will bring to an internship experience. As you engage in this self-assessment, you should further determine your areas of administrative interest and strength as well as those areas where you need or would like to gain more experience. You can then consider your needs (in light of your existing strengths) and begin to think about who might best assist you and where you can gain needed knowledge or further refine your skills.

Remember, as you begin the process of planning for your internship, there is no one best answer. There is no "one best site" for any internship, and there are many practicing administrators from whom you will be able to learn and benefit greatly during this experience. Consider the following variables. They relate not only to your professional background and experience but to the constraints of personal/family variables which you will need to consider in planning for your internship:

Potential site (student/faculty demographics/grade level). You are encouraged to complete internships at the school in which you are currently employed. In this way, you can use time before or after your daily teaching duties, time during holidays (if your mentor is at school) or during the summer to fulfill your internship administrative hours.

Potential administrator(s). Students often opt for the opportunity to work with a differing administrative "style." The types of experiences you desire will influence both your choice of site and administrator. Typically, students engage in experiences at their home schools and are assisted to varying degrees by administrators at those sites. These

administrators, who know you well, can be very helpful as you consider the options available to you.

Semester of enrollment. Students enrolling in internships must have completed all of the program's courses. It is important that students requesting internship assignments have prepared themselves as fully as possible both in terms of appropriate academic and experiential preparation.

Personal/family considerations. Consider the time frame for your internship early so that you can anticipate conflicts, plan for the additional time commitment an internship is sure to demand (and the additional time you will surely wish to commit). The quality of your internship will be directly related to the type of preparation you make and the time you are able to commit to the experience. Planning for any additional requirements (travel time, an often lengthened work day and any special child care arrangements) is critical to ensuring a positive experience for you.

As you consider your alternatives, seek the counsel of appropriate individuals regarding the potential site/time frame for the internship. Professors of educational leadership, building administrators, and professional colleagues can be helpful in ensuring that this "capstone" experience builds on prior academic and professional experiences and enhances your competence as an educational administrator. Consider experiences identified by your school district as important for potential administrators.

Keep in mind that you alone will not determine your internship placement. All placements must be approved by and finalized through the University Educational Leadership Internship Supervisor, the Education Internship Coordinator and the Director of Faculty and Curriculum.

What you will be able to do is bring to the decision process the advantages and disadvantages of several alternatives you have considered and the rationale for your recommendation.

The Educational Leadership Internship Process

1. Application: See **Appendix A**. Submit the application and résumé by March 1 for fall and by October 1 for the spring to the Education Internship Coordinator.

2. Contact and set up a meeting with a potential Supervising Administrator as soon as you have received word of your acceptance to the internship and have enrolled in EDAG 670P, 671 or 672. Make the initial contact with the potential Supervising Administrator indicating your need to complete an administrative internship as a part of our graduate program.

A. DUTIES OF SUPERVISING ADMINISTRATOR

1. To assist the student in selection of appropriate leadership/administrative activities
2. To help the student gain access to meetings of groups such as the school board, Board of Directors, district administrators, district and school committees and other appropriate bodies
3. To supervise field activities as delineated in the student's goals and work plan
4. To evaluate the practicum student's performance on site using Appendix D, **(which will be used for post-secondary interns as well)** and to provide evaluative information to the university supervisor.

Supervising Administrators, mainly, serve as coaches. They share experiences, explain why events are happening and provide opportunities for students to gain valuable practical experiences which they are otherwise unable to acquire. Often, Supervising Administrators do not provide all experiences themselves. Principals may well facilitate experiences for a given student through assistant principals, department heads and team leaders.

Read the following BEFORE you contact an administrator:

It is hoped that you, as a prospective intern, will have given a great deal of time and thought to an appropriate placement for your internship. You may well have made several inquiries as to

availability of possible supervisors at the time you are requesting or the appropriateness of a potential site given your specific interest/needs. Your current administrators may have helped you make contact to explore the potential for a placement. All of these activities are appropriate and really quite necessary in order to do a good job of "scouting" a site. You simply need to keep in mind that such discussions must be preliminary. All final arrangements must be approved by the University Supervisor.

At the same time, you also need to know that if you wish or need assistance in identifying a potential site, the University Supervisor will initiate contact on your behalf.

Before you make your initial contact with a prospective Supervising Administrator, review the questions listed below. This initial contact with a prospective Supervising Administrator is a very important one-you will be making your first impression if the site is not your home school.

Be prepared to answer the following questions which are typically posed by administrators:

Why do you think you want to come to this school? What is your reason for thinking this is an appropriate site/location for your internship? You should have a specific reason(s) for having identified this school/site as an appropriate one.

What do you expect to gain from this internship? You should be able to respond to this question based on your resume, competency/field experience documentation and Florida Principal Leadership Standards self-assessment. Additionally, your consultations with other professionals may have given you indications of what you might expect from your internship. What is important in this conversation is that you be able to provide a rationale and pose some very tentative goals for completing an internship at a particular site.

What times will you be available (day/dates/weeks)? This is very important information to have at hand--have a copy of your school calendar at your disposal--the more flexible you can be the better; however, if there are days or weeks where you are unavailable, you need to state that information early on. Most administrators are very flexible and understanding in regard to the time constraints under which educators work.

3. In the meeting, provide your Supervising Administrator with a copy of your résumé, your goals and objectives (see Appendices B and C) as well as the following forms:

- A. the Agreement **which he/she will sign and you will return to the Supervising Professor (Appendix L)** if he/she agrees to be your Supervising Administrator
- B. Attendance forms (**Appendix M**) which will be used to record all of your internship hours at internship site. These will be returned to your Supervising Professor at each seminar.

Be prepared to:

- Discuss your tentative goals and objectives-it is your responsibility to have given your best thought to your needs and your interests resulting in your rationale for desiring to intern at the proposed site. Be prepared to modify your goals as needed based on further information gained during your meeting (Appendices B and C).
 - Establish a definite time frame (beginning and ending dates and any constraints on your time) for the internship.
 - Determine a subsequent/next meeting time with the Supervising Administrator at which time you will more specifically define your goals and objectives and the specific dates/activities for the internship. **The finalized goals and objectives plan should be signed by you and your Supervising Administrator and returned to your Supervising Professor.**
- 4. Prepare copies of résumé, finalized goals and objectives (signed by you and your Supervising Administrator) and the preliminary self-assessment (Appendix D) to give to your university Supervising Professor the day of the first university seminar.**

The Supervising Professor is the person designated by the educational agency (MOC) to supervise the internship experience. He/she acts as a guide, a leader,

advisor, and consultant that provides academic, effective and educational experiences and serves as model and stimulus to the prospective educational administrator to achieve the highest levels of professional execution. He/she is a professional with experience in the Educational Leadership field with proven, knowledge, competencies, skills and experiences, able to facilitate the professional growth of supervisees.

A. Duties and Responsibilities of Supervising Professor (University Supervisor)

1. Communicate with Supervising Administrator.
2. Provide site supervisor with all the information necessary to assist the student, educational evaluation requirements and a copy of this manual.
3. Establish assertive and affirmative communication on continued basis with site supervisor to offer guidance during internship phase to students
4. Discuss Internship manual with students.
5. Parallel to the on-site supervision of students, facilitate 4 seminar sessions to discuss, analyze, give follow up to student experiences at Internship site and provide the student with feedback and recommendations.
6. Promote and stimulate the internship student to participate in strengthening professional and personal experiences (forums, conferences, research, etc).
7. Check, evaluate and offer consultation and feedback to the internship students related to all documents and paperwork to be submitted
8. Keep assertive and affirmative communication with site collaborator to identify and plan intervention strategies in the strong and weak areas of skills presented by the student.

9. Offer pertinent group and individual help to the student according to his/her particular needs.
10. Serve as a counselor and advisor in activities and projects generated by the student.
11. Evaluate student internship work through observation and evaluation of field work-related documents submitted by the student, and, in collaboration with the supervising administrator, complete required forms (See Appendix D for evaluation instrument). If there is any one of the criteria from Appendix D that both the intern and the professor or administrator agree does not pertain to the intern field experience, the evaluator(s) may check the option "Not Observed or Not Measurable" and may take this into consideration when adding up the total possible points from the evaluation instrument.

Even though Appendix D is the evaluation instrument used to evaluate leadership standards for Florida's school principals, it should also be used to evaluate the interns in post-secondary institutions. The interns in post-secondary settings will be expected to use examples in these areas from their specific university experiences in order to fulfill the evaluation requirements.

12. The Supervising Professor will also facilitate and evaluate the seminar that accompanies the practice experience.

DUTIES OF THE INTERNSHIP

Throughout all aspects of your internship, it is your responsibility to keep the University Supervisor informed of your progress as you complete the following requirements:

1. Complete a **minimum of 80** clock hours in administrative field work by the end of the **eight week** internship course. Evidence of all hours completed at the internship site must be submitted on the appropriate form (**See Appendix M**). After acceptance to the internship, students may accrue a maximum of 24 field hours **before** the internship officially starts. These pre-internship hours must be completed **no more than 6 months before the start of the internship and must be done at the same site and with the same mentor as that of the internship**. Many students exceed the clock hour requirement simply because they view the internship as such a valuable learning experience and also because they have an opportunity to "follow through" on a project. Internships can be arranged in any number of time frames. Regardless of when the minimum 80 hours are completed, you must continue to work with your Supervising Administrator for the entire eight weeks if your Supervising Administrator requests your help, and you must attend and complete all of the requirements of the four seminars.
2. Maintain a "log" of your hours and your activities. Send the log to the University Supervisor after 25 hours, an updated log again after 50 hours and present the final completed log totaling at least 80 clock hours at the time of the final evaluation conference, or prior to the final conference. See **Appendix E** for example of "log." It should include a very brief record of the type of activity and the hours/minutes devoted to that activity on a given day.
3. Identify 10 separate activity/field experiences which provide evidence of your competence, ONE for each of the TEN Florida Principal Leadership Standards and briefly describe each of the ten. (See **Appendix F**). Three of these are due in Workshop Two, three are due in Workshop Three and four are due in Workshop Four.

4. Drawing from your internship and/or prior experience, describe two of these activities in STAR FORMAT and submit ONE to the University Supervisor after 40 hours and a SECOND activity description IN STAR FORMAT at the time of the final evaluation conference. See **Appendices G and H** for description of STAR format and examples

5. Engage in a program of professional reading, maintaining an annotated record, related to the internship assignment. This will ordinarily be determined in cooperation with the supervising administrator and relate directly to the experience, not textbooks from other courses. See **Appendix I.** for example of appropriate documentation. This documentation is due in Workshop Four.

7. Complete final Self-Evaluation (**See Appendix D**) to turn in at end of internship for part of evaluation.

8. Contact by email the university supervisor around the mid-point of the internship to discuss your progress and schedule an on-campus conference, and, if needed, a final evaluation conference (telephone or in person at the internship site) with the Supervising Administrator and the University Supervisor near the conclusion of the internship experience

9. Complete all of the requirements of the classroom seminar that accompanies the field experience.

APPENDIX A:

Application

EDAG 670P, 671, 672: Educational Leadership Internship

All students intending to complete an Educational Leadership Administrative Internship should be thoroughly familiar with the information contained in A Guide to the Administrative Internship in Educational Leadership EDAG 670P, 671, 672.

Students who believe they are eligible for the internship should complete the application below, submit it along with required documentation (see Guide) to the Educational Leadership Coordinator.

Please Note: All students applying should have completed all of the coursework leading to a Master's of Education in Educational Leadership.

Indicate the semester for which you are requesting an internship:

- For **SPRING** internships, submit application by OCTOBER 1
- For **FALL** internships, submit application by MARCH 1

Name: _____
First
Middle
Last

SS# _____

EMAIL Address _____

Home Street Address _____

City _____ State _____ ZIP _____

Home Telephone () - _____ Cell Telephone () - _____

Prior Degree(s) and Major(s) B.S./B.A. in _____ M.S./M.Ed. in _____

Level for Internship Experience: ___Elementary ___Secondary _____Post-Secondary

I would like to do my internship at the following site:

Name of site _____ Telephone _____
 Address: _____

Name/Title of Requested Supervising Administrator _____
 Telephone of Requested Supervising Administrator _____

I have read the information contained in the **Guide to the Administrative Internship in Educational Leadership** and agree to meet the requirements as stated.

Student Signature _____ **Date:** _____

APPENDIX B:

Goals and Objectives: Administrative Internship Plan

Name of Intern _____ PID # _____

Mailing Address: _____ Phone (____) _____

Street

City

ZIP

_____ Email address

Supervising Administrator: _____ Phone (____) ____ - _____

Position with organization: _____

Internship School or Office Building: _____

Address: _____

Supervising Administrator's Email: _____

(Attach additional sheets as needed OR replace this one with your own form)

I. OVERALL GOAL(S)

II. OBJECTIVES

III. THE TIME PERIOD INVOLVED _____ to _____

The above planned experiences for _____ meet with my approval and I am willing to participate as outlined above.

Signatures: Student _____ Date _____

Supervising Administrator _____ Date _____

Supervising Professor _____ Date _____

Interns are responsible for completing this form, obtaining the supervising administrator's signature and returning it to the university supervisor.

APPENDIX C

EXAMPLE

GOALS AND OBJECTIVES: ADMINISTRATIVE INTERNSHIP PLAN

Two examples are presented below:

Example 1 provides an example of tentative goals developed by the intern based on discussions with the University Supervisor and perhaps preliminary discussions with the proposed site supervisor. These goals serve as a beginning point for discussion during the conference. This plan represents the real wishes and interests of the student. During the conference, the discussion will determine whether the objectives are realistic or if some activities may not be able to be accomplished.

Example 2 is an example of a final and slightly revised or expanded plan . This plan would result from the discussion at the conference and subsequent planning/discussion between the intern and the Supervising Administrator. This finalized plan signed by the intern and the Supervising Administrator should be sent to the University Supervisor the day of the first seminar.

Goals and objectives may be more or less specific depending on a number of variables- the intern supervisor's style, the intern's diligence in documenting and the nature of the internship. What guides the specificity of goals should be the nature of the internship and the need for direction or focus in order to accomplish the desired result.

EXAMPLE 1 – TENTATIVE GOALS AND OBJECTIVES

OVERALL GOAL(S)

To become as familiar as possible with various aspects of elementary school administration - particularly in competency areas (listed below) that have not been a part of my past experience

OBJECTIVES

- 1) To gain experience with facility management
- 2) To increase my knowledge of school based budgeting/recordkeeping
- 3) To build skill in conferencing with professional staff
- 4) To learn more about public/community relations
- 5) To increase my knowledge about pre-Kindergarten age groups and multi-age classes

EXAMPLE 2 – FINAL GOALS AND OBJECTIVES

OVERALL GOAL(S)

To become more knowledgeable about the administration of a high school by actively participating in the administration of the 2005 summer school.

To develop a program that will assist incoming ninth grade students with their transition from middle school to high school.

OBJECTIVES

Assist with selection of faculty and staff for the operation of summer school.

Observe the procedure for master scheduling of teachers and classes for the fall term.

Assist with daily operation of the school - discipline referrals - parent contacts

Assist with textbook orders; budget and finance for summer and next school year

Assist with FTEs for summer session

Conduct training sessions for 300 upper class students to assist with ninth grade orientation

Communicate with parents concerning the ninth grade orientation schedule

APPENDIX D:

FLORIDA PRINCIPAL LEADERSHIP STANDARDS EVALUATION FORM

DUPLICATE AS NEEDED
 Preliminary Self Assessment

 Final Self-Assessment

Name _____

Date _____

Use these forms (duplicate as needed) to complete the periodic assessment of your level of administrative competency in regard to the Florida Principal Leadership Standards. You may have indicators that are not observed (X) or beginning status (1), or limited experience (2). Share your initial assessment with the university supervisor as you plan for your internship in the educational leadership program at the University of Central Florida. All students prior to the completion of the internship will be required to provide documentation regarding activities/field experiences prior to or during the internship as evidence of level of competency attainment. **These criteria should also be used by interns who do their internship in post-secondary institutions.**

Measures of Competence

- X** Not observed or not measurable
- 1** Beginning status; inadequate competency
- 2** Limited experience; marginal competency
- 3** Satisfactory competency
- 4** Very competent
- 5** Outstanding competency

1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

___ 1.1 Describes how to develop and implement a shared vision and strategic plan for the school

___ 1.2 Works with staff, students and families to achieve the school's vision

___ 1.3 Describes how instructional objectives, curricular goals and the shared vision relate to each other

___ 1.4 Allows time for the achievement of goals

___ 1.5 Identifies needs that will be targeted in the shared vision and strategic plan

___ 1.6 Communicates the school's vision, mission and priorities to the community

___ 1.7 Understands the basic concepts of the change process

___ 1.9 Is aware that external influences have impact upon the school

___ 1.10 Establishes plans to accomplish goals

___ 1.11 Relates the vision, mission, and goals to students

___ 1.12 Understands the effect of having a community of learners working together

___ 1.13 Articulates and reinforces the vision in written and spoken communications

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

___ 2.1 Sets annual learning gains, school improvement goals and other targets for instructional improvement

___ 2.2 Uses data as a component of planning for instructional improvement

- ___ 2.3 Includes provisions in the instructional program for students with special needs
- ___ 2.4 Engages staff in ongoing study of current best practices
- ___ 2.5 Reads research, applied theory, and informed practice related to the curriculum
- ___ 2.6 Works to create high expectations and standards among the staff, teachers, and community members
- ___ 2.7 Relates content and instruction to the achievement of established standards by students
- ___ 2.8 Provides instructional leadership
- ___ 2.9 Is aware of research on instructional effectiveness and will use it as needed
- ___ 2.10 Demonstrates knowledge of student performance evaluation
- ___ 2.11 Has identified skills necessary for the planning and implementation of improvements of student learning
- ___ 2.12 Assesses the curriculum needs in a particular setting
- ___ 2.13 Works to relate state standards, the needs of the students, the community and the school's goals
- ___ 2.14 Understands the effect that a positive school culture has on student learning
- ___ 2.15 Recognizes differences in the staff's desire and willingness to focus energy on achieving educational excellence
- ___ 2.16 Identifies teaching and learning needs among the staff and teachers
- ___ 2.17 Communicates the instructional program to the community, the staff, and district personnel
- ___ 2.18 Models professionalism, collaboration and continuous learning
- ___ 2.19 Understands and recognizes the benefits for students in:
 - balanced reading instruction
 - curriculum integration
 - active teaching and learning strategies
 - standards-based instructional programs
 - the use of technology for instructional purposes
 - aligning classroom assessments to standards

3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

- ___ 3.1 Administers policies that provide a safe school environment
- ___ 3.2 Plans for the accomplishment of strategic goals
- ___ 3.3 Manages the daily operations of the school
- ___ 3.4 Is aware of the various fiscal and non fiscal resources for the school including business and community resources
- ___ 3.5 Manages the school to promote and encourage student learning
- ___ 3.6 Uses financial resources and capital goods and services to support school priorities
- ___ 3.7 Uses an efficient budget planning process
- ___ 3.8 Uses school resources to achieve curricular and instructional goals
- ___ 3.9 Understands techniques and organizational useful in leading and managing a complex and diverse organization
- ___ 3.10 Plans and schedules one's own and others' work so that priorities and goals can be met

___ 3.11 Conforms to legal and ethical standards in the management of the learning environment

4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

- ___ 4.1 Understands how student and family conditions affect learning
- ___ 4.2 Identifies opinion leaders in the community and their relationships to the school
- ___ 4.3 Communicates the school's vision, mission and priorities to the community
- ___ 4.4 Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
- ___ 4.5 Uses shared leadership and decision-making model in the operation of the school
- ___ 4.6 Identifies resources of families, business, and community members that could support the school
- ___ 4.7 Understands the benefits of having and using a variety of partnerships, coalitions, and networks
- ___ 4.8 Is establishing relationships within and external to the school
- ___ 4.9 Actively engages the community to promote student and school success
- ___ 4.10 Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
- ___ 4.11 Provides opportunities to involve family and community in a broad range of school activities

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

- ___ 5.1 Is developing a set of problem solving techniques and decision making skills
- ___ 5.2 Understands that events and problems can have a variety of explanations
- ___ 5.3 Explains and defends decisions made
- ___ 5.4 Uses data to inform decisions
- ___ 5.5 Uses others to assist in the accomplishment of organization goals
- ___ 5.6 Supports student learning when making curricular and instructional decisions
- ___ 5.7 Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
- ___ 5.8 Conforms to appropriate legal standards
- ___ 5.9 Makes decisions in a timely fashion using the best available information
- ___ 5.10 Provides opportunities to involve family and community in a broad range of school activities

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

- ___ 6.1 Has skills necessary for interactive and interpersonal situations
- ___ 6.2 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
- ___ 6.3 Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community

- ___ 6.4 Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
- ___ 6.5 Provides opportunities to involve school community in a broad range of school activities
- ___ 6.6 Interacts effectively with diverse individuals and groups
- ___ 6.7 Conforms to legal and ethical standards related to diversity
- ___ 6.8 Is perceptive and tactful in dealing with diverse populations
- ___ 6.9 Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
- ___ 6.10 Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- ___ 6.11 Has a plan for the hiring and retention of a diverse staff
- ___ 6.12 Has a plan to develop ways to improve relations with various cultural, ethnic, racial and special interest groups in the community

7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

- ___ 7.1 Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
- ___ 7.2 Communicates and gets feedback on a plan for technology integration for the school community
- ___ 7.3 Works with tech-savvy staff to plan for increased technology usage
- ___ 7.4 Models the use of technology as a tool in support of both educational and community activities
- ___ 7.5 Develops an effective teacher professional development plan to increase technology usage
- ___ 7.6 Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
- ___ 7.7 Within the available resources, increases access to educational technologies for the school
- ___ 7.8 Has a plan for the provision of support to increase the use of technology already in the school/classrooms
- ___ 7.9 Uses technology to support the educational efforts of staff and teachers

8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

- ___ 8.1 Uses data to assess and monitor school improvement
- ___ 8.2 Uses multiple sources of data to inform decisions and improvement processes
- ___ 8.3 Monitors and assesses student progress
- ___ 8.4 Monitors and assesses the progress of activities
- ___ 8.5 Demonstrates an understanding of the methods and principles of program evaluation
- ___ 8.6 Develops and demonstrates skills in evaluating instructional strategies and materials

___ 8.7 Understands how to use diagnostic tools to assess, identify, and apply instructional improvement

___ 8.8 Works with staff to identify strategies for improving student achievement appropriate to the school population

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

___ 9.1 Uses multiple data sources as they work with teachers to plan for individual professional development

___ 9.2 Utilizes a variety of supervisory skills to use to improve teaching and learning

___ 9.3 Understands adult learning strategies useful for assisting staff in professional development

___ 9.4 Demonstrates an understanding of the methods and principles of personnel evaluation

___ 9.5 Operates within the provisions of each contract as well as established enforcement and grievance procedures

___ 9.6 Sets high expectations and standards for the performance of all teachers and staff

___ 9.7 Empowers others to achieve personal, professional and organizational goals

___ 9.8 Connects professional growth plans and professional development to individual teacher and school learning goals

___ 9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers

___ 9.10 Sets expectations that will ensure that all students are engaged in active learning

___ 9.11 Provides opportunities for teachers to think, plan, and work together

___ 9.12 Pursues improvement of his/her own professional development

10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

___ 10.1 Manifests a professional code of ethics and values

___ 10.2 Makes decisions based on the legal, moral and ethical implications of policy options and political strategies

___ 10.3 Creates, models and implements a set of values for the school

___ 10.4 Develops well-reasoned educational beliefs based upon an understanding of teaching and learning

___ 10.5 Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment

___ 10.6 Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people

___ 10.7 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications

___ 10.8 Demonstrates ability to make decisions within an ethical context

Signatures: Student _____ **Date** _____

Supervising Administrator _____ **Date** _____

Supervising Professor _____ **Date** _____

APPENDIX E:**ADMINISTRATIVE INTERNSHIP LOG EXAMPLE****RECORD OF 80 HOURS**

In maintaining your log, identify a format which lets you accumulate the information easily on a daily basis. Your log should provide succinct reminders of the events which occurred during your internship and should provide an accounting of hours by day/date. It is intended to provide a permanent record of your internship activities and should be shared with your Supervising Administrator and the University Supervisor.

Name: _____

HOURS **DAY/DATE and ACTIVITIES**

- 6.5 10/28/20__ , 8 a.m.-2-30 p.m. General overview of administrative duties and responsibilities; various hall duties and review of teacher handbook, attendance policy, transportation and newsletters.
- 7.5 10/29/20__ , 8 a.m.-3:30 p.m. Master scheduling computer input; revision of substitute handbook and computer literacy survey; various hall duties and review of student handbook.
- 7.5 10/30/20__ , 8 a.m.-3:30 p.m. Scheduling of student leadership conference; prioritized resumes for a math opening and set up interviews; finalized and processed (data entry) FTE counts for summer school.
- 9.5 11/1/20__ , 7 a.m.-4.30 p.m. Interviewed math applicants for available position.

TOTAL HOURS: _____

AT ABOUT THIS POINT, SEND YOUR LOG (ALONG WITH YOUR FIRST STAR FORMATTED ACTIVITY DESCRIPTION) TO THE UNIVERSITY SUPERVISOR.

8. 11/6/20__ , 7 a.m.-3 p.m. Interviewed math applicants and participated in an Aids presentation; met with PTSA president and discussed student leadership conference.
- 7.5 12/7/20__ , 7:30 a.m.-3 p.m. Reviewed math applicant interview notes and prioritized candidate list; reviewed school improvement and teacher handbook; aided in refining master schedule.
- 7.5 13/12/20__ , 7:30 a.m.-3 p.m. Visited county office and data processing; completed letters and mail out of student leadership conference.
- 7.5 14/13/20__ , 7-30-3 p.m. Staffing meetings with assistant principals regarding scheduling, class assignments, fall school year and facilities

TOTAL HOURS: _____

SUBMIT THE FIRST LOG AFTER 25 HOURS AND THE SECOND AFTER 50 HOURS TO YOUR UNIVERSITY SUPERVISOR. . SUBMIT THE FINAL LOG (TOTALING THE MINIMUM OF 80 HOURS) AT YOUR FINAL CONFERENCE WITH THE UNIVERSITY SUPERVISOR.

The final conference will not take place until documentation is received. A grade will not be assigned until all documentation is received and the final conference has taken place.

APPENDIX F

EXAMPLE

DESCRIPTIVE DOCUMENTATION OF YOUR FIELD EXPERIENCES

Florida Principal Leadership Standards

IN ADDITION TO YOUR DAILY LOG RECORDING YOUR HOURS, YOU WILL SELECT AND TURN IN TEN OF THESE DOCUMENTATIONS, ONE FOR EACH OF THE TEN LEADERSHIP STANDARDS

Below is one format which can be used to record your activity on the **Florida Principal Leadership Standards**. The format below will permit you to list all ten areas and keep a running narrative of activities **beginning with those you have completed at some previous point in time**. Find a format for documentation which lets you record activities in sufficient detail so as to permit you to recall important experiences in the future.

As you read the examples of appropriate documentation, **please note**.

Dates are included

Supervisors are noted (parentheses)

Action verbs are used to describe your level of involvement

Activities are included over a period of years

Activities included are completed on the job and in the internship

Florida Principal Leadership Standards which are demonstrated are identified (1-19)

Name: _____

Date: _____

FPLS 3 MANAGING THE LEARNING ENVIRONMENT

Assisted with budget preparation (Principal, bookkeeper) and helped to finalize orders for school supplies - July, 2005. FPLS 3.7

Served on the Central School Building Committee during the 2004-2005 school year and was therefore able to be actively involved in long-range planning; attended two school board meetings during which district bidding plans were presented and discussed (Principal). FPLS 3.6

Central School is constructing a new science facility (as a result of the 2004-05 planning); as the science coordinator, I have been involved with the architectural planning and ordering for the new facility for the last 6 months; this will continue through the next year. A series of monthly meetings have been held; the last meeting was held on June 14 in the office of the school principal. The facility is to be completed by August, 2005. FPLS 3.5, 3.6

APPENDIX G**STAR-FORMATTED ACTIVITY DESCRIPTIONS****Situation****Task****Action****Result**

Using the **STAR** format described below, document a minimum of two (2) activities or events in which you have participated during your internship for two different Principal Leadership Standards. Students participating in targeted selection often must respond to questions of interviewers using STARS. STARS can assist you in reporting clearly and succinctly the important elements of your behavior as you solved a problem, resolved a conflict or took some administrative action.

1. Identify the Florida Principal Leadership Standards for which the STAR is being developed. **(See Appendix C.)**
2. Describe the SITUATION and/or TASK which was presented to you. Your description should discuss the context or setting in which the experience took place or detail the task and its surrounding circumstances.
3. Describe your ACTION. What did you do? What did you say? What were the steps you took to reach your goal or accomplish your objective? In describing your actions, provide a specific step-by-step description of your actions. Do not talk about what you intended to do or what your coworkers did.
4. Report your RESULTS. What was the final outcome? What is your final assessment of the actions you took? The result is the outcome or consequence of actions taken. Were your actions effective in changing or somehow affecting the original situation?

Your star-formatted activity descriptions should provide a fairly complete description but should not exceed two pages (double spaced) in length. It should also provide an example of your best written communication skills. See example on following page.

APPENDIX H

EXAMPLE

STAR-FORMATTED ACTIVITY DESCRIPTIONS*

Name: _____

Date: _____

FLORIDA PRINCIPAL LEADERSHIP STANDARD 2.0 Instructional Leadership

Situation

Establishing classes to meet the needs of summer school candidates for Grades K-5 including students classified ESE.

Task

The task was to establish classes and prepare to hire allocated teachers for these classes. My objective was to put the classes together from the two feeder schools with similar academic need and to find a teacher that would use an academic program to encourage continuous progress during the summer school intercession.

Action

I used the student referral packet and class lists from the two schools feeding into Smithfield School's summer session. I grouped students by grade attempting to balance the classes with similar numbers. The county list of teacher and teaching assistants who had applied for summer school was used, and special attention was given to the teachers who were from the feeder schools. After listing eligible teachers, I began the hiring process. Input on each candidate was sought from the principal or assistant principal of each teacher's home school since we were looking for teachers who used a holistic approach to teaching and would use varied methods to reach children at their level. Teachers also needed to be sufficiently skill driven to strengthen student academic skills as needed. I assumed responsibility for interviewing candidates and in coordination with the administrative staff finalized the recommendations to hire a staff of 25.

To facilitate a smooth summer school, a preplanning meeting for summer school staff was planned and held on May 18. The agenda included

expectations, goals and needs for an effective summer school session. Teacher input was also sought during this meeting.

Result

The final outcome of the preparation for summer school was the core of teachers were hired and ready to begin using the class lists they were given in preplanning. We did have some changes in both lists and teacher assistants at the beginning of summer school. The planning of a strong core of teachers and support personnel was important to the changes that took place on the first day of student attendance. Adjustments were made to class lists, and another teacher was added to assist with unexpected student enrollment.

PLEASE USE DOUBLE SPACING—SINGLE SPACED HERE TO CONSERVE SPACE

APPENDIX I

EXAMPLE

ANNOTATED RECORD/PROFESSIONAL READING

This listing should include handbooks, policy manuals and materials used on site as well as books and periodical literature related to the internship. APA style should be used for books and periodicals. Annotations should provide a brief synopsis of the content/focus of the cited material. A minimum of 3 readings should be included. These readings are not textbooks and assignments from other classes.

Name: _____

Date: _____

BOOKS

Eaker, R. , Dufour, R., & Burnette, R. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*.
Bloomington, IN: National Education Service.

The authors provide steps for beginning to influence the school culture and practices with professional learning communities

PERIODICAL LITERATURE

Stiefel, L., Berne, R., Iatarola, P., & Fruchter, N. (2000). High school size: Effects on budgets and performance in New York City. Educational Evaluation and Policy Analysis. 22(1), 27-39.

The authors studied the effects on student achievement of size of high schools. Economic factors often cited to influence large size were addressed.

HANDBOOKS/POLICY MANUALS/DISTRICT OR SCHOOL INFORMATIONAL MATERIALS

List unpublished materials which are school, district or state specific that were found to be in your reading particularly valuable to you.

APPENDIX J

EDAG 670P, 671, 672 ADMINISTRATIVE INTERNSHIP CHECKLIST

In planning for my internship, I have:

- _____ accessed and read A Guide to the Administrative Internship –EDAG 670P, 671, 672
- _____ completed all of the coursework for my program
- _____ provided Coordinator of Internships with the required documentation
- _____ completed/updated my résumé
- _____ completed application

IN PREPARATION FOR FIRST MEETING WITH ADMINISTRATIVE SUPERVISOR, I HAVE:

- _____ confirmed the time and place with potential site supervisor
- _____ prepared a résumé to be given to potential site supervisor
- _____ prepared copy of tentative goals to be shared
- _____ prepared to discuss specific dates of my availability for internship
- _____ dressed appropriately -- treat this conference as you would a job interview for your first administrative position
- _____ taken form of Agreement to be signed (this document will be returned to Education Internship Coordinator.)
- _____ taken forms of attendance to leave with Supervisor
- _____ set up a second meeting to agree on final goals (this paper will be signed by both intern and Administrative Supervisor and returned to University Supervising Professor.

DURING MY INTERNSHIP, I HAVE:

- _____ obtained signatures and forwarded all required information on Administrative Field Experience/Internship Plan to the university supervisor at the required time (including two logs and one STAR format description)
- _____ contacted the university supervisor at the midpoint of the internship to inform of/discuss progress
- _____ completed Florida Principal Leadership Standards Documentation (description of a single activity/experience) for each of the Florida Principal Leadership Standards

AT OR NEAR THE END OF MY INTERNSHIP, I HAVE:

- _____ scheduled a final evaluation conference with supervising administrator and university supervisor
- _____ completed documentation regarding professional reading
- _____ completed **final** Florida Principal Leadership Standards self-assessment
- _____ completed final log and second activity description in STAR format

APPENDIX K

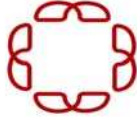
EVALUATION OF FIELD WORK

Field Work (80% of internship grade)*

| | |
|---|---------------|
| 80 hours of supervised internship/logs | 100 |
| Evaluation of Supervising Professor and Administrator (Appendix D) | 565 |
| Final self-assessment (Appendix D) | 100 |
| Documentation of 10 activities (Appendix F) | 100 |
| Two STAR activity descriptions (Appendix G) | 100 |
| Annotated Professional Reading (Appendix I) | <u>50</u> |
| TOTAL | 1015 points * |

* other 20% is from seminar work

Appendix L



Sistema Universitario Ana G. Méndez
Florida Campuses

Supervising Administrator/Mentor
Practicum Agreement Form

Name of Student _____

Name of Practicum Site _____

Complete Site Address _____

Name/Title of Administrator _____

Telephone _____

E-mail Address _____

I agree to serve as Supervising Administrator/Mentor for the above named practicum student; to assist the student in the selection of appropriate leadership/administrative activities; to help the student gain access to meetings of groups such as the school board, district administrators, district and school committees and other appropriate bodies; and to supervise field activities as delineated in the student's goals and work plan. I also agree to evaluate the practicum student's performance on site and to provide evaluative information to the university supervisor.

This agreement is made on _____ by _____
and your Campus.

This agreement will be effective from _____ to _____.

INTERN'S
SIGNATURE _____ DATE _____

SUPERVISING ADMINISTRATOR'S
SIGNATURE _____ DATE _____

SUPERVISING PROFESSOR'S
SIGNATURE _____ DATE _____

**DIRECTOR OF FACULTY
AND CURRICULUM'S**
SIGNATURE _____ DATE _____

EXECUTIVE DIRECTOR'S
SIGNATURE _____ DATE _____

APPENDIX M

**UNIVERSIDAD DEL ESTE
FLORIDA CAMPUSES
INTERNSHIP CENTER ATTENDANCE SHEET**

Student: _____ Internship Center: _____

| Date | Intern | Signature | Time In | Time Out |
|-------------|---------------|------------------|----------------|-----------------|
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| | | | | |
| | | | | |

Number of accumulated hours _____

School's phone number _____

Intern's Signature _____

Supervising Administrator's Signature _____

Supervising Professor's Signature _____

(This sheet will be included in the student's portfolio)

OFFICIAL SEAL OF THE SCHOOL

References

Handbooks:

University of Central Florida
A Guide to the Administrative Internship in Educational Leadership

Sistema Universitario Ana G. Méndez
Florida Campuses
Elementary Education Internship Handbook

Websites:

Florida Department of Education