

Internship Handbook
Administration and Supervision

Department of Leadership, Foundations and Policy
Curry School of Education
University of Virginia



405 Emmet Street
Charlottesville, VA 22904

March
2016

Administration and Supervision Program Curry School of Education University of Virginia

The Administrative Internship EDLF 8988

Description

The primary focus of the leadership preparation program, including the core coursework and the internship, is the preparation of instructional leaders.

EDLF 8988, *Administrative Internship*, is the capstone experience in the Administration and Supervision Endorsement Program. Designed to facilitate the application of knowledge and the development of leadership skills, the internship provides intentionally planned and supervised “real world” opportunities for aspiring administrators to impact learning for all students. The internship requires a minimum of 320 clock hours that integrate leadership standards which are guided by the Virginia Administration and Supervision PreK-12 Endorsement Competencies and the Performance Standards and Indicators for Education Leaders: ISLLC-Based Models for Education Leadership developed by the State Consortium on Education Leadership (SCEL, formerly called the Inter-State School Leaders Licensure Consortium).

Prospective interns will complete the recommended internship activities for the standards as outlined later in the Curriculum section of this document, embedded core activities for each required course, and additional activities designated by the supervisors (site and University) prior to completion of the internship.

Administrative interns will gain experience working with diverse student populations at multiple sites (elementary, middle, high school, central office, and community agencies); and

Administrative interns will focus on personal development of leadership skills, administrative competencies, and strategies for improved student learning that are reflected in current research and that guide instructional leadership for tomorrow’s schools.

Implementation of the Administrative Internship

Course Expectations and Internship Completion

To document and reflect upon internship activities, interns are expected to:

1. Maintain a log of administrative internship activities and hours using the log.
2. Meet with supervising principal and University supervisor on a regular basis.
3. Complete the “Administrative Internship Position Guide” in collaboration with the supervising principal. This will become the foundation of the first meeting.
4. Participation in online and face-to face sessions with other interns and the University

- supervisor, as requested.
5. Compile an electronic dossier of documents from the intern experience which includes the following:
 - Position guide
 - Five-page reflective paper on your internship experience
 - Sampling of artifacts that reflect your activities
 - Copies of all evaluations
 - Internship hours log
 - Other materials requested by supervisors

The grading scale for the internship is as follows: S = Satisfactory and U = Unsatisfactory. Grades are based on the completion of minimum time requirements, completion of internship expectations, and written evaluations by supervising principals. Grades are recorded at the completion of the leadership preparation program when all core assignments have been evaluated.

Prerequisites

Prior to registration for EDLF 8988, *The Administrative Internship*, students shall have:

1. Completed and received a passing grade (B- or above) for a minimum of 21 credits of core coursework including EDLF 7180, *School Law* and EDLF 7811, *Introduction to Supervision of Instruction*. Ideally, the internship will be completed during students' last semesters of the program.
2. Contacted the faculty advisor and gained written approval for the internship experience;
3. Met with the site supervisor/mentor, who must have the PreK-12 Administration and Supervision Endorsement and experience as a school principal. The goals of the meeting are to:
 - a. review the state and University requirements for successful completion of the internship experience; and
 - b. create a list of activities that meet and enhance the minimum state and program requirements for each of the ISLLC Standards.
4. Submitted a letter to the faculty advisor from the site supervisor/mentor agreeing to the provisions of the internship as follows:
 - a. supervise the internship experience;
 - b. assist the intern in meeting each of the requirements of the internship experience;
 - c. meet with the intern and the University supervisor during the internship at mutually agreeable times; and
 - d. evaluate the intern's performance according to University guidelines and using University instruments.

Field Placement

The primary placement for the internship may be, but is not limited to, the intern's home school. Exposure to multiple levels (elementary, middle, high, central office, agencies etc.), as well as diverse student populations, will necessitate activities at additional sites. At least 50 hours of the

internship must take place in multiple sites other than the intern's home school. They must represent experiences at other school levels, central office and community agencies.

It is the student's responsibility to follow school and division policies/requirements in configuring the internship and to seek appropriate school/division approval for the internship experience.

Clock Hours

The internship experience shall consist of a minimum of 320 clock hours, of which 100 are embedded in the required core coursework. The remaining 220 hours shall consist of activities for each of the ISLLC Standards and additional activities specifically designed by the University and site supervisors to meet specific school and diverse PreK-12 student learning needs. Required activities for each ISLLC Standard must be completed.

Supervisors

The site supervisor must have the PreK-12 Administration and Supervision Endorsement and experience as a school principal. The University supervisor is either a resident faculty member from the Administration and Supervision Program, an adjunct professor, or a graduate assistant approved by the Administration and Supervision faculty.

Updated Virginia Requirements for PreK-12 Administrative & Supervision Endorsement

The Legislation

Substantive changes in the requirements for licensure of school personnel, including the endorsement in Administration and Supervision became effective on September 21, 2007. The Virginia Code states the following:

8 VAC 20-22-590. Administration and Supervision PreK-12

B. Approved program route to Level 1 administration and supervision PreK-12 endorsement.

To become eligible for a Level 1 endorsement under this option, the candidate must have:

1. A master's degree from a regionally accredited college or university;
2. Completed three years of successful, full-time experience in an instructional personnel position that requires licensure in Virginia in a public or accredited nonpublic school;
3. Completed an approved program in administration and supervision from a regionally accredited college or university;
4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school; and
5. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration and supervision

endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

Alignment with ISLLC Standards and the SLLA Examination

The University of Virginia Administration and Supervision Program is closely aligned with the Educational Leadership Policy Standards: ISLLC 2008. These standards provide a framework for the internship experience. In addition, the School Leaders Licensure Assessment (SLLA) is based on these standards. The standards are listed below with accompanying functions and are also available on the web at <http://www.npbea.org/projects.php>

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership

- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt

The School Leaders Licensure Assessment (SLLA)

Effective July 1, 2005, The Virginia Board of Education approved the use of the SLLA for individuals who seek a PreK-12 Administration and Supervision endorsement, which authorizes successful candidates to serve as principals and assistant principals. A description of the content of the SLLA can be accessed at the Educational Testing Service (ETS) website

<http://www.ets.org>.

As described by ETS:

“The School Leaders Licensure Assessment (SLLA) measures whether entry-level principals and other school leaders have the standards-relevant knowledge believed necessary for competent professional practice.”

Curriculum (also see A&S Internship Matrix)

Embedded Activities in Core Coursework

Field-based experiences have been embedded in core endorsement coursework and are described below. These experiences are italicized under each course.

EDLF 7805 Human Resource Management in Education (12 hours)

Observation and Interview

Arrange to observe some facet of human resource management (e.g., a recruitment fair, hiring interview, mentoring/induction session, professional development session, evaluation) and conduct a follow-up interview (30 minutes) with a participant in the activity to discuss the goals of the activity, how it is organized, benefits to the school division, and recommendations for improvement.

Write and submit a 4-5 page summary of your observations and reflections, giving them equal weight, on the activity. Attach your interview protocol to the paper. A full transcript of the interview is not necessary but quotes can be used effectively to make key points.

EDLF 7811 Introduction to Supervision of Instruction (12 hours)

Implementation and Evaluation of One Model of Supervision

Choose one of the models of supervision presented in class. Design an observation instrument that is appropriate for the model. Solicit the participation of a colleague, who will serve as a learning partner. Meet with the teacher to discuss his/her professional goals as well as the model you have chosen. Schedule at least two classroom observations, evaluate your colleague's lessons, and share the data and analyses with her/him all utilizing the theoretical and practical components of the model. Solicit feedback from your colleague on your supervisory skills and the viability of the model. Summarize this experience in the format of your choice (digital story, paper, portfolio, powerpoint presentation etc.).

EDLF 7807 The Principalship (12 hours)

Research-based Observation Form

Students working in 2-3 person teams will develop a teacher observation instrument that includes at least 10 indicators of research-based best practice in instruction, measurement, evaluation, and assessment. Each indicator must be keyed to at least one research-based reference. Students should use the instrument to observe one lesson of at least 30 minutes duration. The lesson can be "live" or video-taped. A 5-10 page analysis of the observation should be prepared.

Evaluation of Discipline or Crisis Management Plan

Students will read *Creating Safe Schools for all Children* and list 6 criteria for evaluating a School Discipline Plan and 6 criteria for evaluating a Crisis Management Plan. Using one of these lists, each student will locate an actual School Discipline or Crisis Management Plan and employ the criteria to evaluate the plan in a 5-10 page paper.

EDLF 7812 Leadership for Low-Performing Schools (30 hours)

Action Plan for Low Performing Elementary School

Identify a low performing elementary school (based on frameworks presented in class) from available data posted on the Virginia Department of Education website for the previous school year.

Provide a summary of the data available including division level data (Virginia Triennial School Census, Special Education Child Count, Student Truancy, Home Schooled Students and Religious exemptions, and Discipline, Crime and Violence Incidents by School Division) as well as school data (Fall Membership, Advanced Programs Participation, School Lunch Program, and Assessment Results). Also complete a review of the school website and include demographic, contextual, and assessment information of interest in your description. Be sure to delineate the source of information in your summary.

Using the theoretical and practical frameworks from the course, prepare an Action Plan for the School. Although the primary audience for your plan is the school leadership team, include ideas for all organizational structures and engagement of all constituencies.

The action plan should be 12-15 pages. Since you will present your plan to the entire class, prepare a one-page handout for each of the class members.

Action Plan for Low Performing Secondary School

Identify a low performing secondary school (based on frameworks presented in class) from available data posted on the Virginia Department of Education website for the previous school year.

Provide a summary of appropriate and applicable data including division level data (Virginia Triennial School Census, High School Graduates and Completers, Dropout Statistics by School, Special Education Child Count, Student Truancy, Home Schooled Students and Religious exemptions, and Discipline, Crime and Violence Incidents by School Division) as well as school data (Fall Membership, Advanced Programs Participation, School Lunch Program, and Assessment Results). Also complete a review of the school website and include demographic, contextual, and assessment information of interest in your description. Be sure to delineate the sources of information in your summary.

Using the theoretical and practical frameworks from the course, prepare an Action Plan for the School. Although the primary audience for your plan is the school leadership team, include ideas for all organizational structures and engagement of all constituencies.

The action plan should be 12-15 pages. Since you will present your plan to the entire class, prepare a one-page handout for each of the class members.

EDLF 7813 Technology Leadership (18 hours)

Data Collection Tool

Select an online data collection tool from the list, or find one on your own, and review its purpose and operation. Make an entry on its functions, advantages, and limitations and present to your group.

ETIPS Case

Exercise with data-driven decision-making.

Case/Paper

You will select an instance where technology planning and implementation is occurring and describe and analyze it. The case may concern work that is being carried out in your school or division or another place of interest to you. The case is broken into division sections that correspond to the course's main topics. The case will serve as a vehicle for you to apply what we learn in class.

EDLF 7808 School Finance (16 hours)

Budget Process

A 5-7 page paper on school finance which should focus on budgeting in an individual elementary or secondary school or a school division.

Select one of the following options for the final project:

- a. From your perspective and/or that of others whom you have interviewed, incorporate in your paper views about the following questions: Is the budgeting process utilized here the most effective process that can be designed? If it is not the most effective, how may it be improved? How does the current budget process support the need to promote student achievement?
- b. Students should construct a school budget that supports the need to improve student achievement for a selected content area (social studies, science, English, math, etc.) within a school. Included in the assumptions of the budget should be the total personnel costs (salaries and fringe benefits) for the high school department, middle school team, elementary grade level or other instructional configuration you consider valuable. Also included should be the costs of all materials/supplies, training/conferences, and all other expenditures required to achieve student achievement. The paper should include an overview of the student achievement need and a description of how your budget will support that need directly. Demonstrate, too, how you computed the costs for all proposed expenditures. Justify each non-personnel expenditure item. Assume a total budget of \$500,000.
- c. Students should construct a student activity budget for a school that manages \$1 million of activity annually. Allocate the \$1 million to no more than 25 accounts. Demonstrate and justify how each student activity account supports the schools overarching goal of advancing student achievement.
- d. Students may determine, through their own imagination and initiative, how \$2 million of expenditures may be justified to measurably improve student achievement.
- e. Students may examine any aspect of school management, assessing the selected area from the perspectives of the "big questions" of School Finance (equity, efficiency, effectiveness). Ideally, particular attention would be given to an area pertaining to student achievement, but efforts should be expended, primarily, at analyzing a school or school district through the facets/lenses represented through research and/or this class. (For instance, an individual school can tout success at being fully accredited through Virginia's system of school accreditation. However, through the more detailed measures of performance represented by the NCLB Act, it is revealed that certain subgroups continuously do not perform at a level considered acceptable by the

federal government. Are there issues of equity, efficiency, or effectiveness represented here?)

Additional Activities

A minimum of 220 hours shall consist of field-based, core activities. The activities should reflect all six ISLLC Standards and involve both participant and leadership roles. As the internship progresses, more activities should fall in the leadership category. Additional activities specifically designed by the University and site supervisors to meet specific school and diverse PreK-12 student learning needs may be added.

The activities may include, but are not limited to the following activities, many of which are adapted from *School Leader Internship* by Gary Martin et al. and *A Handbook for Educational Leadership Interns* by William Cunningham. These are based on the ISLLC Standards and indicators:

ISLLC Standard 1; VA Endorsement Competency: A

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Required Activities:

- Be “Principal for a day” and/or shadow a principal for the day to learn more about the various roles, obligations, time commitments, and issues that exist in a single day
- Analyze testing data to identify student needs and help improve instruction

Recommended Activities:

- Organize and facilitate data analysis with the staff
- Serve on a strategic development or planning team
- Review discipline referrals for needed school improvements
- Serve on the school’s committee to analyze the school’s vision/mission statement as it relates to the division’s vision/mission. Provide a summary and recommendations to school.
- Lead a project to develop a strategic plan for increasing students’ literacy skills
- Become a member of or chair the school improvement team and review the School Improvement Plan for the school, and analyze the plan’s development, implementation, and evaluation
- Generate a monthly school newsletter or bulletin with current topics of discussion and current events and activities
- Lead a textbook adoption process
- Chair a team that is writing a grant
- Serve on the school’s technology planning committee

ISLLC Standard 2; VA Endorsement Competency: B

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Required Activities:

- Design, develop and implement a staff development event

- Conduct informal and formal observations, as approved by your supervisor

Recommended Activities:

- Plan a school-sponsored event while working with school leaders, students, staff or other personnel
- Supervise a curriculum revision
- Plan educational programs for exceptional or diverse students
- Attend a superintendent or central office meeting
- Attend a professional conference
- Collaborate with teachers to identify and to assess students at-risk of not succeeding in school
- Coach beginning teachers
- Audit the effectiveness of professional development
- Create staff development for teachers and staff based on the school's current or projected needs
- Analyze student attendance rates and create an attendance improvement plan
- Create commendation letters for staff
- Suggest effective teaching strategies
- Help a teacher who does not teach an SOL course create a thematic unit incorporating the SOL
- Study an aspect of division policies and analyze how the school is implementing them
- Organize and lead a professional learning community
- Prepare a school report for the central office or the school board
- Write a grant proposal for external funding for new pedagogical approaches
- Improve student extracurricular activities
- Orient new staff members
- Serve as a summer school principal

ISLLC Standard 3; VA Endorsement Competency: C

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Required Activities:

- Participate in the hiring/selection process
- Help prepare the master schedule
- Talk with a school administrator about his/her approach to implementing the budget and how it impacts the instructional program

Recommended Activities:

- Be accountable for and distribute standardized testing materials
- Prepare a Behavior Improvement Plan and/or a Functional Behavioral Assessment for a chronically-disciplined student in collaboration with school counselor, school psychologist, or special education teacher
- Assist in preparing the budget
- Conduct a safety audit

- Oversee building maintenance
- Arrange bus transportation for a special school event
- Prepare accountability reports for local, state and federal compliance
- Work on a student discipline appeal
- Conduct a faculty meeting
- Conduct a parent-teacher or parent-teacher-student meeting
- Manage textbook ordering/inventory
- Complete a new teacher observation
- Prepare a specialized school-based report
- Find funding sources for individual student needs
- Order materials to support instructional needs
- Monitor truancy and attendance
- Monitor student health and special needs
- Develop and present a study of school discipline problems
- Monitor cleanliness and operations of the school plant

ISLLC Standard 4; VA Endorsement Competency: D

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Required Activities:

- Work with the PTO/PTSA/PTA on a school activity

Recommended Activities:

- Contact or assess community resources to provide student/family enrichment
- Involve family, business and/or community members in a school-wide project
- Assess academic/career guidance and decision making
- Plan and conduct a school fund-raising event
- Establish community, business, institutional and/or civic partnerships
- Facilitate constructive conversations on student learning or achievement
- Plan and conduct parent information meetings
- Assist in the development of a crisis management plan
- Develop a proposal to increase parental involvement
- Develop an orientation brochure for parents and visitors

ISLLC Standard 5; VA Endorsement Competency: E

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Required Activities:

- Oversee IEP meeting with support from school supervisor

Recommended Activities:

- Analyze the school in terms of ethics, fairness and diversity, and share with administrative team
- Undertake specific project to promote equity, fairness and respect for school/community members

- Implement a strategy to develop or strengthen positive school culture
- Validate legal and ethical use of technology in collaboration with technology supervisor
- Evaluate a planned school program for offensiveness and constitutionality
- Examine the methods used to gain consensus
- Address the value of diversity in school programs

ISLLC Standard 6; VA Endorsement Competency: F

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Required Activities:

- Attend a school board meeting
- Actively participate in professional or cultural organizations

Recommended Activities:

- Plan a school-wide cultural or educational celebration
- Work to influence policies to enhance student achievement
- Identify, assess and address social factors affecting the school
- Evaluate school programs for political, legal, cultural, and economic awareness
- Investigate anti-harassment policy and strategies
- Observe a student due process hearing
- In collaboration with supervisor, work with judicial system in the resolution of a Juvenile Court case
- Work with your supervisor to develop or manage a contractual agreement
- Assess the cultural responsiveness of the school and make recommendations on areas for improvement
- Make a presentation to a School Board on an emerging issue or trend that impacts the school community

Assessment Strategies

Formative

University and site supervisors will meet with the intern a minimum of three times during the experience. The purpose of initial contact is to plan the internship based on the intern's prior experiences and their needs for further professional development. The purpose of subsequent contact is to make adjustments in activities based on the intern's performance midway through the experience. A mid-point assessment will be completed by the site supervisor and will guide the discussion. Student activities will be reviewed for breadth across the ISLLC Standards, experiences at multiple locations, and a heavy emphasis on curriculum development and assessment.

Summative

The purpose of the final meeting will be to review the final evaluations of the site supervisor. Credit will be awarded to the intern based on the final recommendation of the supervisors and upon completion of the state approved program.

**The Administrative Internship EDLF 8988 Matrix
Alignment of Internship Activities/ISLLC Standards**

Embedded Activities (Students may count a maximum of 100 hours toward the internship.)

Required Activity	ISLLC Standards
Internship Hours Log	All
Course embedded activities	
<i>ETIPS Case</i> (Technology Leadership, EDLF 7813)	1, 2, 3
<i>Implementation and Evaluation of One Model of Supervision</i> (Introduction to Supervision of Instruction, EDLF 7811)	3
<i>Case/Paper</i> (Technology Leadership, EDLF 7813)	1, 2, 3
<i>Turnaround Action Plan for a Low Performing Elementary School</i> (Leadership for Low-Performing Schools, EDLF 7813)	1, 2, 3
<i>Turnaround Action Plan for a Low Performing Secondary School</i> (Leadership for Low-Performing Schools, EDLF 7812)	1, 2, 3
<i>School Discipline or Crisis Management Plan</i> (Principalship, EDLF 7807)	4
<i>Observation and Interview</i> (Human Resource Management, EDLF 7805)	3
<i>School Budget Project</i> (School Finance, EDLF 7808)	2, 3
<i>Research-based Observation Form</i> (The Principalship, EDLF 7807)	3
<i>Data Collection Tool</i> (Technology Leadership, EDLF 7813)	3
<i>Finance Final Project</i> (School Finance, EDLF 7808)	2, 3

Appendix A: Administrative Internship Position Guide

Name:

Email Address:

Internship Dates:

School(s):

School Mailing Address:

School Phone #: School

*Website: **Supervising***

Principal: *School*

Phone #:

Email Address:

Other Contact People

School Phone #

Email Address:

Additional/Other pertinent information concerning the internship:

ISLLC Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

A. Collaboratively develop and implement a shared vision and mission

Activities:

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Activities:

C. Create and implement plans to achieve goals

Activities:

D. Promote continuous and sustainable improvement

Activities:

E. Monitor and evaluate progress and revise plans

Activities:

ISLLC Standard 2

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

Activities:

B. Create a comprehensive, rigorous and coherent curricular program

Activities:

C. Create a personalized and motivating learning environment for students

Activities:

D. Supervise instruction

Activities:

E. Develop assessment and accountability systems to monitor student progress

Activities:

F. Develop the instructional and leadership capacity of staff

Activities:

G. Maximize time spent on quality instruction

Activities:

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

Activities:

I. Monitor and evaluate the impact of the instructional program

Activities:

ISLLC Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

A. Monitor and evaluate the management and operational systems

Activities:

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Activities:

C. Promote and protect the welfare and safety of students and staff

Activities:

D. Develop the capacity for distributed leadership

Activities:

- E. *Ensure teacher and organizational time is focused to support quality instruction and student learning*

Activities:

ISLLC Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- A. *Collect and analyze data and information pertinent to the educational environment*

Activities:

- B. *Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources*

Activities:

- C. *Build and sustain positive connections with families and caregivers*

Activities:

- D. *Build and sustain productive connections with community partners*

Activities:

ISLLC Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- A. *Ensure a system of accountability for every student's academic and social success*

Activities:

- B. *Model principles of self-awareness, reflective practice, transparency, and ethical behavior*

Activities:

- C. *Safeguard the values of democracy, equity, and diversity*

Activities:

- D. *Consider and evaluate the potential moral and legal consequences of decision-making*

Activities:

- E. Promote social justice and ensure that individual student learning inform all aspects of schooling*

Activities:

ISLLC Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- A. Advocate for children, families, and caregivers*

Activities:

- B. Act to influence local, district, state, and national decisions affecting student learning*

Activities:

- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies*

Activities:

Appendix C: Internship Evaluation Form

Date: _____

Intern's Name: _____

Intern's Supervisor: _____

Person Completing Form: _____

Term of Service: _____

Directions:

Both the supervising principal and administrative intern will be asked to complete this evaluation form two times during the term of service for the internship, at the midpoint and the endpoint. The form will serve as a self-assessment by the intern and as a formal assessment by the supervising principal. It should promote the development of the necessary skills for school administration by providing feedback to the intern during and after the internship experience regarding his or her areas of strength and weakness.

This evaluation instrument is based upon the 2008 revised Interstate School Leaders Licensure Consortium (ISLLC) Standards. The ISLLC Standards have helped guide school administration policy and practice since 1996 in more than 40 states.

In the space to the left of each competency/skill under "mid" (for midpoint), please place a numerical score from 1 to 4 with 1 being undeveloped skills and moving along the continuum to a 4 for fully developed skills. Place an N next to any competency/skill that has not been observed.

1	2	3	4
Undeveloped	Somewhat Developed	Adequately Developed	Fully Developed

N = Not Observed

Please share your evaluation with the intern and then forward a copy to the intern's adviser at U.Va. (address at the end of this form). Keep the original for the final evaluation when you will again score each of the competencies in the "final" column.

Thank you for taking the time to assess the professional growth of your intern.

Sincerely,

Internship Supervisor

Intern's Name: _____

Intern's Supervisor: _____

ISLLC Standard 1: Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

Mid	Final	
		1. Assists in communicating the vision and mission of the school to staff, parents, students and community.
		2. Analyzes relevant data pertaining to students and programs.
		3. Identifies barriers to achieving the vision and mission of the school; works to eliminate obstacles to implementing the vision and mission.
		4. Facilitates the use of the vision and mission of the school to shape the educational program for all students.
Midpoint Comments:		
Final Comments:		

ISLLC Standard 2: Instruction and Learning

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Mid	Final	
		1. Assists in monitoring the curriculum and the overall instructional program.
		2. Provides helpful feedback regarding the improvement of instruction for individual teachers.
		3. Assists in improving and developing instructional programs.
		4. Is actively involved in staff development that focuses on curriculum and instructional issues.
		5. Provides positive and negative feedback on curriculum and instructional improvement.
		6. Assists in the selection, induction, support, evaluation and retention of quality instructional and support personnel.
		7. Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement.
Midpoint Comments:		
Final Comments:		

Intern's Name: _____

Intern's Supervisor: _____

ISLLC Standard 3: Management and Operations

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Mid	Final	
		1. Maintains effective discipline and fosters a safe and positive environment for students and staff.
		2. Effectively coordinates the daily operation of the assigned area(s) of responsibility.
		3. Effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
		4. Demonstrates effective organizational skills to achieve school, community, and division goals.
Midpoint Comments:		
Final Comments:		

ISLLC Standard 4: Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Mid	Final	
		1. Maintains and promotes effective communication and interpersonal relations with students and staff.
		2. Maintains and promotes effective communication and interpersonal relations with parents and other community members.
		3. Works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.
Midpoint Comments:		
Final Comments:		

Intern's Name: _____

Intern's Supervisor: _____

ISLLC Standard 5: Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Mid	Final	
		1. Maintains consistent dialogue with mentoring principal on issues of leadership, internship performance, and university studies.
		2. Models professional, moral, and ethical standards as well as personal integrity in all interactions.
		3. Works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.
		4. Takes responsibility for and participates in a meaningful and continuous process of professional development.
		5. Provides service to the profession, the division, and the community.
Midpoint Comments:		
Final Comments:		

ISLLC Standard 6: Political, Social, Legal, Economic and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Mid	Final	
		1. Understands issues and laws relevant to education and public schools.
		2. Advocates for children and families.
		3. Comprehends the principles of representative governance that are critical to American public education.
		4. Communicates within the school community with diverse community groups.
Midpoint Comments:		
Final Comments:		

Appendix D: Supervisor Support Letter Template

Replace bold text as appropriate.

Date

Dr. Denny Berry
Administration and Supervision
Curry School of Education, University of Virginia
7054 Haycock Road
Falls Church, VA 22043

RE: **Intern Name**

Contact # (W): _____ (H): _____

Dear Dr. Berry,

Intern Name is a student at the Curry School of Education at the University of Virginia's Northern Virginia Center and is fulfilling state requirements for certification in school administration. This letter is to confirm that I have agreed to supervise **Intern Name's** internship and will provide ongoing opportunities for significant leadership experiences during the time period of ____ to ____.

As the principal at **School Name**, I am willing to work with **Intern Name** to develop a plan that provides experiences in curriculum development, staff development, school and community relations, student discipline, and personnel evaluation. I understand I will meet with **Intern Name** at least weekly to check progress. **He/She** is required to submit a written plan to Curry describing the proposed experiences and will complete a log and a portfolio of artifacts as the internship progresses.

I understand I will be asked to evaluate **Intern Name** based on criteria provided by the Curry School of Education and may meet with me or another University representative once or twice during the internship.

Sincerely,

Principal Name
School
Phone Number
Email Address