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Purpose of the Handbook

The following document details the specifications of the administrative internship experience for students seeking the Virginia pK-12 Administration and Supervision endorsement through the Curry School of Education and the University of Virginia.

Specifically, the handbook is designed to:
- Inform the prospective intern and supervising principal of the University’s requirements for the internship experience;
- Inform the prospective intern and supervising principal of the Commonwealth’s requirements for the internship experience;
- Provide the intern and supervising principal with the evaluation criteria.
- Provide examples of internship activities, records, and documents;
- Include references for the intern to assist in planning and executing the experience; and
- Assist the intern in managing multiple sites and 320 hours of activities aligned with the Educational Leadership Policy Standards: ISLLC 2008 (ELP).

Overview of the Internship Experience

The primary focus of the leadership preparation program, including the core coursework and the internship, is the preparation of administrators as instructional leaders. Through the internship, students will experience the challenges and opportunities that face school administrators on a daily basis. Upon successful completion of the internship, the student will fulfill the Virginia internship requirements and will have gained valuable administrative experience.

The 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 rising administrators to impact learning for all students. The internship requires a minimum of 320 clock hours that integrate leadership, organizational, instructional, and contextual standards guided by the Virginia PreK-12 Administration and Supervision endorsement competencies and by the Educational Leadership Policy Standards: ISLLC 2008 developed by the National Policy Board for Educational Administration.

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 9/21/2007. The Virginia Code states the following:

8 VAC 20-22-590. Administration and supervision pre K-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. Competed 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 and initial administration and supervision endorsement who are interested in serving a central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

Virginia Internship Requirements

The new law requires an administrative internship as part of the licensure process, and it provides details on what the internship must include. The internship must be an “integral component” of the administrator preparation program with the following requirements:

   1. Students will need to complete at least 320 hours of an internship.
   2. The internship must be structured and supervised.
   3. The internship must provide “exposure” to multiple sites: elementary, middle, high central office and agencies as well as to diverse student populations.
   4. The internship must focus on instructional leadership and learning for all students.
   5. The internship must be in a public or accredited nonpublic school.

Alignment with ELP 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.ccsso.org/.

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 an 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.

The assessment is described by ETS as:

“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.”

The six-hour assessment is divided into four sections:

**Evaluation of Actions I** (1 hour) - Ten short vignettes covering situations a principal might encounter. Candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.

**Evaluation of Actions II** (1 hour) - Six longer vignettes. Each presents a dilemma based on typical school issues. Candidates analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.

**Synthesis of Information and Problem Solving** (2 hours) - Two case studies involving teaching and learning issues. In each case, candidates propose a course of action to address a complex problem, referring to a set of documents, and a short scenario describing a school and its community.

**Analysis of Information and Decision Making** (2 hours) - Seven documents that relate to teaching and learning issues. Candidates answer two questions about each document.”
Administration and Supervision Internship

Objectives of the Administrative Internship

The internship provides an opportunity for students to work alongside experienced administrators in “real” school settings. The goals and objectives of the administrative internship experience include the following:

1. Administrative interns will gain experience through activities that link standards-relevant knowledge to the regular routines, situations, issues, and dilemmas faced by principals and assistant principals.
2. Administrative interns will gain experience working with diverse student populations at multiple sites (elementary, middle, high school, central office, and community agencies);
3. Administrative interns will focus on personal development of leadership skills for all students, administrative competencies, and strategies for improved student learning that are reflected in current research and that guide instructional leadership for tomorrow’s schools.
4. Administrative interns will benefit from the experiences, skills, and knowledge of the mentors at each site.

Course Expectations and Internship Completion

Administrative interns must complete all core required internship activities as outlined in the curriculum section of this document as well as additional activities designated by the supervisors (site and University) prior to completion of the internship. Specifically, to fulfill the internship portion of the course, interns are expected to:

1. Maintain a log of administrative internship activities and hours using the excel spreadsheet formatted for this activity.
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. A copy of the position guide must be submitted to the advisor prior to the meeting.
4. Participation in online and face-to-face sessions with other interns and the University supervisor.
5. Compile a professional portfolio of the intern experience. The requirements/components are listed below, but should not be limited to the these minimum requirements:
   - Maintain a reflective journal with ongoing, regular entries about the internship
   - Write a 5-page reflective closure paper of your internship experience
   - Provide evidence of activities aligned to each of the ELPS
   - Include copies of all evaluations

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 of supervising principals. Grades are recorded at the
completion of the leadership preparation program when all core assignments have been evaluated.

**Internship Implementation**

**Prerequisites**

Prior to registration the Administrative Internship, the following requirements must be met:

1. The intern must have completed and received a passing grade (B- or above) for a minimum of 21 credits of core coursework including *School Law, Introduction to Supervision of Instruction, School Finance*, and *School and Community Relations*. Ideally, the internship will be done during students’ last semester of the program. Students will be given credit for the internship at the end of the endorsement program.

2. The intern must contact the faculty advisor and gain written approval for the internship experience;

3. The intern must meet with the site supervisor/mentor. The goals of the meeting are to:
   - review the state and University requirements for successful completion of the internship experience; and
   - complete the Administrative Internship Position Guide, describing activities that meet and enhance the minimum state and program requirements for each ELPS. A comprehensive list of required activities as well as other potential activities is included in this document.

4. The intern must submit a letter to the faculty advisor from the site supervisor/mentor agreeing to the provisions of the internship as follows:
   - supervise the internship experience;
   - assist the intern in meeting each of the requirements of the internship experience;
   - meet with the intern and the University supervisor regularly (at least 3 times) during the internship at mutually agreeable times; and
   - evaluate the intern’s performance according to University guidelines 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), as well as diverse student populations, will necessitate activities at additional sites.

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

**Clock Hours**

The internship experience shall consist of a minimum of 320 clock hours, of which 120 may be embedded in the required core coursework. The remaining 200 hours shall consist of activities
that are aligned with each ELPS as well as additional activities specifically designed by the University and site supervisors to meet specific school and diverse k-12 student learning needs.

**Supervisors/Mentors**

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 or an adjunct professor approved by the Administration and Supervision faculty.

**Timeline**

The internship is a comprehensive experience consisting of a minimum of 320 hours. Students will register for EDLF 894 one semester, but the experience may require additional semesters for completion. The final grade for the internship will not be recorded until all the requirements for the internship as well as the embedded course activities have been successfully completed.

**Curriculum**

**General Requirements**

Students will successfully complete all assignments and activities outlined in this document as well as additional activities specified by the site and University supervisors. The course-embedded activities listed below and the indicated hours can be credited toward the required internship hours. Note: Course numbers in the following list reflect course numbers used prior to the renumbering process in 2009 (three digits) and the course numbers used afterwards (four digits).

**Embedded Activities in Core Coursework**

- **EDLF 776/7804 Public School Administration** (8 hours)
  Project on disparity and the effect on student diversity:
  The differential ability of rural, suburban, and urban school districts to support educational programs dramatically affects opportunities for diverse students. Each student will analyze data to determine strategic plans for adequately funding programs to enhance access and participation of diverse student learners. Each student will write a 3-4 page paper identifying the lack of opportunities for diverse students and describe solutions for correcting the differential level of funding.

- **EDLF 777/7804 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 881/7811 Introduction to Supervision of Instruction**  (16 hours)
Letter of self-recommendation to a Superintendent:
In this letter, provide a strong rationale for your employment as a building level leader.

Implementation and evaluation of one model of supervision:
Choose one of the models of supervision presented in class. 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 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.) and include any instruments utilized.

**EDLF 778/7806 School and Community Relations**  (20 hours)
School Safety and Crisis Management - What if you are the 6:00 news?
Schools are often in the position of reactively communicating with their communities in terms of school safety. Schools benefit from proactive communication regarding safety. Through positive communication, school leaders can build a community’s sense of trust in the school’s ability to keep children and staff safe during an emergency situation. This assignment will help you be proactive in sharing your school’s safety efforts with all constituents. Such communication can have multiple benefits, including increasing stakeholders’ perceptions of safety, providing an opportunity for “buy in” from internal and external publics, and opening the door for feedback regarding ways to improve school safety.

You are to prepare a simple, public-friendly “document” regarding safety measures that are in place in your school. Consider a tri-fold flyer to be sent home, a series of posters for the hallway, several cable channel 36 slides, a brief PowerPoint for Back-to-School Night, or any other medium approved by your instructor. *For our purposes – please use a pseudonym for the school.* The intended school audience is all school stakeholders – students, parents, staff, and community members. Attach two to three paragraphs that reflect on your decisions regarding what to include, what to leave out, and your revelations concerning proactive communications about school safety. To properly prepare this document, you must familiarize yourself with your school’s safety measures. You must carefully decide what is and isn’t appropriate to share with stakeholders. Consider your word choice and tone – this must be created with a proactive outlook and positive language capable of building trust and improving communications. An additional benefit is that you may also become aware of safety measures NOT in place in your school.

**EDLF 875/7810 School Law**  (8 hours)
Virginia School Law Activity:
Students will work in groups of 3-4 on questions regarding the Code of Virginia. Class time will be provided to start this activity but the group must submit one set of answers in written form with Code citations. Everyone in the group will receive the same grade.

EDLF 779/7807  The Principalship  (12 hours)
Assignment 2: 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.

Students will read *Creating Safe Schools for All Children* and list 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 589/5500  Leadership for Low-Performing Schools  (16 hours) [or 16 hours from School Improvement]
Final Project: Action Plan for Two Low Performing Schools

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 2007-2008 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 you 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.

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 2007-2008 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 you 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 589/5500  School Improvement  (16 hours) [or 16 hours from Leadership for Low Performing Schools]
Use the School Matters website to compare your school district and 3 others in the state. Print your comparison chart and discuss what the data “say” and “mean” in a 3-page reaction paper.

School profile: Develop a 3-page school profile that combines narrative and graphical representations of the information. Be sure to include information on students, staff, and programs.

Critique of school improvement plan: Obtain a copy of a local school improvement plan and bring it to class for discussion and review. Each student will then critique their selected school improvement plan based on the required components discussed in class. In 5 pages or less, students are expected to cite strengths and weaknesses of the plan, giving a rationale for their assertions, and recommend ways to strengthen it.

School improvement project: Students will work in triads to develop a major strand of a school improvement plan with the necessary rationale and data analysis to support the identification of a problem and suggested research-based strategies for improvement. See “Suggested References” or identified web sites for research to support various intervention strategies. The submitted paper should include the following: an introduction and school profile, needs assessment to document the identified problem area using multiple measures to substantiate, review of the research on strategies to address concern (short literature review of 3-4 pages with 5-7 references, see Guidelines for Writing Research Papers), clearly defined goals and performance expectations and ongoing monitoring strategies. An appendix to the paper should be a 1-2 page action plan that visually organizes your improvement efforts and includes the goals, tasks or objectives, timeline, monitoring strategy(ies), and personnel responsible. The assignment should be approximately 15-20 pages.

EDLF 714/7140  Schools as Professional Learning Communities  (8 hours)
Final Project - Educational Platform:
Write a statement outlining your educational assumptions, beliefs and valued practices. Address and specifically link the concepts of learning, teaching, and leading. Possible topics to explore are your thoughts on the purposes of education, the nature of learning, the teacher’s role in learning and the creation of professional learning environments. In addition, discuss how your unique beliefs and dispositions qualify you to create rich learning environments for students with diverse learning needs. Specifically link your strengths to the special needs of your children. Refer to the assigned books and two additional research-based articles that support your beliefs about schools as professional learning communities. Use citations to indicate the sources of your thinking. Articulate succinctly your ideas in 4-5 pages. Submit a draft of your paper to the instructor.
for feedback. Bring your draft statements to class in order to share in small
groups and receive peer feedback on your ideas.

The purpose of this exercise is to develop clarity about your goals as an educator
And leader in an educational setting. Clarity of purpose can help guide you in
your own work and help you communicate your ideas to those with whom you
will work. Most leaders view this process as essential in defining who they are,
what they are trying to achieve, and how they plan to accomplish it.

EDLF 589/5500 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: Specific information will be given in class.

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 district or another place of interest to you. The case is broken into district sections
that correspond to the institute’s main topics. The case will serve as a vehicle for you to apply
what we learn in class.

EDLF 783/7808 School Finance (15 hours)
A 5-7 page paper on school finance which should focus on budgeting in an individual elementary
or secondary school or a school district.

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 which 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 which 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 which 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?)

The papers will be presented in small-groups.

Additional Activities

A minimum of 200 additional hours shall consist of activities aligned to the ELP Standards and specifically designed by the University and site supervisors to meet specific school and diverse k-12 student learning needs.

The internship experience may include, but is not limited to the following activities. Each of the activities with an * is a required activity and must be completed by the intern.

* Educational Leadership Policy Standard 1

- Analyze data to identify student needs.
- Organize and facilitate data analysis with the staff.
- Analyze testing data which will inform decision making to improve instruction.

- schedule and allocation of space. Provide a summary of the analysis including recommendations.
- Review and compare two different district/school vision statements. Note strengths and weaknesses of each and make recommendations.
- Participate in the process of developing a school’s vision statement.
- Lead a project to develop a strategic plan for increasing student’s literacy skills.
- Review the strategic plan for the school, and analyze the personnel involved in the plan’s development, implementation, and evaluation.
- Assume an administrator’s schedule to experience the various roles, obligations, time commitments, and issues that exist in a single day.
- Generate a weekly/monthly staff newsletter or bulletin with current topics of discussion and current events and activities.
- Participate in a textbook adoption process.
- Conduct a projected building utilization study.
- Identify and address barriers to achieving the school’s mission.
- Assess programs and activities to ensure alignment with the vision.
- Serve on a strategic development or planning team.
- Review discipline referrals to determine patterns and to inform school improvements.
- Review policies for student transportation.
- Become a member of or chair the school improvement team.
- Address the school board on a key issue.
• Chair a team that is writing a grant.
• Serve on the school’s technology planning committee.

**Educational Leadership Policy Standard 2**

- Aid in the planning, preparation, and delivery of professional development for the school or division.
- Plan a school-sponsored event while working with school leaders, students, staff or other stakeholders.
- Identify diversity issues based on ethnicity, race, learning needs, achievement, and differences in philosophies and behavior patterns of all stakeholders.
- Conduct informal and/or walk through observations.

- Assist a teacher in non-designated SOL courses to implement the SOL.
- Design or evaluate/redesign a program for teachers, staff, or students based on the school’s current or projected needs.
- Analyze student attendance and truancy rates and develop and implement an attendance improvement plan.
- Create commendation letters for staff.
- Attend and/or participate in a professional conference.
- Suggest and model effective teaching strategies to a novice or struggling teacher.
- Train staff members to use a computer program or Internet site.
- Attend or supervise a curriculum revision.
- Plan educational programs for exceptional or diverse students.
- Study district policies and evaluate how the school is implementing them; make suggestions for improvement.
- Organize and lead a professional learning community.
- Attend a superintendent, central office, or Board of Supervisor meeting.
- Collaborate with teachers to identify and to assess students at-risk of not succeeding in school.
- Prepare school reports for the central office or the school board.
- Write a grant proposal for external funding for new pedagogical approaches or programs based on student learning needs.
- Improve student extracurricular activities.
- Participate or facilitate new staff member orientation.
- Serve as a summer school principal or assistant principal.
- Coach beginning teachers.
- Design evaluation instruments for professional development or analyze current evaluations for professional development.

**Educational Leadership Policy Standard 3**

- Facilitate a faculty meeting.
- Oversee some aspect of building maintenance or operation.
- Help prepare the master schedule.
• Assist in preparing a budget.
• Prepare accountability reports for local, state and federal compliance.
• Be accountable for and distribute standardized testing materials or assist designated testing coordinator.
• Prepare a BIP and/or a FBA for a chronically-disciplined student.
• Work on a student discipline appeal.
• Conduct a parent-teacher-student meeting.
• Manage textbook ordering/inventory.
• Control inventory/receiving of supplies.
• Input financial data with the bookkeeper.
• Conduct a safety audit.
• Arrange bus transportation for a special school event.
• Input student discipline information into a computer program.
• Complete a new teacher observation.
• Prepare a specialized school-based report.
• Identify funding sources for individual student needs.
• Order materials to support instructional needs.
• Participate in panel interviews or some other aspect of the hiring/selection process.
• Monitor student health and special needs.
• Develop and present study of incidence and source of discipline problems
• Develop/update job descriptions.

* Educational Leadership Policy Standard 4

* Develop a program for school-community relations.
* Work with the PTO/PTSA/PTA on a school activity.
* Contact or assess community resources to provide student/family enrichment.

• Oversee volunteer hours/placements
• Involve family, business and/or community members in a school-wide project.
• Prepare a news release.
• Assess academic/career guidance and decision making.
• Plan, conduct, or facilitate a school fund-raising event.
• Present school improvement initiatives to the community.
• Establish community, business, institutional and/or civic partnerships.
• Facilitate constructive conversations on student learning or achievement with varied constituencies.
• Write a bulletin or newsletter for parents and/or the community.
• Plan and conduct parent information meetings.
• Answer telephones and greet guests in the main office.
• Develop a proposal to increase parental involvement.
• Develop an orientation brochure for parents and visitors.
• Develop parenting skill courses.
Educational Leadership Policy Standard 5

- Promote equity, fairness and respect for school/community members.
- Evaluate legal and ethical use of technology including student cell phone usage.
- Analyze the school in terms of ethics, fairness, and diversity.
- Mobilize staff to facilitate a positive culture.
- Oversee IEP/Causality meeting.
- Revisit leadership platform for administrative action.
- Facilitate a discussion about ethical practices with teachers, staff, or administrators.
- Collect information for an appeals hearing.
- Evaluate a planned holiday program for offensiveness and constitutionality.
- Examine the fairness of methods used to gain consensus.
- Address the heritage and values of diversity in school programs.

Educational Leadership Policy Standard 6

- Evaluate school programs for political, legal, cultural, and economic correctness.
- Assist in the nurturing of a culture of high expectations.
- Plan a school-wide cultural or educational celebration.
- Identify, assess, and address social factors affecting the school.
- Influence public policy to support student success.
- Develop anti-harassment policy and strategies.
- Actively participate in professional, political, or cultural organizations.
- Submit an article for publication.
- Collect information and participate in a student due process hearing.
- Work with the judicial system in the resolution of a Juvenile Court case.
- Develop or manage a legal and contractual agreement.
- Influence the legislation on policies that benefit students.
- Review recent court cases to determine impact on programs and supervision.

Assessment Strategies

Formative

University and site supervisors will meet with the intern a minimum of three times during the experience. The purpose of the first meeting is to plan the experience based on the intern’s competencies in each of the ELP Standards. The Administrative Internship Position Guide will provide a foundation for the discussion.

The purpose of the second meeting is to make adjustments in the experience based on the intern’s performance midway through the experience. The purpose of the third meeting is to
provide an opportunity for the intern and supervising principal to reflect on the entire internship experience and to provide the University supervisor with feedback about the program.

**Summative**

An additional purpose for the third meeting is to review the final evaluations of the supervisor. The supervisor will complete the final evaluation using an instrument developed by the Administration and Supervision faculty and will include a recommendation about the final disposition of the internship experience. Credit will be awarded to the intern based on the final recommendation of the supervisors and upon completion of the endorsement program.
Appendix A: Administrative Internship Position Guide

Welcome!

The purpose of the administrative internship is to provide an intensive and realistic administrative experience for students who plan to become educational leaders. Through this internship, students will experience the challenges and opportunities that face school administrators daily. In addition, once the internship is completed the student will have fulfilled the state requirements for the administrative endorsement and gained valuable administrative experience.

Each administrative intern is responsible for writing a position guide that includes responsibilities assigned by the principal and those experiences needed by the intern to have a comprehensive administrative experience. The intern should complete this guide and have it reviewed by his/her advisor and supervising principal before starting the internship.

As seen in this guide, the administrative internship program has been aligned with the 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. For each of the six standards, please list at least one activity that will meet the specific requirements for that area.

In addition, the administrative internship program has been updated to fulfill the Commonwealth of Virginia’s updated regulations for the Administration and Supervision endorsement. Per Licensure Regulations for School Personnel (effective September 21, 2007), 8VAC20-22-10 et. seq., individuals seeking endorsement at the Level I, PreK-12 Administration & Supervision, must have:

> 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.

A sample format is attached for your aid in organizing the elements of your guide. Please see me if you have any questions or concerns about your administrative internship.

Sincerely,

Director of Internship Program
University of Virginia, Curry School of Education
405 Emmet Street, Charlottesville, VA 22903
434-924-3866 fax
Administrative Internship Position Guide

Name:

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:
ELP 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. Create and implement plans to achieve goals
   Activities:

E. Promote continuous and sustainable improvement
   Activities:

F. Monitor and evaluate progress and revise plans
   Activities:

ELP 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:

**ELP 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:

**ELP 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:

**ELP 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:

**ELP 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:
Sample Administrative Internship Position Guide

Name: Darlene Davis

Internship Dates: 9/2008-12/2008

School(s): Charlottesville HS

School Mailing Address:
1400 Melbourne Road
Charlottesville, VA 22901

School Phone #: 434-245-2410

School Website: www.ccs.k12.va.us

Supervising Principal:
Mr. Kenneth Leatherwood

School Phone #: 434-245-2410

Email address: Kenneth.leatherwood@ccs.k12.va.us

Other Contact People
Lawrence Clarke, Assistant Principal

School Phone #: 434-245-2410

Email address: Lawrence.clarke@ccs.k12.va.us

Additional/Other pertinent information concerning the internship:

I plan to go 1 day a week from 8am-4pm, most likely on Thursdays. During Fall break, Thanksgiving and after my exams I will try to do 2-3 days a week.

This is the school I taught at for 3 years before going back to graduate school, so I am familiar with the staff and students.
ELP 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:
• Analyze the school’s vision/mission statement as it relates to the school’s master schedule. Provide a summary and recommendations to the principal.
• Review and compare two different district/school vision statements. Note strengths and weaknesses of each and make recommendations to the principal.

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

Activities:
• Analyze Math SOL testing data to help improve classroom instruction
• Analyze English SOL data to identify at-risk student needs in the area of Reading.

C. Create and implement plans to achieve goals

Activities:
• Serve on a strategic development or planning team for school improvement
• Lead a project to develop a strategic plan for increasing students’ literacy skills.
• Lead a textbook adoption process
• Chair a team that is writing a grant

D. Promote continuous and sustainable improvement

Activities:
• Review discipline referrals for needed school improvements
• Become a member of or chair the school improvement team

E. Monitor and evaluate progress and revise plans

Activities:
• Assess programs and activities to ensure alignment with the vision
• Analyze testing data to help improve instruction

ELP 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:
• Aid in the planning and preparation of professional development for the school or division
• Create a new program for teachers, staff or students based on the school’s current or projected needs

B. Create a comprehensive, rigorous and aligned curricular program
Activities:
• Help a teacher implement SOL’s into non SOL courses
• Attend or supervise a curriculum revision

C. Create a personalized and motivating learning environment for students
Activities:
• Improve student extracurricular activities
• Create a student recognition program specifically for 9th grade students

D. Supervise instruction
Activities:
• Conduct informal and/or walk through observations
• Meet with the teacher to discuss a classroom observation

E. Develop assessment and accountability systems to monitor student progress
Activities:
• Analyze student attendance rates and create an attendance improvement plan

F. Develop the instructional and leadership capacity of staff
Activities:
• Train staff members to use a computer program or Internet site

G. Maximize time spent on quality instruction
Activities:
• Plan educational programs for exceptional or diverse students
• Write a grant proposal for external funding for new pedagogical approaches

H. Promote the use of the most effective and appropriate technologies to support teaching and learning
Activities:
• Train teachers to use SMART boards

I. Monitor and evaluate the impact of the instructional program
Activities:
• Analyze student data on key instructional program component
ELP 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:
   • Monitor cleanliness and operations of the school plant
   • Control inventory/receiving of supplies

B. Obtain, allocate, align and efficiently utilize human, fiscal, and technological resources
   Activities:
   • Design, develop and implement a staff development program
   • Participate in the hiring/selection process

C. Promote and protect the welfare and safety of students and staff
   Activities:
   • Conduct a safety audit
   • Arrange bus transportation for a special school event

D. Develop the capacity for distributed leadership
   Activities:
   • Work with committees within the school

E. Ensure teacher and organizational time is focused to support quality instruction and student learning
   Activities:
   • Participate in the development of the school schedule

ELP 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:
   • Contact or assess community resources to provide student/family enrichment
   • Assess academic/career guidance and decision making

B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
   Activities:
   • Work with the PTO/PTSA/PTA on a school activity
• Involve family, business and/or community members in a school-wide project

C. Build and sustain positive relationships with families and caregivers
Activities:
• Facilitate constructive conversations on student learning or achievement
• Write a bulletin or newsletter for parents and/or the community

D. Build and sustain productive relationships with community partners
Activities:
• Work with business partnerships
• Develop an orientation brochure for parents and visitors

ELP 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:
• Analyze the school in terms of ethics, fairness and diversity for all students

B. Model principles of self-awareness, reflective practice, transparency and ethical behavior
Activities:
• Assess ethics for a school leader

C. Safeguard the values of democracy, equity, and diversity
Activities:
• Address the heritage and values of diversity in school programs

D. Consider and evaluate the potential moral and legal consequences of decision-making
Activities:
• Oversee IEP/Causality meeting
• Oversee staff dismissal procedures

E. Promote social justice and ensure that individual student needs inform all aspects of schooling
Activities:
• Evaluate a planned holiday program for offensiveness and constitutionality
ELP 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:**
   - Lead a student due process hearing

B. Act to influence local, district, state, and national decisions affecting student learning
   **Activities:**
   - Work to influence the policy for student achievement
   - Actively participate in professional, political, or cultural organizations

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
   **Activities:**
   - Influence the legislation on policies that benefit students
   - Review recent court cases to determine impact on programs and supervision
   - Influence public policy to support student success
   - Identify, assess and address social factors affecting the school
# Appendix B: Internship Hours Log

The Administrative Internship Hours Log is an excel spreadsheet. It will be sent electronically to individual interns upon request from the University supervisor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Appendix C: Internship Evaluation Form

Date: ______________________________

Intern’s Name: ______________________________

Intern’s Supervisor: ______________________________

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 (ELP) standards. The ELP 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.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undeveloped</td>
<td>Somewhat Developed</td>
<td>Adequately Developed</td>
<td>Fully Developed</td>
</tr>
</tbody>
</table>

N = Not Observed

Please share your evaluation with the intern and then forward a copy to the intern’s adviser at UVA (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,

Director of Principal Internship Program
University of Virginia
Curry School of Education
405 Emmet Street, Charlottesville, VA 22903
434-924-3866 fax
ELP 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.

<table>
<thead>
<tr>
<th>Mid</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assists in communicating the vision and mission of the school to staff, parents, students and community.</td>
</tr>
<tr>
<td>2.</td>
<td>Analyzes relevant data pertaining to students and programs.</td>
</tr>
<tr>
<td>3.</td>
<td>Identifies barriers to achieving the vision and mission of the school; works to eliminate obstacles to implementing the vision and mission.</td>
</tr>
<tr>
<td>4.</td>
<td>Facilitates the use of the vision and mission of the school to shape the educational program for all students.</td>
</tr>
</tbody>
</table>

Midpoint Comments:

Final Comments:

ELP 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.

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

Midpoint Comments:

Final Comments:
ELP 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.*

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

Midpoint Comments:

Final Comments:

---

ELP 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.*

<table>
<thead>
<tr>
<th>Mid</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Maintains and promotes effective communication and interpersonal relations with students and staff.</td>
</tr>
<tr>
<td>2.</td>
<td>Maintains and promotes effective communication and interpersonal relations with parents and other community members.</td>
</tr>
<tr>
<td>3.</td>
<td>Works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.</td>
</tr>
</tbody>
</table>

Midpoint Comments:

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

<table>
<thead>
<tr>
<th>Mid</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Maintains consistent dialogue with mentoring principal on issues of leadership, internship performance, and university studies.</td>
</tr>
<tr>
<td>2.</td>
<td>Models professional, moral, and ethical standards as well as personal integrity in all interactions.</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
</tr>
<tr>
<td>4.</td>
<td>Takes responsibility for and participates in a meaningful and continuous process of professional development.</td>
</tr>
<tr>
<td>5.</td>
<td>Provides service to the profession, the division, and the community.</td>
</tr>
</tbody>
</table>

Midpoint Comments: 

Final Comments: 

ELP 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.

<table>
<thead>
<tr>
<th>Mid</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Understands issues and laws relevant to education and public schools.</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehends the principles of representative governance that are critical to American public education.</td>
</tr>
<tr>
<td>4.</td>
<td>Communicates within the school community with diverse community groups.</td>
</tr>
</tbody>
</table>

Midpoint Comments: 

Final Comments: 

Please send copy to:
Director of Principal Internship Program
University of Virginia, Curry School of Education
405 Emmet Street, Charlottesville, VA 22903
434-924-3866 fax
Appendix D: Sample Syllabus for EDLF 894/8985

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

EDLF 894/8985
Internship: Administration and Supervision

Cheryl Henig, Ph.D.
cbh2c@virginia.edu
Richmond Center 804 662-7464
Curry School of Education 434 924-3180

Course Description

The primary focus of the leadership preparation program, including the core coursework and the internship, is the preparation of administrators as instructional leaders. The administrative internship is a field-based practicum performed under the supervision of a cooperating principal and a university supervisor. The class sessions in this course will provide a seminar approach to facilitate the discussion of current issues in school administration and include online discussion forums.

EDLF 894/8985, Internship: Administration and Supervision, is a capstone experience in the Administration and Supervision Endorsement and Degree Programs. Designed to facilitate the application of knowledge and the development of leadership skills, the internship provides intentionally planned and supervised “real world” opportunities for rising administrators to impact learning for all students. The internship requires a minimum of 320 clock hours that integrate leadership, organizational, instructional, and contextual standards guided by the Virginia Department of Education Administration and Supervision PreK-12 Endorsement Competencies and by 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).

Upon successful completion of EDLF 894/8985, the student fulfills one of the Virginia requirements for full endorsement for pK-12 school administration and supervision.

Course Objectives

The internship provides an opportunity for students to work with school administrators in a realistic school setting. The University of Virginia has the following goals for the internship:
Upon completion of EDLF 894/8985, the intern will:

1. reflectively apply theory and research in a realistic environment including multiple domains and locations;
2. understand and practice instructional leadership as guided by the Virginia Department of Education Administrative Endorsement Competencies and the ELP Standards;
3. model research-based best practice, integrity, and ethical conduct.

**Virginia Department of Education Legislation**


This resulted in substantive changes in the requirements for licensure of school personnel, including the administration and supervision endorsement. These new regulations have been approved by both the Governor and the Secretary of Education. They became effective on 9/21/2007.

The new law requires an administrative internship as part of the licensure process, and it provides details on what the internship must include. The internship must be an “integral component” of the administrator preparation program. There are five clear requirements for the administrative internship in the new law:

1. Students must complete an internship of at least 320 hours, 120 of which may be embedded in coursework.
2. The internship must be structured and supervised.
3. The internship must provide “exposure” to multiple sites: elementary, middle, high, central office, or an “agency” and that have “diverse student populations.”
4. The internship must focus on instructional leadership and learning for all students.
5. The internship must be in a public or accredited nonpublic school.

**Internship Expectations**

To fulfill the internship portion of the course, students are expected to do the following:

1. Maintain a log of administrative internship activities and hours using the excel spreadsheet formatted for this activity.
2. Meet with supervising principal and University supervisor on a regular basis.
3. Complete the “Internship Design” plan with your supervising principal. This will become the foundation of the first meeting.
4. Participate in online and face-to-face sessions.
5. Compile a professional portfolio of the intern experience as described in the portfolio rubric. Some of the requirements/components are listed below:
   - Maintain a **reflective journal** with ongoing, regular entries.
   - Write a 3 to 5-page **critique** of your internship experience.
   - Provide evidence of activities in each of the nine areas of experience.
• Include copies of the mid-point and final evaluations.

Course Grade

The grading scale used for the course will be as follows: S=Satisfactory and U=Unsatisfactory. Course grades will be based on the completion of requirements of the internship, completion of internship expectations as outlined in Internship Expectations.

Suggested Internship Activities

A comprehensive list of internship activities aligned with the ELP standards may be accessed in the Administrative Internship Handbook.