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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 educational 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 of activities that are guided by the Virginia Administration and Supervision PreK-12 Endorsement Competencies.

Prospective interns will complete the recommended internship activities for the competencies 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 learning-focused 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 record 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 planning document will become the foundation of the first meeting.
4. Participate 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
   • Assigned submissions reflecting competency-focused internship experiences
   • A summative submission which synthesizes internship experiences and documents impact on professional growth and student achievement
• 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 24 credits of core coursework including EDLF 7180, *Legal and Educational Policy Context*, and EDLF 7811, *Leadership for Teaching and Learning*\(^1\). Ideally, the internship will be completed during the student’s 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 Virginia Competencies.
4. Submitted a letter to the University internship supervisor 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 sites (elementary, middle, high, central office, and agencies), 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 120 are embedded in the required core coursework. The remaining 200 hours shall consist of activities for each of the Virginia Competencies.

\(^1\) Students wishing to begin the internship prior to the completion of 24 credits must seek a waiver from their advisor in consultation with the Internship Supervisor.
Competencies 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 Virginia Competency 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 August 23, 2018. The Virginia Code states the following:

8 VAC 20-543-570. 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, and 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 the Virginia Competencies
The University of Virginia Administration and Supervision Program is closely aligned with the Virginia Competencies enumerated in the VA Administrative Code 8VAC20-543-570. These competencies provide a framework for the internship experience. The competencies are listed below with accompanying functions and are also available on the web at https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section570/

Competency 1: Instructional Leadership
Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
a. Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;
b. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
c. Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
d. Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
e. Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
f. Knowledge, understanding, and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;
g. Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs);
h. Integration of technology in curriculum and instruction to enhance learner understanding;
i. Identification, analysis, and resolution of problems using effective problem-solving techniques; and
j. Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.

**Competency 2: Organizational Leadership**
Knowledge, understanding, and application of leadership and organizations, including;
a. The change process of systems, organizations, and individuals using appropriate and effective adult learning models;
b. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
c. Information sources and processing, including data collection and data analysis strategies;
d. Using data as a part of ongoing program evaluation to inform and lead change;
e. Developing a change management strategy for improved student outcomes;
f. Developing distributed leadership strategies to create personalized learning environments for diverse schools; and

g. Effective two-way communication skills including consensus building, negotiation, and mediation skills.

**Competency 3: Operational Leadership**
Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conductive to student academic progress, including;
a. Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division of district level;
b. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
c. Management decisions that ensure successful teaching and learning including human resources management and development, theories of motivation, change in school culture, innovation and
creativity, conflict resolution, adult learning, and professional development models;


e. Principles and issues related to fiscal operations of school management;

f. Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;

g. Legal issues impacting school operations and management;

h. Technologies that support management functions; and

i. Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement.

Competency 4: Equity and Community Engagement
Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including:

a. Emerging issues and trends within school and community relations;

b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

c. Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and

d. Integration of technology to support communication efforts.

Competency 5: Professionalism
Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:

a. Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;

b. Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;

c. Reflective understanding of potential moral and legal consequences of decision-making in the school setting;

d. Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and

e. Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school’s goals and enhance its collective capacity.

Competency 6: Leadership and Advocacy
Knowledge, understanding, and application of basic leadership theories and influences that impact schools including:

a. Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;

b. Ability to identify and respond to internal and external forces and influences on a school;

c. Ability to identify and apply the processes of educational policy development at the state, local, and school level; and

d. Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.
The prescribed “school leaders licensure exam” in Virginia is the School Leaders Licensure Assessment (SLLA) administered by ETS. Passing the SLLA is required by students to complete the UVA approved program and is required by the Virginia Department of Education to become endorsed for the principalship. 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](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.

The successful passing of the SLLA is required to complete the Master’s program in Administration and Supervision. The passing score on the SLLA is set by the Commonwealth of Virginia based on the version of the exam taken by the student.

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 in general terms. These experiences are italicized under each course.

EDLF 7812: Leadership for Continuous Improvement (15 hours)

*Semester Improvement Plan*

As team leader of improvement in your school, you will prepare for a semester-long improvement cycle in your school targeting your selected area of instructional improvement by developing a presentation that describes your Project Charter (Park & Takahashi, 2013). You will not be writing a narrative Project Charter; you will create a presentation along with accompanying rationale (in speaker notes section of slides) to convey the key ideas that describe succinctly the purpose and rationale for your semester-long cycle.

EDLF 7811: Leadership for Teaching and Learning (15 hours)

*Implementation and Evaluation of One Model of Supervisory Feedback*

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 utilizing the theoretical and practical components of the model. Solicit feedback from your colleague on your feedback skills and the viability of the model. Summarize this experience in a format of your choice or as directed by the instructor.
EDLF 7807: LEAD 1 (25 hours)
Performance Assessment – Field-based Learning Application
This performance assessment is organized as a highly structured Field-based Learning Application that becomes your Field-based Learning Application Report upon its final submission. It builds upon the proposal developed in the Leadership for Continuous Improvement course or you can modify the proposal for implementation during this course. A similar process will be repeated a number of times throughout your program. These iterations allow you to plan for acquiring experiences aligned with the Virginia competencies for preparation programs, the Uniform Performance Standards and CAEP Advanced Standards. From these experiences you will prepare artifacts that demonstrate your knowledge and skills to become an educational leader.

EDLF 7140: LEAD II (25 hours)
Performance Assessment – Field-based Learning Application
This performance assessment is organized as a highly structured Field-based Learning Application that becomes your Field-based Learning Application Report upon its final submission. It builds upon the improvement work conducted during EDLF 7807, LEAD I, with an emphasis on instructional improvement. These iterations allow you to plan for acquiring experiences aligned with the Virginia competencies for preparation programs, the Uniform Performance Standards and CAEP Advanced Standards. From these experiences you will prepare artifacts that demonstrate your knowledge and skills to become an educational leader.

EDLF 7808: Strategic Alignment of Planning and Resources (12 hours)
Budget Process
Students develop a project focusing on goal setting, equity, and related budget development for an individual elementary or secondary school or a school division.

EDLF 7805: Cultivating Professional Capacity (10 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.

EDLF 7813: Leadership for EdTech (18 hours)
Plan for the Leadership of Technology
You will select a learning-oriented problem of practice where technology could provide teachers or learners the support they need, and research the potential technologies, and plan for how to propose and describe the technology/ies to stakeholders, and also how to lead its implementation. The case may concern work that is being carried out in your school or division or another place of interest to you. The planning work is conducted throughout the semester into sections that correspond to the course’s main topics. The work will serve as a vehicle for you to apply what we learn in class.

Internship Activities
A minimum of 200 hours shall consist of field-based activities with a school, school division, and agency. The activities should reflect all six Virginia Competencies and involve observer, 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 must include experiences outlined below under Required Internship Activities. Further activities may include, but are not limited to, the activities listed in Appendix A, 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 organized by the Virginia Competencies:

Required Internship Activities
(based on Virginia Competencies 8VAC20-543-570)

COMPETENCY #1: INSTRUCTIONAL LEADERSHIP
Choose one
• Shadow or interview a division or school Special Education coordinator, specialist, or lead. The leader must have programmatic, compliance, and/or personnel supervision responsibilities.
• Oversee or observe an IEP or RTI meeting with support from school supervisor.

COMPETENCY #2: ORGANIZATIONAL LEADERSHIP
• Lead or assist in a change process in your school or division or on your team/grade level or department (e.g., the adoption or implementation of new program, approach, practice, or protocol).
  o It is suggested that you extend, complete, or assess the improvement plan from your LEAD 1/PRINCIPALSHIP course or your plan from your LEAD 2/PLC course

COMPETENCY #3: OPERATIONAL LEADERSHIP
Choose One:
• Interview or shadow a non-instructional leader (e.g., head custodian, head cafeteria manager; directors of health services, transportation, building/construction management, budget, food services)
• Participate in/observe the hiring of a teacher, instructional coach, or school instructional support professional (librarian, ITRT, counselor, etc.)

COMPETENCY #4: EQUITY and COMMUNITY ENGAGEMENT
Choose One:
• Interview someone from one agency\(^2\) concerning its relationship with schools or the school division.
• Observe an event during which an agency(ies) interacts with the school or school district or holds a community-based event.
• Plan, participate or lead an event at your school that involves an agency(ies)

COMPETENCY #5: PROFESSIONALISM

\(^2\) Institutions which may qualify as an “agency”: Formal groups or organizations which serve your school district or school or are community-based organizations which students and their families may access for services. Examples may include Head Start, The Boys and Girls Club, Girl/Boy Scouts, Meals on Wheels, Goodwill, food pantries, faith-based services [pre-schools; after-school programs; Salvation Army; diocese services]; Lions Club; community health services; YMCA, etc.
Choose one:
- Serve as principal for a day and/or shadow a principal noting and reflecting on all or several of the dispositions outlined in the competency components (e.g., honesty; collegiality; modeling of professional, moral, and ethical standards, etc.)
- Interview a principal or assistant principal asking about the relevancy and importance of all or several of the dispositions outlined in the competency components

COMPETENCY #6: LEADERSHIP and ADVOCACY
- Attend a school board/trustee meeting

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 University supervisor and will guide the discussion. Student activities will be reviewed for breadth across the Virginia Competencies, 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Embedded Activity(ies)</th>
<th>Hours</th>
<th>VA Competency</th>
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<td>Semester Improvement Plan</td>
<td>15</td>
<td>2 a-g</td>
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<td>EDLF 7811, Leadership for Teaching and Learning</td>
<td>Observation/Feedback Experience</td>
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<td>Budget Analysis Project</td>
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<td>3e</td>
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<td>EDLF 7805, Cultivating Professional Capacity</td>
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<td>10</td>
<td>3b, d, d; 5b, e; 6q</td>
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<td>Plan for the Leadership of Technology</td>
<td>18</td>
<td>1h; 2a; 5b; 6a</td>
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</table>

**TOTAL CORE COURSE EMBEDDED HOURS** 120

**INTERNSHIP - FIELD-BASED ACTIVITIES** 200

**TOTAL** 320
Appendices
Appendix A: Required and Suggested Activities to Fulfill Internship Requirements

A minimum of 200 hours shall consist of field-based, core activities. The activities should reflect all six Virginia Competencies as prescribed in 8VAC20-543-570 and involve both participant, observer, and leadership roles. As the internship progresses, more activities should fall in the leadership category. Additional activities may be added which are designed by the University and site supervisors to meet specific school and diverse PreK-12 student learning needs.

Required activities appear earlier this Handbook and below. Also listed below are other activities that may be completed to satisfy internship requirements. Please note that an internship experience (across the three credits) must include experiences at elementary, middle, high school, central office, and at a cooperating agency.

VA Endorsement Competency #1
Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity

**Required Activities:**
- Shadow a division or school Special Education coordinator, specialist, or lead. The leader must have programmatic, compliance, and/or personnel supervision responsibilities. [Structured Journal Entry]
- Oversee an IEP or RTI meeting with support from school supervisor.

**Other Suggested Activities:**
- Analyze testing data to identify student needs and improve instruction
- Organize and facilitate data analysis with the staff
- Extend/complete a 90-day improvement plan you developed or began in another leadership class
- 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
- Suggest effective teaching strategies
- Help a teacher who does not teach an SOL course create a thematic unit incorporating the SOL
- Serve as a summer school principal
- Conduct informal and formal observations, as approved by your supervisor
- Join another colleague in an observation to share, compare, and reflect on what you observed
- Oversee IEP meeting with support from school supervisor
- Facilitate constructive conversations on student learning or achievement
**VA Endorsement Competency #2**  
Knowledge, understanding, and application of leadership and organizations

**Required Activities:**

*Choose one:*
- Lead or assist in a change process in your school or division or on your team/grade level/ or department (e.g., the adoption or implementation of new program, approach, practice, or protocol). It is suggested you extend, complete or assess the change process started in your LEAD cases.

**Other Suggested Activities:**
- Lead an innovation initiative based on an identified problem of practice
- Extend/complete a 90-day improvement plan you developed or began in another leadership class
- 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 a strategic development or planning team
- 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

**VA Endorsement Competency #3**  
Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress

**Required Activities:**

*Choose One:*
- Interview or shadow a non-instructional leader (e.g., head custodian, head cafeteria manager; directors of health services, transportation, building/construction management, budget, food services)
- Participate in/observe the hiring of a teacher, instructional coach, or school instructional support professional (librarian, ITRT, counselor, etc.)

**Other Suggested 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
- 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

**VA Endorsement Competency #4**
Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community.

**Required Activities:**
*Choose One:* [Structured Journal Entry]
- Interview someone from one agency concerning its relationship with schools or the school division.
- Observe an event during which an agency(ies) interacts with the school or school district or holds a community-based event.
- Plan, participate or lead an event at your school that involves an agency(ies)

**Other Suggested Activities:**
- Contact or assess community resources to provide student/family enrichment
- Work with the PTO/PTA on a school activity
- Involve family, business and/or community members in a school-wide project
- Plan a school-wide cultural or educational celebration
- Assess academic/career guidance and decision making

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3 Institutions which may qualify as an “agency”: Formal groups or organizations which serve your school district or school or are community-based organizations which students and their families may access for services. Examples may include Head Start, The Boys and Girls Club, Girl/Boy Scouts, Meals on Wheels, Goodwill, food pantries, faith-based services [pre-schools; after-school programs; Salvation Army; diocese services]; Lions Club; community health services; YMCA, etc.
- 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
- Plan and conduct a school fund-raising event
- Establish community, business, institutional and/or civic partnerships
- 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

**VA Endorsement Competency #5**
Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals

**Required Activities:**
*Choose One:* [Structured Journal Entry]
- Serve as principal for a day and/or shadow a principal noting and reflecting of all or several of the dispositions outlined in the competency components
- Interview a principal or assistant principal asking about the relevancy and importance of all or several of the dispositions outlined in the competency components

**Other Suggested Activities:**
- Analyze the school in terms of ethics, fairness and diversity, and share with administrative team
- Implement a strategy to develop or strengthen positive school culture
- 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

**VA Endorsement Competency #6**
Knowledge, understanding, and application of basic leadership theories and influences that impact schools

**Required Activities:**
- Attend a school board/trustee meeting [Structured Journal Entry]

**Other Suggested Activities:**
- Plan a school-wide cultural or educational celebration
- Work with the PTO/PTA on a school activity
- Actively participate in professional or cultural organizations
- 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
Appendix B: Administrative Internship Position Guide

Note to Student Intern: The position/planning guide used by your instructor may be formatted differently from this document.

Name:

Email Address:

Internship Dates:

School(s):

School Mailing Address:

School Phone #:

School Website:

Supervising Principal:

Email Address:

Other Contact People:

School Phone #:

Email Address:

Additional/Other pertinent information concerning the internship:
### Virginia Competency 1: Instructional Leadership

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;</td>
<td></td>
</tr>
<tr>
<td><strong>d.</strong> Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;</td>
<td></td>
</tr>
<tr>
<td><strong>e.</strong> Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;</td>
<td></td>
</tr>
<tr>
<td><strong>f.</strong> Knowledge, understanding, and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;</td>
<td></td>
</tr>
<tr>
<td><strong>g.</strong> Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately</td>
<td></td>
</tr>
</tbody>
</table>
intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs);

h. Integration of technology in curriculum and instruction to enhance learner understanding;

i. Identification, analysis, and resolution of problems using effective problem-solving techniques;

j. Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.

**Virginia Competency 2: Organizational Leadership**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The change process of systems, organizations, and individuals using appropriate and effective adult learning models;</td>
<td></td>
</tr>
<tr>
<td>b. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;</td>
<td></td>
</tr>
<tr>
<td>c. Information sources and processing, including data collection and data analysis strategies;</td>
<td></td>
</tr>
<tr>
<td>d. Using data as a part of ongoing program evaluation to inform and lead change;</td>
<td></td>
</tr>
<tr>
<td>e. Developing a change management strategy for improved student outcomes;</td>
<td></td>
</tr>
<tr>
<td>f. Developing distributed leadership strategies to create personalized learning environments for diverse schools; and</td>
<td></td>
</tr>
</tbody>
</table>
g. Effective two-way communication skills including consensus building, negotiation, and mediation skills.

**Virginia Competency 3: Operational Leadership**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division of district level;</td>
<td></td>
</tr>
<tr>
<td>b. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;</td>
<td></td>
</tr>
<tr>
<td>c. Management decisions that ensure successful teaching and learning including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;</td>
<td></td>
</tr>
<tr>
<td>e. Principles and issues related to fiscal operations of school management;</td>
<td></td>
</tr>
<tr>
<td>f. Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;</td>
<td></td>
</tr>
<tr>
<td>g. Legal issues impacting school operations and management;</td>
<td></td>
</tr>
<tr>
<td>h. Technologies that support management functions; and</td>
<td></td>
</tr>
</tbody>
</table>
i. Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement.

Virginia Competency 4: Equity and Community Engagement

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Emerging issues and trends within school and community relations;</td>
<td></td>
</tr>
<tr>
<td>b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;</td>
<td></td>
</tr>
<tr>
<td>c. Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and</td>
<td></td>
</tr>
<tr>
<td>d. Integration of technology to support communication efforts.</td>
<td></td>
</tr>
</tbody>
</table>

Virginia Competency 5: Professionalism

<table>
<thead>
<tr>
<th>Competency</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;</td>
<td></td>
</tr>
<tr>
<td>b. Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;</td>
<td></td>
</tr>
<tr>
<td>c. Reflective understanding of potential moral and legal consequences of decision-making in the school setting;</td>
<td></td>
</tr>
</tbody>
</table>
d. Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and

<table>
<thead>
<tr>
<th>Competency</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;</td>
<td></td>
</tr>
<tr>
<td>b. Ability to identify and respond to internal and external forces and influences on a school;</td>
<td></td>
</tr>
<tr>
<td>c. Ability to identify and apply the processes of educational policy development at the state, local, and school level; and</td>
<td></td>
</tr>
<tr>
<td>d. Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.</td>
<td></td>
</tr>
</tbody>
</table>

Virginia Competency 6: Leadership and Advocacy
Appendix C: Internship Hours Log  
Curry School of Education – Administration & Supervision Internship Hours Log

Name ____________________________  Inclusive Dates of Internship ____________________________
Placements ____________________________

Indicate the role you played for each activity and check all competencies that were reflected in your involvement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
<th>Role (Observer, Participant, Leader)</th>
<th>Hours</th>
<th>VA Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competency 1 Instructional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competency 1 Instructional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competency 1 Instructional</td>
</tr>
</tbody>
</table>

The Administrative Internship Hours Log will be sent electronically to individual interns upon request from the University supervisor.
Appendix D: Summative Administrative Internship Evaluation Form

Summative Administrative Internship Evaluation Form
For Supervisor Completion at the End of the Internship Semester*

Date: ______________________________
Intern’s Name: ______________________________
Intern’s Supervisor: ______________________________
Person Completing Form: ______________________________
Term of Service: ______________________________
*please adhere to the deadline the mentee provides.

To the Supervising Principal/Site Supervisor:

Please complete this evaluation at the conclusion of service for the internship (each applicable semester).
The site principal is encouraged to refer to this evaluation throughout the internship to provide ongoing feedback during the internship meeting and check-ins.

This instrument is based on the 2018 Virginia State Competencies in Administration and Supervision as outlined in 8VAC 20-543-570.

In the space to the right of each of the six (6) competencies, 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 that has not been observed. See the full scale below.

Following each competency is a list of specific knowledge, skills or dispositions which further define the competency. Based on what you have observed over the course of the internship this semester, please mark those areas you consider noteworthy: those that are a particular strength(s) or particular area for growth (G). Each area may or may not receive a mark. Use the comment section to make general remarks for feedback.

Please note that there are two final satisfaction questions following competency #6 in red on page 6.

Please share your evaluation with the intern and then forward a copy to the intern’s supervisor at UVA (address below) or you may scan/email it to [the university supervisor]. Thank you for taking the time to assess the professional growth of your intern.

Sincerely,

SCALE FOR SIX COMPETENCIES:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undeveloped</td>
<td>Somewhat Developed</td>
<td>Adequately Developed</td>
<td>Fully Developed</td>
</tr>
<tr>
<td>N</td>
<td>Not Observed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27
The intern demonstrates the knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity. (4-1)

If applicable, indicate below areas of strength (S) and areas for growth (G) (S) or (G)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Demonstrates knowledge and understanding of principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrates knowledge and understanding of collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrates knowledge and understanding of planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrates knowledge and understanding of collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrates knowledge and understanding of incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;</td>
</tr>
<tr>
<td>f.</td>
<td>Demonstrates knowledge and understanding of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;</td>
</tr>
<tr>
<td>g.</td>
<td>Demonstrates knowledge and understanding of working collaboratively with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs);</td>
</tr>
<tr>
<td>h.</td>
<td>Demonstrates knowledge and understanding of integration of technology in curriculum and instruction to enhance learner understanding;</td>
</tr>
<tr>
<td>i.</td>
<td>Demonstrates knowledge and understanding of identification, analysis, and resolution of problems using effective problem-solving techniques; and</td>
</tr>
<tr>
<td>j.</td>
<td>Demonstrates knowledge and understanding of development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.</td>
</tr>
</tbody>
</table>

COMMENT:
<table>
<thead>
<tr>
<th>COMPETENCY #2: Organizational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The intern demonstrates the</strong> knowledge, understanding, and application of leadership and organizations (4-1)</td>
</tr>
<tr>
<td>If applicable, indicate below areas of strength (S) and areas for growth (G)</td>
</tr>
<tr>
<td><em>(S) or (G)</em></td>
</tr>
<tr>
<td>a. Demonstrates knowledge and understanding of the change process of systems, organizations, and individuals using appropriate and effective adult learning models;</td>
</tr>
<tr>
<td>b. Demonstrates knowledge and understanding of aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;</td>
</tr>
<tr>
<td>c. Demonstrates knowledge and understanding of information sources and processing, including data collection and data analysis strategies;</td>
</tr>
<tr>
<td>d. Demonstrates knowledge and understanding of using data as a part of ongoing program evaluation to inform and lead change;</td>
</tr>
<tr>
<td>e. Demonstrates knowledge and understanding of developing a change management strategy for improved student outcomes;</td>
</tr>
<tr>
<td>f. Demonstrates knowledge and understanding of developing distributed leadership strategies to create personalized learning environments for diverse schools; and</td>
</tr>
<tr>
<td>g. Demonstrates knowledge and understanding of effective two-way communication skills including consensus building, negotiation, and mediation skills.</td>
</tr>
</tbody>
</table>

**COMMENT:**
<table>
<thead>
<tr>
<th>COMPETENCY #3: Operational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The intern demonstrates the</strong> knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress (4-1)</td>
</tr>
</tbody>
</table>

If applicable, indicate below areas of strength (S) and areas for growth (G) (S) or (G)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates knowledge and understanding of alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division or district level;</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates knowledge and understanding of principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates knowledge and understanding of management decisions that ensure successful teaching and learning including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrates knowledge and understanding of Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Guidelines for Principals;</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrates knowledge and understanding of principles and issues related to fiscal operations of school management;</td>
<td></td>
</tr>
<tr>
<td>f. Demonstrates knowledge and understanding of principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;</td>
<td></td>
</tr>
<tr>
<td>g. Demonstrates knowledge and understanding of legal issues impacting school operations and management;</td>
<td></td>
</tr>
<tr>
<td>h. Demonstrates knowledge and understanding of technologies that support management functions; and</td>
<td></td>
</tr>
<tr>
<td>i. Demonstrates knowledge and understanding of application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENT:**
### COMPETENCY #4: Equity and Community Engagement

The intern demonstrates the knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community (<4-1>)

<table>
<thead>
<tr>
<th>If applicable, indicate below areas of strength (S) and areas for growth (G)</th>
<th>(S) or (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates knowledge and understanding of emerging issues and trends within school and community relations;</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates knowledge and understanding of working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates knowledge and understanding of developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrates knowledge and understanding of integration of technology to support communication efforts</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENT:**

### COMPETENCY #5: Professionalism

The intern demonstrates the knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals (<4-1>)

<table>
<thead>
<tr>
<th>If applicable, indicate below areas of strength (S) and areas for growth (G)</th>
<th>(S) or (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates a philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates the understanding of integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates reflective understanding of potential moral and legal consequences of decision-making in the school setting;</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrates intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrates intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENT:**
**COMPETENCY #6 Leadership and Advocacy**

The intern demonstrates the knowledge, understanding, and application of basic leadership theories and influences that impact schools. *(4-1)*

If applicable, indicate below areas of strength *(S)* and areas for growth *(G)* *(S)* or *(G)*

<table>
<thead>
<tr>
<th>(S) or (G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates understanding of concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;</td>
</tr>
<tr>
<td>b. Demonstrates the ability to identify and respond to internal and external forces and influences on a school;</td>
</tr>
<tr>
<td>c. Demonstrates the ability to identify and apply the processes of educational policy development at the state, local, and school level; and</td>
</tr>
<tr>
<td>d. Demonstrates the ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.</td>
</tr>
</tbody>
</table>

**COMMENT:**

**SUMMATIVE SATISFACTION RATINGS**

To what degree are you satisfied with the growth of the intern over the course of internship?

- [ ] Highly satisfied
- [ ] Satisfied
- [ ] Somewhat satisfied
- [ ] Not satisfied

Please indicate your assessment of the intern’s potential for leadership based on what you have observed over the course of the internship.

- [ ] Demonstrates extraordinary potential for leadership.
- [ ] Demonstrates potential for leadership.
- [ ] Demonstrates developing potential for leadership.
- [ ] Demonstrates marginal potential for leadership.
Appendix E: Supervisor Support Letter Template

Replace bold text as appropriate.

Date

Dr. [    ]
Administration and Supervision
Curry School of Education
University of Virginia

RE: Intern Name
Contact # (W): ______________________ (H): ______________________

Dear Dr.[    ],

Intern Name is a student at the Curry School of Education at the University of Virginia 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 Human Development and may meet with me or another University representative once or twice during the internship.

Sincerely,

Principal
Name School
Phone Number
Email Address