

**A Guide  
to the Administrative Internship in  
Educational Leadership**

**EDA 6946**

**A Guide for Students in  
the Master of Education in Educational Leadership,  
the Education Specialist in Educational Leadership, or  
the Modified Leadership Core Program**

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## TABLE OF CONTENTS

|   |    |
|---|----|
| INTRODUCTION  | 3  |
| THE ADMINISTRATIVE INTERNSHIP EDA 6946                        | 4  |
| Application deadlines   |    |
| Initial considerations  |    |
| Potential site/administrator                                  |    |
| DEVELOPING APPROPRIATE DOCUMENTATION                          | 6  |
| Record 200 hours of field experiences                         |    |
| Florida Principal Leadership Standards                        |    |
| Update your Resume  |    |
| Assessing your Competency                                     |    |
| Contacting the University Supervisor                          |    |
| Contacting a Supervising Administrator                        |    |
| The Three-Party Conference                                    |    |
| Documenting your Experience                                   |    |
| APPENDIX  | 13 |
| Recording your field experiences /Sample Format               | 14 |
| Florida Principal Leadership Standards Evaluation Form        | 15 |
| Resume/Sample format  | 19 |
| Application for EDA 6946 Administrative Internship            | 21 |
| Goals and Objectives: EDA 6946 Administrative Internship Plan | 22 |
| Administrative Field Experience/Internship Plan Examples      | 23 |
| Administrative Internship Log/Example                         | 24 |
| Annotated Record/Professional Reading Example                 | 25 |
| Star Formatted Activity Description                           | 26 |
| Star Formatted Activity Description Example                   | 27 |
| Administrative Internship Checklist                           | 28 |

## Introduction

This informational guide has been developed to encourage you, as a student preparing for a career in educational administration, to engage in early administrative field experiences and to take a portfolio approach to documenting activities throughout your educational leadership program. It will also serve as your text during the course EDA 6946, Administrative Internship.

The specific purposes of the Guide are:

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

### LOOK FOR THE FOLLOWING:

- ✓ These symbols are numbered consecutively throughout the Guide and indicate that you need to complete some activity or action.
- ◆ When you see this symbol, look for an example or additional information related to required documentation in the Appendix.
- ❖ This symbol will appear frequently during the next few pages and occasionally throughout the Guide to indicate answers to frequently asked questions or to provide hints which may be helpful to you.

## Overview of Administrative Internships

### FIRST THINGS FIRST.—YOU MUST BE OFFICIALLY ADMITTED INTO A PROGRAM

#### For Master's Degree and Education Specialist Students

Have you been officially admitted into the Educational Leadership master's degree program? If you've been admitted, you should have received a letter congratulating you on your admission and notifying you of your advisor along with a memo telling you about this Guide.

For Modified Core Students – this program is for students who have already completed master's degrees and are interested in completing courses leading to administrative certification.

Have you received notification that you have been admitted to the Modified Educational Leadership Core Program? If you've been admitted, you will have submitted a *Request for Evaluation: Administrative Certification and Admission to Modified Educational Leadership Core Program* and received an evaluation of your prior course work. You've been notified of an advisor and your admission into the Modified Core Program along with a memo telling you about this Guide. If you've not obtained an official evaluation, you may by completing a *Request for Evaluation form*. This form is available online at <http://pegasus.cc.ucf.edu/~educlead>

## **EDA 6946 THE ADMINISTRATIVE INTERNSHIP**

### **Making Application for an Administrative Internship**

Spring internships⇒Application due by October 1

Summer internships⇒Application due by February 1

Fall internships⇒Application due by June 1

### **Purpose and Objectives of the Administrative Internship**

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

The principal objectives of the Internship are:

- To experience the realities of educational administration by applying classroom knowledge to actual administrative situations. FEAP 7, 8, and 11.
- To gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. FEAP 2, 5, 6, and 10.
- To further develop a philosophy of education as a result of the Internship. FEAP 3, 4, and 9.

### **Getting Started: Some initial considerations**

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

As you begin thinking about your internship, devote some time to self assessment. Consider your accomplishments prior to entering your graduate program and the progress you have made in both experience and academic knowledge gained up to this point. Bring 200 hours of administrative experience and up-to-date resume and in doing so make some determinations as to the talents, skills and knowledge you will bring to an internship experience. As you engage in this self-assessment, you should further determine your areas of administrative interest and strength as well as those areas where you need or would like to gain more experience. Complete the preliminary assessment on the Florida Principal Leadership Standards, pages 15-18.

Having documented your experience and strengths in your resume and the related competency documentation/assessment, you should have a good sense of what you bring to the experience. Now, you can consider your needs (in light of your existing strengths), begin to think about who might best assist you and where you can gain needed knowledge or further refine your skills.

Remember, as you begin the process of planning for your internship, there is no one best answer. There is no "one best site" for any internship, and there are many practicing administrators from whom you will be able to learn and benefit greatly during this experience.

Consider the following variables. They relate not only to your professional background and experience but to the constraints of personal/family variables which you will need to consider in planning for your internship:

Potential site (student/faculty demographics/grade level). Students are frequently required to complete internships at school sites other than their own. A portion of the experience must be performed by the intern at a site where at least 20% of the pupils are of an ethnic group other than that of the intern. If 20% of the pupils at the home school site are of an ethnic/racial group other than yours, you have met the multicultural requirements. The decision regarding grade level of the internship should be based on needed preparation for a probable "first" administrative assignment.

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

Semester of enrollment. Students enrolling in internships must be admitted to an Educational Leadership program and be within 12 semester hours of completing their degrees/programs. Substantial experience documentation should be available. It is important that students requesting internship assignments have prepared themselves as fully as possible both in terms of appropriate academic and experiential preparation.

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

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

Keep in mind that you alone will not determine your internship placement. All placements must be approved by and finalized through the Educational Leadership University Supervisor of Administrative Internships. What you will be able to do is bring to the decision process the advantages and disadvantages of several alternatives you have considered and the rationale for your recommendation.

## **DEVELOPING APPROPRIATE DOCUMENTATION**

### **1. Record your 200 hours of field experiences using the Florida Principal Leadership Standards listed below and FELE Competencies found in the Appendix.**

This activity should be completed in preparation for and prior to the development of your resume. It should permit you to reflect on prior experience and determine where you may need to concentrate your efforts and broaden your experience.

As you consider the standards listed below, you may realize that you have already gained valuable experience in some of them, for more detail on the standards, turn to pages 15-18. We recognize that experience comes not only from your years in education but may well have been gained in a variety of professional and life experiences. List these activities, their approximate dates, and the individual who supervised you.

### **Florida Principal Leadership Standards**

- 1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
  - 2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.
  - 3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
  - 4.0 Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.
  - 5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
  - 6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.
  - 7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
  - 8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
  - 9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
  - 10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.
- ◆ See Appendix (p. 14) for appropriate format for documentation.

- ❖ Begin this required activity early in your program, recording activities you have completed in recent years. Use this product to develop your resume (or revise it). Add to this documentation as you gain additional experiences during your program and your internship. You will need to submit this documentation at the time you apply for the internship and again at the conclusion of the internship

## ✓ 2. Update your Resume.

This will give you a chance to look at yourself as others see you (at least on paper). Chances are your resume was last updated just before you acquired your current position; thus, none of your current experiences are likely to be reflected in your current resume.

As you begin this task, view it as a long term project and use the current document as a benchmark from which you can begin to look at strengths you already possess and weaknesses or deficits you wish to address during your graduate program. Finalize your updated resume, but make sure to keep it electronically so you can update it periodically. You will need to provide the UCF Internship Supervisor with a copy of your resume prior to beginning the internship.

Reexamine your resume at the end of every semester. As you add experiences, you will not only be able to enhance your resume but you will be encouraged to see yourself as others do. Hopefully, your accomplishments will encourage you to continually add to your experiential base during your program.

If by chance you do not have a resume, you need to begin the process of building one. There are many books and pamphlets to help you get started. A few basic rules are posed below.

There is no single format or length that is best for a resume. Let your experience guide the development of your resume and its length. While college or university placement offices frequently encourage students to develop one-page resumes, school district administrators indicate that they would prefer more complete information. You need to convey the extent of your experience and the quality of your professional effort. If you are aspiring to an administrative position, you should have substantial experience to support your interest. You will in all likelihood need several pages to sufficiently explain the range and breadth of your experience. Occasionally, it is useful to develop an abbreviated one-page resume for use at selected times when your full resume may not seem needed or appropriate.

Begin the process of developing a resume by listing your education and your work experience. There are no required categories or headings. You need to develop appropriate categories so as to present yourself to best advantage. People who try to finalize a resume in a very short period of time inevitably forget important accomplishments which should be included. Plan to spend parts of a couple of weeks thinking about all the things you have done and what should be included on your resume before you begin writing.

**REMEMBER:** Your resume often serves as your initial representative. The impression you make through your resume often determines whether you have the opportunity to receive further consideration through an interview. Be sure that your final resume represents you in the most professional manner possible in both tone and appearance. Your resume should be finalized using a letter-quality printer. It should provide accurate, up-to-date information about you and be free of grammatical and typographical errors.

- ◆ See Appendix (pp. 19-20) for sample resume.

✓ **3. Periodically, assess your overall level of competency using the Florida Principal Leadership Standards FEAP 3.**

### **Florida Principal Leadership Standards**

- 1.0 Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
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- 7.0 Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
- 8.0 Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
- 9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
- 10.0 Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

- ◆ See Appendix (pp. 15-18) for a **Florida Principal Leadership Standards Evaluation Form** (Duplicate as needed).

❖ Duplicate this form as needed so that you can

- (1) complete an assessment on the Florida Principal Leadership Standards, (log into the website: [floridaschoolleaders.org](http://floridaschoolleaders.org) ) and submit this with your application packet.
- (2) complete the midpoint self assessment (forms are pp. 15-18 of this guide) and use it to determine additional experience to seek.
- (3) complete a final self assessment (forms are pp. 15-18 of this guide) as you consider additional types of activities that might be most appropriate for you in furthering your professional development.

Key to your success in emerging from various aspects of administrator selection processes will be your ability to demonstrate both in written responses and in interview settings that you understand the **Florida Principal Leadership Standards** and that you have substantial experience that provides evidence of your competency.

## **CONTACTING THE UNIVERSITY SUPERVISOR**

Consult with the University Supervisor **early in the semester prior to enrollment**. Advance planning is essential so that areas of interest, special needs, special requests and alternatives for the experience may be considered.

- ✓ **4. Provide the University Supervisor with a completed application for EDA 6946 Administrative Internship and copies of Required Tasks 1, 2 and 3 as previously described.**
  - ❖ See Appendix (p. 21) for EDA 6946 Administrative Internship Application.
- ✓ **5. Soon after you send the materials, contact the University Supervisor to arrange for a meeting in regard to the materials and your suggestions regarding the goals of your internship and potential internship sites/supervisors.**
  - ❖ Once you have completed Required Tasks 1, 2, 3 and 4, a time-saving step is to have an email conversation with the University Supervisor regarding appropriate next activities. You can outline what you have done thus far, what you believe you would like to do or seek the advice of the University Supervisor regarding what needs to happen next.

## **CONTACTING A POTENTIAL SUPERVISING ADMINISTRATOR**

- ✓ **6. Make the initial contact with a potential Supervising Administrator indicating your need to complete an administrative internship as a part of your graduate program** (Read the following BEFORE you contact an administrator):

It is hoped that you, as a prospective intern, will have given a great deal of time and thought to an appropriate placement for your internship. You may well have made several inquiries as to availability of possible supervisors at the time you are requesting or the appropriateness of a potential site given your specific interest/needs. Your current administrators may have helped you make contact to explore the potential for a placement. All of these activities are appropriate and really quite necessary in order to do a good job of "scouting" a site. You simply need to keep in mind that such discussions must be preliminary. All final arrangements must be approved by the University Supervisor, and no internship placement can be finalized until a three-party conference is held.

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

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

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

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

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

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

***How long is your internship?*** You are required to complete a three-semester hour (90 clock hours--the rough equivalent of three weeks of 6 hour work days). Many students exceed the clock hour requirement simply because they view the internship as such a valuable learning experience and also because they have an opportunity to "follow through" on a project. Internships can be arranged in any number of time frames ranging from a day a week for 15 weeks to a straight three weeks during an off-track time or summer. It is also permissible and very often to students' advantage to begin to accumulate internship hours in the semester prior to the semester in which they are registered. Occasionally, students split their time between a building and district office, and perhaps two schools at different levels, but usually, if students have not had building level administrative experience, they complete the entire experience within a designated building.

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

- ✓ **7. Confirm with both the Supervising Administrator and the University Supervisor a meeting time for the three-party conference conducted at the internship site or via telephone to discuss proposed goals and objectives. Provide the University Supervisor with the following well in advance of the meeting:**
- a) Full name, exact title and position of site administrator
  - b) Telephone and complete address for site school (building, street, city, ZIP) and location/directions as necessary.

- ❖ You are responsible for taking a leadership role in identifying potential times for the three-party conference. As you visit with your potential supervisor, see if there are some times during the week that are better than others; do the same with the University Supervisor. A few phone calls or email exchanges on your part to finalize and confirm the meeting will usually be required.

### **THREE-PARTY CONFERENCE**

- ✓ **8. Prepare three (3) items to be shared at your meeting with the Supervising Administrator and the University Supervisor.**
  - a) three (3) typed copies of your "Tentative" Goals and Objectives: Administrative Internship Plan (p. 23 is only a sample--any format that contains the same information is fine) to the meeting to share with the Supervising Administrator and University Supervisor.
  - b) a copy of your current resume to be given to your Supervising Administrator (the University Supervisor should already have it)
  - c) a copy of your documented Areas of Administrator Responsibility for your Supervising Administrator (the University Supervisor should already have it)

Be prepared to:

- Discuss your tentative goals and objectives--it is your responsibility to have given your best thought to your needs and your interests resulting in your rationale for desiring to intern at the proposed site. Be prepared to modify your goals as needed based on further information gained during your meeting with the Supervising Administrator and University Supervisor.
  - Establish a fairly definite time frame (beginning and ending dates and any constraints on your time) for the internship.
  - Determine a subsequent/next meeting time with the Supervising Administrator at which time you will more specifically define your goals and objectives and the specific dates/activities for the internship.
- ◆ See Appendix (pp. 22-23) for sample format to be used in finalizing your Administrative Internship Plan.
  - ❖ Duplicate the form (or create your own) as needed to draft and finalize your goals and objectives that will eventually become your plan.

### **DURING YOUR INTERNSHIP**

Throughout all aspects of your internship, it is your responsibility to keep the University Supervisor informed of your progress by doing the following:

- ✓ **9. Send a copy of your finalized Goals and Objectives: Administrative Internship Plan (signed by you and your supervisor) to the University Supervisor no later than the first or second day of the internship experience. Leave a copy with the school supervisor.**

- ❖ It is important to maintain communication with the University Supervisor as projected in Required Tasks 9-15. Performance during your internship will be evaluated in part by the manner in which you meet your university obligations.
- ✓ **10. Maintain a "log" of your hours and your activities. After your supervising principal signs the log, send it to the University Supervisor after 30 hours, an updated log again after 60 hours and present the final completed log totaling at least 90 clock hours at the time of the final evaluation conference, or prior to the final conference. FEAP 10**
  - ◆ See Appendix (p. 24) for example of "log."
  - ❖ This log applies only to the 90-hour internship. It should include a very brief record of the type of activity and the hours/minutes devoted to that activity on a given day.
- ✓ **11. Engage in a program of professional reading, maintaining an annotated record, related to the internship assignment. This will ordinarily be determined in cooperation with the supervising administrator and relate directly to the experience, not textbooks from other courses.**
  - ◆ See Appendix (p. 25) for example of appropriate documentation.
- ✓ **12. Identify a separate activity/field experience which provides evidence of your competence for the Florida Principal Leadership Standards and FELE Competencies found in the Appendix.**
  - ❖ Use the **Florida Principal Leadership Standards** (p. 6) as major headings and identify one activity/experience which best demonstrates your competency (not what you think you can do but what you have done) for each of these Standards and FELE competencies. You may draw from your internship and your prior 200 hours. Your principal supervisor must sign and date this document.
- ✓ **13. Submit one ACTIVITY DESCRIPTION IN STAR FORMAT to the University Supervisor after 30 hours, a second ACTIVITY DESCRIPTION IN STAR FORMAT again after 60 hours and present the REMAINING TWO ACTIVITY DESCRIPTIONS IN STAR FORMAT at the time of the final evaluation conference.** Students are required to submit documentation of four STAR activities that reflect their ability to analyze challenging situations and formulate effective strategies to resolve these issues. Students are assessed by the instructor regarding the quality of their conceptualization and response using holistically using instructor's professional judgment. Your principal supervisor must sign and date these four STAR formatted leadership experiences. FEAP 4.
  - ◆ See Appendix (pp. 26-27) for description of STAR format
- ✓ **14. Contact by email the university supervisor around the mid-point of the internship to discuss your progress and schedule an on-campus conference if necessary.**
- ✓ **15. Schedule a final evaluation conference (telephone or in person at the internship site) with the Supervising Administrator and the University Supervisor near the conclusion of the internship experience**
- ✓ **16. Complete the UCF Master's Program in Educational Leadership Exit Survey and submit to the university supervisor with the final documentation.**

## APPENDIX

FORMS/FORMATS/SUBMISSION REQUIREMENTS: This Guide has been placed on the Educational Leadership website (<http://pegasus.cc.ucf.edu/~educlead/>) for your ease in accessing materials and in duplicating forms if you wish. The examples, forms, formats displayed in this Appendix have been included to provide direction regarding content and various types of required documentation. The examples are intended to give you a sense of what is required. They are not to dictate a single acceptable or preferred style or format.

There is no single required form which must be used by students in documenting their experiences; however, it is essential that students provide complete information (correct titles, school sites, addresses and phone numbers). While the form may vary, you are responsible for providing complete data as indicated in the examples provided. As one example, a resume is provided (pp. 19-20). You may elect to use a very different format. Your experience will dictate your format and the categories you use in developing your resume.

In particular, keep in mind that you are developing materials which as you enter into selection processes will be useful in documenting your prior administrative experience with **Florida Principal Leadership Standards**.

## **RECORDING YOUR FIELD EXPERIENCES**

### **Florida Principal Leadership Standards**

*Below is one format which can be used to record your activity on the **Florida Principal Leadership Standards**. The format below will permit you to list all ten areas and keep a running narrative of activities beginning with those you have completed at some previous point in time. Discuss and get approval from the University Supervisor if another format is used, prior to using the format. Find a format for documentation which lets you record activities in sufficient detail so as to permit you to recall important experiences in the future. As you read the examples of appropriate documentation, **please note**.*

- *Dates are included*
- *Supervisors are noted (parentheses)*
- *Action verbs are used to describe your level of involvement*
- *Activities are included over a period of years*
- *Activities included are completed on the job and in the internship*
- *Florida Principal Leadership Standard which are demonstrated are identified (1-19)*

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

#### **FPLS 3 MANAGING THE LEARNING ENVIRONMENT**

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

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

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

# FLORIDA PRINCIPAL LEADERSHIP STANDARDS EVALUATION FORM

## ***DUPLICATE AS NEEDED***

- Preliminary Self Assessment
- Midpoint Self Assessment
- Final Self Assessment

Name \_\_\_\_\_

Date \_\_\_\_\_

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

### **Measures of Competence**

**X Not observed or not measurable**

**1 Beginning status; inadequate competency**

**2 Limited experience; marginal competency**

**3 Satisfactory competency**

**4 Very competent**

**5 Outstanding competency**

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

- 1.1 Describes how to develop and implement a shared vision and strategic plan for the school
- 1.2 Works with staff, students and families to achieve the school's vision
- 1.3 Describes how instructional objectives, curricular goals and the shared vision relate to each other
- 1.4 Allows time for the achievement of goals
- 1.5 Identifies needs that will be targeted in the shared vision and strategic plan
- 1.6 Communicates the school's vision, mission and priorities to the community
- 1.7 Understands the basic concepts of the change process
- 1.8 Is aware that external influences have impact upon the school
- 1.9 Establishes plans to accomplish goals
- 1.10 Relates the vision, mission, and goals to students
- 1.11 Understands the effect of having a community of learners working together
- 1.12 Articulates and reinforces the vision in written and spoken communications

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

- 2.1 Sets annual learning gains, school improvement goals and other targets for instructional improvement
- 2.2 Uses data as a component of planning for instructional improvement
- 2.3 Includes provisions in the instructional program for students with special needs
- 2.4 Engages staff in ongoing study of current best practices
- 2.5 Reads research, applied theory, and informed practice related to the curriculum
- 2.6 Works to create high expectations and standards among the staff, teachers, and community members
- 2.7 Relates content and instruction to the achievement of established standards by students
- 2.8 Provides instructional leadership
- 2.9 Is aware of research on instructional effectiveness and will use it as needed
- 2.10 Demonstrates knowledge of student performance evaluation
- 2.11 Has identified skills necessary for the planning and implementation of improvements of student learning

- \_\_\_\_ 2.12 Assesses the curriculum needs in a particular setting
- \_\_\_\_ 2.13 Works to relate state standards, the needs of the students, the community and the school's goals
- \_\_\_\_ 2.14 Understands the effect that a positive school culture has on student learning
- \_\_\_\_ 2.15 Recognizes differences in the staff's desire and willingness to focus energy on achieving educational excellence
- \_\_\_\_ 2.16 Identifies teaching and learning needs among the staff and teachers
- \_\_\_\_ 2.17 Communicates the instructional program to the community, the staff, and district personnel
- \_\_\_\_ 2.18 Models professionalism, collaboration and continuous learning
- \_\_\_\_ 2.19 Understands and recognizes the benefits for students in:
  - balanced reading instruction
  - curriculum integration
  - active teaching and learning strategies
  - standards-based instructional programs
  - the use of technology for instructional purposes
  - aligning classroom assessments to standards

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

- \_\_\_\_ 3.1 Administers policies that provide a safe school environment
- \_\_\_\_ 3.2 Plans for the accomplishment of strategic goals
- \_\_\_\_ 3.3 Manages the daily operations of the school
- \_\_\_\_ 3.4 Is aware of the various fiscal and non fiscal resources for the school including business and community resources
- \_\_\_\_ 3.5 Manages the school to promote and encourage student learning
- \_\_\_\_ 3.6 Uses financial resources and capital goods and services to support school priorities
- \_\_\_\_ 3.7 Uses an efficient budget planning process
- \_\_\_\_ 3.8 Uses school resources to achieve curricular and instructional goals
- \_\_\_\_ 3.9 Understands techniques and organizational useful in leading and managing a complex and diverse organization
- \_\_\_\_ 3.10 Plans and schedules one's own and others' work so that priorities and goals can be met
- \_\_\_\_ 3.11 Conforms to legal and ethical standards in the management of the learning environment

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

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

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

- \_\_\_\_ 5.1 Is developing a set of problem solving techniques and decision making skills
- \_\_\_\_ 5.2 Understands that events and problems can have a variety of explanations
- \_\_\_\_ 5.3 Explains and defends decisions made
- \_\_\_\_ 5.4 Uses data to inform decisions
- \_\_\_\_ 5.5 Uses others to assist in the accomplishment of organization goals

- \_\_\_ 5.6 Supports student learning when making curricular and instructional decisions
- \_\_\_ 5.7 Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
- \_\_\_ 5.8 Conforms to appropriate legal standards
- \_\_\_ 5.9 Makes decisions in a timely fashion using the best available information
- \_\_\_ 5.10 Provides opportunities to involve family and community in a broad range of school activities

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

- \_\_\_ 6.1 Has skills necessary for interactive and interpersonal situations
- \_\_\_ 6.2 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
- \_\_\_ 6.3 Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
- \_\_\_ 6.4 Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
- \_\_\_ 6.5 Provides opportunities to involve school community in a broad range of school activities
- \_\_\_ 6.6 Interacts effectively with diverse individuals and groups
- \_\_\_ 6.7 Conforms to legal and ethical standards related to diversity
- \_\_\_ 6.8 Is perceptive and tactful in dealing with diverse populations
- \_\_\_ 6.9 Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
- \_\_\_ 6.10 Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- \_\_\_ 6.11 Has a plan for the hiring and retention of a diverse staff
- \_\_\_ 6.12 Has a plan to develop ways to improve relations with various cultural, ethnic, racial and special interest groups in the community

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

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

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

- \_\_\_ 8.1 Uses data to assess and monitor school improvement
- \_\_\_ 8.2 Uses multiple sources of data to inform decisions and improvement processes
- \_\_\_ 8.3 Monitors and assesses student progress
- \_\_\_ 8.4 Monitors and assesses the progress of activities
- \_\_\_ 8.5 Demonstrates an understanding of the methods and principles of program evaluation
- \_\_\_ 8.6 Develops and demonstrates skills in evaluating instructional strategies and materials
- \_\_\_ 8.7 Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
- \_\_\_ 8.8 Works with staff to identify strategies for improving student achievement appropriate to the school population

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

- \_\_\_ 9.1 Uses multiple data sources as they work with teachers to plan for individual professional development
- \_\_\_ 9.2 Utilizes a variety of supervisory skills to use to improve teaching and learning
- \_\_\_ 9.3 Understands adult learning strategies useful for assisting staff in professional development
- \_\_\_ 9.4 Demonstrates an understanding of the methods and principles of personnel evaluation
- \_\_\_ 9.5 Operates within the provisions of each contract as well as established enforcement and grievance procedures
- \_\_\_ 9.6 Sets high expectations and standards for the performance of all teachers and staff
- \_\_\_ 9.7 Empowers others to achieve personal, professional and organizational goals
- \_\_\_ 9.8 Connects professional growth plans and professional development to individual teacher and school learning goals
- \_\_\_ 9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers
- \_\_\_ 9.10 Sets expectations that will ensure that all students are engaged in active learning
- \_\_\_ 9.11 Provides opportunities for teachers to think, plan, and work together
- \_\_\_ 9.12 Pursues improvement of his/her own professional development

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

- \_\_\_ 10.1 Manifests a professional code of ethics and values
- \_\_\_ 10.2 Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
- \_\_\_ 10.3 Creates, models and implements a set of values for the school
- \_\_\_ 10.4 Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
- \_\_\_ 10.5 Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- \_\_\_ 10.6 Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
- \_\_\_ 10.7 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- \_\_\_ 10.8 Demonstrates ability to make decisions within an ethical context

## EXAMPLE

*This sample resume has been abbreviated to conserve space—your resume may, and likely should, be several pages in length in order to highlight your preparation and experience.*

Susan Hobart Reynolds  
10423 Central Lake Circle  
Edgewater, CO 32816  
Home: (407) 922-1876  
Work: (407) 844-1377

### PROFESSIONAL ASSIGNMENTS

|   |   |              |
|---|---|--------------|
| <b>Dean/Registrar</b><br>Responsible for master schedule development in a public high school of 3,000; Technology Committee Chairperson; Textbook Manager.  | Parkside High School<br>Edgewater, CO       | 2002-Present |
| <b>Counselor and Executive Assistant</b><br>Served as Registration liaison assisting in coordination of registration for grades 8-11 for next school year (2800 students); served on schedule committee for implementation of 4x4 block schedule (2000-2002). |   | 2000-2002    |
| <b>Counselor</b><br>Responsible for alpha section of grades 6-8, advising in course registration and chaired scheduling committee   | Highland Middle School<br>Edgewater, CO     | 1999-2000    |
| <b>Mathematics Instructor</b><br>Team Leader (95-96); taught courses ranging from basic mathematics to Algebra I, Geometry, College Review Math   | Hopedale Junior High School<br>Columbus, OH | 1995-1999    |
| <b>Four/Fifth Combination Teacher</b><br>Math Specialist  | Western Avenue Elementary<br>Columbus, OH   | 1992-1995    |

### PROFESSIONAL ACTIVITIES

- Chaired Computer and Hospitality Committees
- Served on Mathematics Committee
- Served on Multicultural Committee
- Trained in grant writing
- Supervision of University Interns (University of Colorado and Ohio State University)
- Instrumental in establishing a non-graded approach to Language Arts and Math program in Columbus, OH

**Susan Hobart Reynolds**  
**Page Two**

## **PROFESSIONAL AFFILIATIONS**

- Association for Curriculum and Supervision Development (1993-present)
  
- Florida Association for Counseling & Development  
1999-2000, Recording Secretary  
1997-1998, Co-Editor of state newsletter, Guidelines
  
- Henry County Association for Counseling and Development  
2000-2001, President (3-year term)  
1996-1998, Editor of newsletter, Linkages  
1996-1997, Vice President/Secondary Level

## **EDUCATION**

|  |  |
|--|--|
| Ohio State University<br>Columbus, Ohio              | B.S. in Education, Major Elementary Education<br>1987-1991                                   |
| University of Colorado<br>Colorado Springs, Colorado | Master of Education, Major Educational Leadership<br>in progress, Expected Graduation 8/2003 |

## **CERTIFICATION**

Colorado and Ohio certification  
Math (grades 6-12); Guidance & Counseling (PK-12)

## **REFERENCES**

Dr. Ron Yates, Principal  
Parkside Elementary School  
Edgewater, CO32816  
(303) 993-2110

Dr. Cynthia Johnson, Principal  
Highland Elementary School  
Edgewater, CO 32815  
(303) 993-2234

Dr. James Bell, Professor  
Department of Educational Leadership  
University of Colorado - Edgewater Campus  
(303) 992-8144

# Application

## EDA 6946: Administrative Internship

College of Education University of Central Florida

All students intending to complete an Educational Leadership Administrative Internship should be thoroughly familiar with the information contained in A Guide to the Administrative Internship in Educational Leadership EDA 6946, 2005.

Students who believe they are eligible for the internship should complete the application below, submit it along with required documentation (see Guide) to the Educational Leadership Supervisor of Administrative Internships (Educational Leadership, Post Office Box 161250, Orlando, FL 32816-1250)

**Please Note:** All students applying should be in their last 12 hours of course work leading to a Master of Education in Educational Leadership, the Education Specialist in Educational Leadership or to completion of the approved Modified Leadership Core program

### Indicate the semester for which you are requesting an internship:

- For **SPRING** internships, submit application by OCTOBER 1  
 For **SUMMER** internships, submit application by FEBRUARY 1  
 For **FALL** internships, submit application by JUNE 1

**Name:**

\_\_\_\_\_ *First* \_\_\_\_\_ *Middle* \_\_\_\_\_ *Last*

SS# \_\_\_\_\_ *and/or* PID# \_\_\_\_\_

EMAIL ADDRESS(es) \_\_\_\_\_

Home Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Telephone ( ) - \_\_\_\_\_ Work Telephone ( ) - \_\_\_\_\_

Prior Degree(s) & Major(s) B.S./B.A. in \_\_\_\_\_ M.S./M.Ed. in \_\_\_\_\_

Present Student Status (check one): \_\_\_\_\_ M.S./Med \_\_\_\_\_ Modified Core program \_\_\_\_\_ Ed.S./Ed.D.

Level for Intern Experience: \_\_\_Elementary \_\_\_Middle School \_\_\_High School \_\_\_Exceptional Education

Describe the manner in which you have met the multicultural requirement (If 20% of the pupils at your home school site are of an ethnic/racial group other than yours, you have met the multicultural requirements).

\_\_\_\_\_  
\_\_\_\_\_

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

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Goals And Objectives: EDA 6946 Administrative Internship Plan

Name of Intern \_\_\_\_\_ PID # \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_  
Street  
\_\_\_\_\_  
City ZIP Sem \_\_\_\_ Yr. \_\_\_\_ Hrs. \_\_\_\_  
\_\_\_\_\_  
Email address

### Supervising Administrator :

\_\_\_\_\_  
(Dr.) (Mrs.) (Ms.) or (Mr.) *Supervising Administrator Name* and *Position with organization* Phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_  
*Internship School or Office Building* *Street Address*

\_\_\_\_\_  
*City* *ZIP* *Supervising Administrator's Email address*

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

### I. OVERALL GOAL(S)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### II. OBJECTIVES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. INVOLVED \_\_\_\_\_ THE \_\_\_\_\_ TIME \_\_\_\_\_ PERIOD \_\_\_\_\_  
to \_\_\_\_\_

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

Signatures: Student \_\_\_\_\_ Date \_\_\_\_\_

Supervising Administrator \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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

## ***EXAMPLE***

### **GOALS AND OBJECTIVES: ADMINISTRATIVE INTERNSHIP PLAN**

Two examples are presented below:

Example 1 provides an example of tentative goals developed by the intern based on discussions with the University Supervisor and perhaps preliminary discussions with the proposed site supervisor. **These tentative goals should be in the hands of each person participating in the 3-party conference.** These goals serve as a beginning point for discussion during the conference. This plan represents the real wishes and interests of the student. During the conference, the discussion will determine whether the objectives are realistic or if some activities may not be able to be accomplished.

Example 2 is an example of a final and slightly revised or expanded plan ready for the signatures of all three persons. This plan would result from the discussion at the three-party conference and subsequent planning/discussion between the intern and the Supervising Administrator. This finalized plan signed by the intern and the Supervising Administrator should be sent to the University Supervisor no later than the first or second day of the official beginning date of the internship.

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

#### **EXAMPLE 1 – TENTATIVE GOALS AND OBJECTIVES**

##### **OVERALL GOAL(S)**

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

##### **OBJECTIVES**

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

#### **EXAMPLE 2 – FINAL GOALS AND OBJECTIVES**

##### **OVERALL GOAL(S)**

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

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

##### **OBJECTIVES**

Assist with selection of faculty and staff for the operation of summer school.  
Observe the procedure for master scheduling of teachers and classes for the fall term.  
Assist with daily operation of the school - discipline referrals - parent contacts  
Assist with textbook orders; budget and finance for summer and next school year  
Assist with FTEs for summer session  
Conduct training sessions for 300 upper class students to assist with ninth grade orientation  
Communicate with parents concerning the ninth grade orientation schedule

**ADMINISTRATIVE INTERNSHIP LOG**

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

**Name:** \_\_\_\_\_

**HOURS DAY/DATE and ACTIVITIES**

- 6.5 6/28/20\_\_ , 8 a.m.-2-30 p.m. General overview of administrative duties and responsibilities; various hall duties and review of teacher handbook, attendance policy, transportation and newsletters.
- 7.5 6/29/20\_\_ , 8 a.m.-3:30 p.m. Master scheduling computer input; revision of substitute handbook and computer literacy survey; various hall duties and review of student handbook.
- 7.5 6/30/20\_\_ , 8 a.m.-3:30 p.m. Scheduling of student leadership conference; prioritized resumes for a math opening and set up interviews; finalized and processed (data entry) FTE counts for summer school.
- 9.5 7/1/20\_\_ , 7 a.m.-4.30 p.m. Interviewed math applicants for available position.

**TOTAL HOURS:** \_\_\_\_\_

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

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

**TOTAL HOURS:** \_\_\_\_\_

*SEND THE INITIAL LOG NOW EXPANDED TO SHOW THE SECOND THIRTY HOURS (ALONG WITH THE SECOND STAR FORMATTED ACTIVITY DESCRIPTION) TO THE UNIVERSITY SUPERVISOR.*

**NOTICE:**

Have the completed log (*not shown here*) and the remaining two star formatted activity descriptions available before or at the final three-party exit conference.  
The final conference will not take place until documentation is received. A grade will not be assigned until all documentation is received and the final conference has taken place.

**ANNOTATED RECORD/PROFESSIONAL READING**

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

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**BOOKS**

Eaker, Robert , Dufour, Richard, Burnette, Rebecca (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, IN: National Education Service

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

**PERIODICAL LITERATURE**

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

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

**HANDBOOKS/POLICY MANUALS/DISTRICT OR SCHOOL INFORMATIONAL MATERIALS**

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

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# STAR-FORMATTED ACTIVITY DESCRIPTIONS

## Situation

## Task

## Action

## Result

Using the **STAR** format described below, document a minimum of four (4) activities or events in which you have participated during your internship for four (4) or more different Principal Leadership Standards. Students participating in targeted selection often must respond to questions of interviewers using STARS. STARS can assist you in reporting clearly and succinctly the important elements of your behavior as you solved a problem, resolved a conflict or took some administrative action.

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

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

**STAR-FORMATTED ACTIVITY DESCRIPTIONS\***

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FLORIDA PRINCIPAL LEADERSHIP STANDARD 2.0 Instructional Leadership**

**Situation**

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

**Task**

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

**Action**

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

To facilitate a smooth summer school, a preplanning meeting for summer school staff was planned and held on May 18. The agenda included expectations, goals and needs for an effective summer school session. Teacher input was also sought during this meeting.

**Result**

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

**\*PLEASE USE DOUBLE SPACING--SINGLE SPACED HERE TO CONSERVE SPACE.**

## **EDA 6946 ADMINISTRATIVE INTERNSHIP Student's Checklist**

### **In planning for my internship,**

#### **I have:**

- \_\_\_\_\_ accessed and read A Guide to the Administrative Internship -EDA 6946. Guide may be accessed using the Educational Leadership web page at <http://pegasus.cc.ucf.edu/~educlead/>
- \_\_\_\_\_ almost completed my program; enrolled in the last 12 hours of program at the time of internship
- \_\_\_\_\_ provided UCF Supervisor of Administrative Internships with the following documentation
- \_\_\_\_\_ completed approximately 200 hours of field based/clinical experiences and have documented them (Florida Principal Leadership Standards & FELE Competencies) Guide, pp. 6, 8, 15, 31, 32
- \_\_\_\_\_ completed/updated my resume, Guide, pp. 7, 19-20
- \_\_\_\_\_ completed application, Guide, p. 21
- \_\_\_\_\_ completed preliminary Florida Principal Leadership Standards self-assessment, (floridaschoolleaders.org), Guide, pp. 15-18
- \_\_\_\_\_ contacted UCF Supervisor of Administrative Internships (after above documentation has been sent) regarding a potential internship placement
- \_\_\_\_\_ assumed responsibility for scheduling the three-party conference with a potential site supervisor after consultation with UCF Supervisor of Administrative Internships

### **IN PREPARATION FOR THE THREE-PARTY CONFERENCE, I HAVE:**

- \_\_\_\_\_ confirmed the time and place with both potential site supervisor and UCF Supervisor
- \_\_\_\_\_ prepared a resume to be given to potential site supervisor
- \_\_\_\_\_ prepared 3 copies of tentative goals to be shared at three-party conference (these should have been informally discussed with UCF Supervisor), Guide, pp. 22-23
- \_\_\_\_\_ prepared to discuss specific dates of your availability for internship
- \_\_\_\_\_ dressed appropriately -- treat this conference as you would a job interview for your first administrative position

### **DURING MY INTERNSHIP, I HAVE:**

- \_\_\_\_\_ finalized goals, obtained signatures and forwarded all required information on Administrative Field Experience/Internship Plan to the university supervisor by the end of the first or second day of the internship, Guide, p. 22
- \_\_\_\_\_ sent 30-hour log and one activity description in STAR format to the university supervisor, Guide, pp. 24, 26
- \_\_\_\_\_ sent 60-hour log and second activity description in STAR format to the university supervisor, Guide, pp. 24, 26
- \_\_\_\_\_ contacted the university supervisor at the midpoint of the internship to inform of/discuss progress
- \_\_\_\_\_ completed midpoint Florida Principal Leadership-Standards assessment, Guide, pp. 15-18

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

- \_\_\_\_\_ scheduled a final evaluation conference with supervising administrator and university supervisor
- \_\_\_\_\_ provided the university supervisor with the following:
  - \_\_\_\_\_ documentation regarding professional reading, Guide, p. 25
  - \_\_\_\_\_ completed **final** Florida Principal Leadership Standards self-assessment, Guide, pp. 15-18
  - \_\_\_\_\_ updated Areas of the Florida Principal Leadership Standards, Guide, pp. 6, 14.
  - \_\_\_\_\_ 90-hour log of activities, Guide, p. 24
- \_\_\_\_\_ Remaining two activity descriptions in STAR format (at the conclusion of your internship you should have used the STAR format to describe at least four of the activities/experiences you identified in your Standards & FELE competencies documentation), pp. 12, 26
- \_\_\_\_\_ Florida Principal Leadership Standards and FELE Competencies Documentation (identification of a single activity/experience for each of the Florida Principal Leadership Standards), pp. 6, 12, 31, 32
- \_\_\_\_\_ Complete the UCF Master's Program in Educational Leadership Exit Survey and submit to the university supervisor with the final documentation.

## UCF Master's in Educational Leadership Exit Survey

Directions: Using the following scale, please rate by circling the number of your level of agreement with each of the statements regarding the Educational Leadership Master's program at the University of Central Florida.

1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree; 5=Not Applicable

1. Course content was drawn from current best practices in the field.

1                      2                      3                      4                      5

2. Course content was drawn from research and literature.

1                      2                      3                      4                      5

3. I received frequent feedback from my instructors on my progress in class.

1                      2                      3                      4                      5

4. Faculty advisors were available to offer advice outside of class time.

1                      2                      3                      4                      5

5. Educational Leadership faculty set high expectations for student performance.

1                      2                      3                      4                      5

6. The information provided to me by my advisor was accurate and helpful.

1                      2                      3                      4                      5

7. Courses in Educational Leadership were academically challenging.

1                      2                      3                      4                      5

8. Faculty advisors kept regular office hours.

1                      2                      3                      4                      5

9. The number of students in the classes I took was appropriate for graduate level courses.

1                      2                      3                      4                      5

10. Student discussion and interactions were encouraged by instructors during class.

1                      2                      3                      4                      5

11. The administrative internship was a valuable learning experience.

1                      2                      3                      4                      5

12. Instructors expected students to be prepared for class presentations and discussions.

1                      2                      3                      4                      5

13. The intellectual climate in the department was stimulating.

1                      2                      3                      4                      5

14. The Educational Leadership department was supportive.

1                      2                      3                      4                      5

15. The Educational Leadership department adequately prepared students for comprehensive exams.

1                      2                      3                      4                      5

16. The Educational Leadership department adequately prepared students for the Florida Educational Leadership Examination.

1                      2                      3                      4                      5

17. My academic program prepared me for my professional career goals.

1                      2                      3                      4                      5

18. Courses in my major were offered frequently enough for timely completion of the program.

1                      2                      3                      4                      5

19. Textbooks required for the courses were used on a regular basis.

1                      2                      3                      4                      5

20. Student interactions and discussions added to the quality of the courses.

1                      2                      3                      4                      5

21. Online electronic databases were useful in completing the program requirements.

1                      2                      3                      4                      5

**EDA 6946 Administrative Internship  
FELE Competencies and Skills**

**Subtest #1:**

**Instructional Leadership**

**COVERING STANDARDS ON:**

**Instructional Leadership**

**1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process**

2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.

**8. Knowledge of managing the learning environment standard as related to funding of Florida Schools**

3. Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.

**11. Knowledge of managing the learning environment standard as related to student service**

2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).

**12. Knowledge of managing the learning environment standard as related to student and parental rights**

1. Given the student/ parent handbook: determine compliance with Florida Statutes governing parents' rights and responsibilities and for student's rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).

**Subtest #2: Operational Leadership**

**COVERING STANDARDS ON:**

**Human Resource Development**

**Decision Making Strategies**

**Ethical Leadership**

**Technology**

**3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff**

1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.

**14. Knowledge of decision making strategies standard as related to data analysis**

1. Given school data, perform procedural measures for school grade calculation.

**Subtest #3: School Leadership**

**COVERING STANDARDS ON:**

**Community and Stakeholder Partnerships**

**Diversity**

**Vision**

**7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school**

1. Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.
2. Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.
3. Identify practices and implications of effective communication and interpersonal relationships.

**8. Knowledge of vision standard as related to data analysis**

1. Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.