Florida Agricultural and Mechanical University  
College of Education  
Department of Educational Leadership and Human Services  
Program of Educational Leadership  
Tallahassee, Florida 32307

HANDBOOK FOR INTERNS AND SPONSORING ADMINISTRATORS

COURSE: EDA 5940  
INTERNSHIP IN EDUCATIONAL ADMINISTRATION

Spring 2011 Revised  
Fall 2008 Revised
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- Overview

- Administrative Documents
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  - Candidate’s Curriculum Vitae
  - Internship Data Sheet
  - Working Agreement (contract) with Site Administrator/Principal
  - Internship Activity Schedule
  - Dated Participation Log
  - Site Supervisor’s Evaluation Form
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- Activities of the Internship and Corresponding Format
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I. **PREFACE**

Leadership is the most crucial factor in school success. Although many factors contribute to school success, effective schools must always have excellent administrators.

Florida Agricultural and Mechanical University (Florida A&M University) has provided for several decades an internship experience for candidates who plan to become educational administrators. The University has had and continues to have a clear vision and a strong commitment to produce exemplary leaders for Florida’s schools, the nation, and the world.

This revised handbook was greatly enlarged in 1994, 1997, 2006, and 2008 to enhance our efforts to produce exemplary professionals who can effectively utilize educational leadership knowledge, skills, and dispositions to transform schools so that each child can learn at the greatest possible level. The handbook continues the expectation that educational administrative interns will be proactive individuals who can demonstrate positive leadership qualities through the mentoring relationship with Supervising Site Administrators and University Supervisors, assignments, action research, and seminar participation.
INTRODUCTION

The administrative internship represents the sponsored apprenticeship by the Educational Leadership Program in the Department of Educational Leadership and Human Services for the preparation of personnel in educational leadership. During the course, the candidates receive structured learning experiences in selected schools, school district central or area offices, or other educational entities or organizations, and at the University.

The planned sequence of experiences is offered in an effort to achieve the following goals:

To enhance candidates’ usage of the knowledge, skills, and dispositions in all elements (instructional leadership, operational leadership, and school leadership) of the William Cecil Golden Professional Development Program (section 1012.986, F.S.) for School Leaders.

To provide candidates opportunities to apply concepts and develop skills in both management and leadership in all of the Florida principal domains and competencies.

To provide candidates opportunities for clinical experiences that supports the need for increased efficiency and effectiveness of those who must maintain and enhance quality elements, and facilitate desirable change in schools.

To enhance the knowledge and skills of candidates in practicing and exploring the National Council for the Accreditation of Teacher Educators standards in educational leadership.

To assist prospective administrators in recognizing that planning, implementation, and evaluation of needed reforms are highly dependent on efforts by those who have the vision, beliefs, abilities, and energy required to lead others toward shared goals and objectives.

Achievement of these goals will enable candidates to (1) realistically understand school administration from practical experiences under the guidance of competent educators; (2) develop competencies required for Florida certification in school administration; and, (3) work effectively with experienced, highly qualified professional school administrators. The administrative internship contributes to the requirement to provide highly qualified, highly effective, and creative administrators for schools and other entities.

HISTORICAL HIGHLIGHTS
The administrative internship at the Florida A&M University (University) has a significant history. It began in 1965 as a formal arrangement with the nationwide educational leadership internship endeavor by the National Association of Secondary School Principals (NASSP). "In order to broaden the scope of its Administrative Internship in Secondary School Improvement," NASSP for the first time enlisted the support of a few schools which did not offer the doctoral degree in education. Through selecting the University, NASSP afforded immense benefits to the twelve students involved in this effort.

In keeping with the intent and design by NASSP in this nationwide initial program, the University has continued the site-based learning experience in its administrative leadership graduate program. In accordance with professional trends and standards developed through the National Council of Professors of Educational Administration, National Council for Accreditation of Teacher Education, State of Florida, and other research endeavors, the University has restructured its administrative internship over a period of time. As a result of the structured experiences during the administrative internship and the quality of the educational leadership program, graduates have found an early entry into and outstanding ratings in significant administrative positions.

Another program which added status to the University effort in educational leadership was the contractual relationship with the American Association of Colleges of Teacher Education (AACTE). This contractual arrangement provided year-long administrative experiences at the University for selected students from Ghana and Nepal.

UNIVERSITY ORGANIZATIONAL RELATIONSHIP

The Florida Agricultural and Mechanical University is one of the thirteen postsecondary institutions in the State University System of Florida. It has a superior record of producing leaders. The University is headed by a president with the Department of Educational Leadership and Human Services as one of the departments in the College of Education. The College of Education, under the leadership of a Dean, is one of the thirteen schools, colleges, and institute at the University which reports to the Provost and Vice President for Academic Affairs at the University. All members of the faculty and administration of the Department of Educational Leadership and Human Services are highly qualified, experienced professionals who hold doctoral degrees.

GENERAL PROCEDURES
Procedures followed in the administrative internship differ from the usual undergraduate teaching internship. The administrative internship requires candidates to have completed the substantial part of their degree or modified program course work. This administrative internship is more in keeping with the concept of the medical internship. Students are exposed to a variety of experiences which contribute to creating effective and efficient schools.

**ENROLLMENT IN INTERNSHIP**

The perspective intern, with advisor or department approval enrolls in EDA 5940, Internship in Educational Administration. Only students accepted and enrolled in the educational degree or modified program are approved for the internship course.

**SITE SELECTION**

The University Supervisor assumes the responsibility for initiating and negotiating the arrangements for the administrative internship and assures diversity. Prior to initiating contact at the site, the University Supervisor who teaches the course must ensure that the candidate has a current health insurance, liability insurance and criminal background check on file. A formal contract is required in order to process the internship agreement, which requires signatures of the Intern, Site Supervisor, and University Supervisor. The University Supervisor shall always be a member of the staff or an adjunct professor of the Department of Educational Leadership. **The internship cannot begin until the Internship working agreement is signed by all three parties (Intern, Site Supervisor, and University Supervisor).** The University Supervisor must work with the Office of Student Teaching prior to seeing the district to be sure the candidate meets all requirements as an intern.

However, Leon County Public Schools District established a policy in 2008 that specifies the internship conditions. All interns must get approval for administrative internship at the time designated by the school district during the early part of the semester prior to the internship. The school district developed a form for this purpose in which the site administrator, district director, and superintendent or his designee must sign before the University Supervisor signs. This Leon form and the University form are required of all candidates who intern in the Leon County Public Schools District.

All interns must also provide the University Supervisor copies of health insurance, liability insurance, and level II criminal background check. Liability insurances are available at a low cost in Internship Portfolio Guide and Forms.
professional association to which candidates may belong and some in which they may join. No Intern
can go into an internship school internship site who does not have these documents on file with the
University Supervisor and in the candidate’s file in the department office.

WORKING AGREEMENT AND TIME FRAME

The working agreement includes specific information and the time required of the intern. This information is
included in the Appendix of this Handbook.

ROLES OF THE INTERN

The intern shall fulfill the following course requirements:

1. Register for the course by the deadline.
2. Begin the internship after the University Supervisor has received approval from the Student Teaching Office
and does the negotiation for and finalizes the site.
3. Work within the boundaries of the Site Supervisor.
4. Meet all course requirements required by the course outline, this handbook, University rules, and documents
passed out in class.
5. Attend all class sessions.
6. Participate during class time which will be devoted to oral reports on readings related to site-assigned activities,
discussions, analysis of specific relationships between site experiences and requirements of the Florida Principal
Competencies, and simulated activities.
7. Discuss problems, concerns, and successes with the University Supervisor.
8. Meet all deadlines.
9. Dress and behave according to professional standards required at the site of the internship.
10. Inform the Site Supervisor of inability to report for duties as soon as possible. After informing the Site
Supervisor or if the intern is unable to locate the site administrator, he/she should inform the University
Supervisor as soon as possible. If it is at all possible, these notifications should be made prior to the
expected time at the internship site.
11. Provide evidence of taking 150 hours for doing activities as experiences in the internship (e.g., attending
school board meeting, visiting another school site, and attending a second meeting).

ROLE OF THE SITE SUPERVISOR
The Site Supervisor (Administrator at the site in which the internship takes place) shall perform the following duties:

1. Attend and participate actively in the orientation session provided at the internship site by the University Supervisor who shall go over the course syllabi, internship handbook, and answer all questions from the Site Supervisor.
2. Provide and supervise or have a designee(s) supervise a wide range of responsibilities for the intern related to administrative and supervisory roles.
3. Assure opportunities for professional growth and development of the intern.
4. Attend, when possible, the meetings which may be set up by the University Supervisor.
5. Complete the evaluation form for the intern which shall be used in computing the intern’s grade.
6. Provide information to the University Supervisor when she evaluates the Intern on site.
7. Seek assistance from the University Supervisor, if needed.

**ROLE OF THE UNIVERSITY SUPERVISOR**

The University supervisor shall perform the following duties:

1. Provide an orientation session and review the handbook and course syllabi for the Site Supervisor at the internship site prior to the candidate reporting to the site.
2. Contribute support and guidance to the Intern and Site Supervisor and or designee(s).
3. Assist with and mediate interpersonal relations and other problems related to the success of the internship.
4. Provide for meaningful educational growth for the interns.
5. Establish and conduct site visit(s) with the Site Supervisor.
6. Conduct classes held for the Intern as a part of the course requirements.
7. Inform the Site Administrators about absences of the Intern (The intern is expected to contact the University Supervisor and the Site Supervisor regarding attendance issues).
8. Complete and submit the advance disposition on the intern.
9. Grade the interns using criteria established in the course outline.

**REMOVAL FROM THE INTERNSHIP**

Interns who fail to meet the conditions of this Handbook as well as College of Education, Graduate School, and/or University policies and procedures may be dismissed from the internship site or the internship by the University Supervisor. The University Supervisor will work with the Intern, Site Supervisor(s) and others, and shall provide guidance to the Intern prior to taking such appropriate action.
CONCLUSION

This handbook provides basic information about the administrative internship program at the University. The success of the program is related to how well each member of this partnership team performs assigned responsibilities. Historically, interns have proved to be extremely successful administrators. The University intends to continue to meet the challenge of providing trained, highly qualified, highly effective, committed administrators with effective dispositions required for schools and other entities.

ADVANCED DISPOSITION FORM

Advanced Level Disposition Form
Candidate’s Name: ___________________ Student ID: ____________ Program Area: __________________

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<tr>
<th>Criteria for rating</th>
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Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✓ to indicate level of performance.)

• is punctual and regularly attends class
• has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
• presents oneself in a professional manner both in demeanor and appearance.
• handles feelings appropriately (emotional management)
• maintains integrity and high professional standards.
• works in a reliable, dependable manner, utilizing initiative.
• seeks opportunities for professional development and actively participates in professional organizations.
• demonstrates the appropriate use of personal technology during class.
• demonstrates academic honesty.

Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)

• communicates effectively in a professional manner using standard English language and
appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

### Criteria for rating

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<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89-80%)</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance. (79-70%)</td>
<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance. (60-69%)</td>
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### Professional Practice: The Other Professional Educator Candidate demonstrates professional practice

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

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</table>

### Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

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EDA 5940

INTERSHIP PORTFOLIO 
GUIDE 
AND 
FORMS
ADMINISTRATIVE INTERNSHIP PORTFOLIO

PRESENTED TO:

(Professor)
in partial fulfillment of
EDA 5940
Internship in Education Administration

SUBMITTED BY:

Effective

FALL 2011
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2. Administrative Documentation
   - Candidates’ Pre and Post Internship Questionnaire
   - Curriculum Vita of the Interns
   - Internship Data Sheet
   - Working Agreement (Contract) with the Main Site Administrator /Principal
   - Working Agreement (Contract) with Leon County Public Schools District
   - Internship Activity Schedule
   - Dated Participation Log
   - Site Supervisor’s Evaluation Form
   - University Supervisor’s Evaluation Form

3. Activities of the Internship and Corresponding Format
   - **Activity #1:** Standard Based Self-Inventory and Self Improvement Action Plan
   - **Activity #2:** Shadowing Activity
   - **Activity #3:** Reflective Diary
   - **Activity #4:** Reflective Action Logs
   - **Activity #5:** Site Based Action Research
   - **Activity #6:** Articles and Commentaries
   - **Activity #7:** Meetings Attended
   - **Activity #8:** Visit to Another Site
   - **Activity #9:** Reflective Summary of Benefits Obtained from the Internship
The overview section of the portfolio provides an overall statement about the internship and the content of the portfolio. It must provide the name of the intern, internship location, supervisor, and basic information about the place of internship. It should also include the number of hours interned each week and the general activity areas covered during the internship.

Additionally, the overview section may include photos of the school, select school personnel, school motto, philosophy, and other related elements that best describe the school and its mission to educate all children. This section may also include photos of the intern during various participatory experiences at the school site, including directing meetings, working with school personnel, and other appropriate activities.
This section of the internship portfolio must include the following completed documents:

1. Candidates Pre and Post Questionnaire
2. Curriculum Vita of the Intern
3. Internship Data Sheet
4. Working Agreement (Contract) with the Main Site Supervisor (Administrator /Principal)
5. Internship Activity Schedule
6. Dated Participation Log
8. Internship Entry and Exit Questionnaire
9. Site Supervisor’s Evaluation
10. College Supervisor’s Evaluation
The Pre Questionnaire and Post Questionnaire are designed to obtain information regarding the candidate’s feelings about the internship experience. Therefore, the Pre Questionnaire must be completed and turned in to the professor during the first day of class (the initial seminar), before the internship experience begins. The Post Questionnaire must be labeled as such and the candidates should complete all pertinent information upon completing the internship experience. The Post Questionnaire must also be turned in to the professor along with all the required documents upon completion of the internship experience.

The candidates’ collective Pre Questionnaire and Post Questionnaire will be compiled and analyzed to inform the program of necessary changes for improvement. The data will be compiled and analyzed to make comparative analysis and program changes where needed.
Please answer the following questions as accurately as possible. You will need to complete this form during the first seminar of the internship and upon completing the internship experience.

1. Why are you taking educational leadership courses?

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_____________________________________________________________________________________________

2. What administrative position do you currently hold?

_____________________________________________________________________________________________

3. In order of preference, list three administrative positions and salary you expect to obtain after obtaining your degree and/or certification.

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<th>Administrative Position</th>
<th>Expected Annual Salary</th>
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4. If an administrative position was offered to you which required you moving, would you move?  Yes ___ No ____

8. In order of preference, indicate the most desirable school settings of your choice.

<table>
<thead>
<tr>
<th>Locations</th>
<th>School Site</th>
</tr>
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<tbody>
<tr>
<td>Urban</td>
<td>Large</td>
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<tr>
<td>Rural</td>
<td>Medium</td>
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<tr>
<td>Suburban</td>
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Please complete the following items before or after the internship as indicated below

<table>
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<th></th>
<th>COMPLETE BEFORE THE INTERNSHIP EXPERIENCE</th>
<th>COMPLETE AFTER THE INTERNSHIP EXPERIENCE</th>
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<tr>
<td>7 (a)</td>
<td>Describe what you expect from your internship.</td>
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<td>7 (b)</td>
<td>Explain, how were your expectations different from</td>
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<td>Question</td>
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<td>8 (a) How much time do you expect your internship to require?</td>
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<td>8 (b) How much time did the internship actually require?</td>
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<td>9 (a) To what degree do you anticipate interaction with school personnel identified in the column at the right?</td>
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<tr>
<td>Interns</td>
<td>none</td>
<td>low</td>
</tr>
<tr>
<td>Site administrators</td>
<td></td>
<td></td>
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<tr>
<td>Site teachers</td>
<td></td>
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</tr>
<tr>
<td>Other site staff</td>
<td></td>
<td></td>
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<tr>
<td>Internship professor</td>
<td></td>
<td></td>
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<tr>
<td>Children</td>
<td></td>
<td></td>
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<tr>
<td>Parents and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 (b) To what degree did you interact with school personnel identified in the column at the right?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interns</td>
<td>none</td>
<td>low</td>
</tr>
<tr>
<td>Site administrators</td>
<td></td>
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<tr>
<td>Site teachers</td>
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<td>Children</td>
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<tr>
<td>Parents and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Overall, how do you evaluate your internship?</td>
<td>-1</td>
<td>2</td>
</tr>
</tbody>
</table>
CURRICULUM VITA OF THE CANDIDATE

Jonetta Harris-Dubanette

4508 Calvin Drive  Florence, SC 29501

Objective

State the objective of your job search.

Education

Degree Earned or Major        Years attended (Ex: 2000 - 2004
Institution Name              City and State of Institution

Describe Honors, related activities and accomplishments here

Degree Earned or Major        Years attended (Ex: 2000 - 2004
Institution Name              City and State of Institution

Describe Honors, related activities and accomplishments here

Experience

Job title                     Years employed Ex. 1998 – 2005
Organization Name             City and State of Organization

Describe responsibilities and accomplishments here

Job title                     Years employed Ex. 1998 – 2005
Organization Name             City and State of Organization

Describe responsibilities and accomplishments here

Skills

- Bullets may be used here to create an attractive list of descriptive skills
<table>
<thead>
<tr>
<th>Professional References (3-5)</th>
<th>Name, Address, Telephone,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E-mail Address</td>
</tr>
</tbody>
</table>
**INTERNSHIP DATA SHEET**

**INTERN**

Name: ____________________________________________________________________________

School System or Name of Agency: ________________________________________________________________________________________________

Name of School or Department: ______________________________________________________________________________________________

Internship Address: ________________________________________________________________________________________________

_______________________________________Zip Code____________________________________

Local address of Intern: ________________________________________________________________________________________________

______________________________________________________    Zip Code_______________

Local Phone Number of Intern: _______________________ (h) ______________________ (c) ____________ ____ (b) E-mail: __________________________________________________________________________

**PRINCIPAL OR SITE SUPERVISOR**

Name: ____________________________________________________________________________

Name and Address of Internship Site: ________________________________________________________________________________________________

_______________________________________________________________________________________________    Zip Code________________

Office Telephone: ________________________________________________________________________________________________

Office Fax: ________________________________________________________________________________________________

E-mail: ________________________________________________________________________________________________

**UNIVERSITY SUPERVISOR**

Name: ____________________________________________________________________________

Office Address: ________________________________________________________________________________________________

_________________________________________   Zip Code________________

Home Telephone: __________________________ Office Telephone: __________________________

**OTHER PERSONNEL WHEN REQUIRED BY THE DISTRICT**

Name: ____________________________________________________________________________

Office Address: ________________________________________________________________________________________________

_________________________________________   Zip Code________________

Office Telephone: __________________________ Office Telephone: __________________________

Office Fax: __________________________
E-mail: ______________________________

STATUS OF INTERN
The official paid position of the intern, if any, is designated as
INTERNSHIP WORKING AGREEMENT
(Contract)

OVERVIEW
This working agreement provides the basis for operating the Educational Administrative Internship for ________________________________(Name of Intern) during the _______ semester of ____ (year).

Revisions may be suggested and agreed to by all signators of this agreement.

OVERALL GOALS
1. To provide students the opportunity to apply concepts and develop skills in both management and leadership in the Florida Principal Leadership Domains and Competencies, NCATE Standards, and Florida Educational Leadership SubTests 1, 2, and 3.
2. To provide mature students the opportunities for clinical experiences that support the need for increased efficiency and effectiveness of those who must facilitate desirable change in schools.
3. To assist prospective administrators in recognizing that the planning, implementation, and evaluation of needed reforms is highly dependent on efforts by those who have vision, beliefs, ability, and energy required to lead others toward shared objectives.

OBJECTIVES
1. To provide a planned sequence of experiences which contributes to a realistic understanding of administrative performance and the development of the competencies required for Florida Certification.
2. To afford school districts and administrative units opportunities for recognition and further development of the leadership competencies of interns by placing them with highly competent site administrators who can provide positive role modeling, practical experiences, and independent judgment exercises.

SUPERVISION

_______________________________________________________(name of site administrator),
_______________________________________________________ (position)
_______________________________________________________(name of organization)

The principal/lead administrator will assign the Intern’s activities related to this agreement, and will contact the University Supervisor immediately, should a problem(s) occur. The University Supervisor shall provide consultation, instruction and campus-based seminars, individual sessions, and on-site visitation with the intern and principal or Site Supervisor. Consultation, unless a problem occurs, should be the responsibility of the University Supervisor.
ENROLLMENT AND ACADEMIC CREDIT
The intern shall enroll officially each semester in the Educational Administrative Internship course offered by the University and will earn three semester hours of academic credit per semester if course requirements are met. At least five (5) campus seminars shall be scheduled per semester. The intern shall serve at least ten (10) hours per week at the internship site. The intern is required to notify the Site Principal or Administrator and the University Supervisor as soon as possible and preferably in advance, if an emergency prevents attendance or causes late reporting. Dress, grooming, and behavior of the intern shall be in keeping with professional standards of the Site Principal or Administrator.

TRAVEL AND RELEASED TIME
The intern shall visit at least one non-internship school site to observe the operation. Attendance is required at least to one local, state, or national educational meeting, one meeting of the school board, and one district administration meeting.

REPORTS
The intern will keep a daily log indicating major activities with an evaluation of successes, failures, problems, and other information that will provide the evidence for instructional assistance and consultative service. Using the format and directions provided herein, the intern shall submit a log to the University Supervisor by the sixth week of the internship.

PRINCIPAL OR SITE SUPERVISORS REPORT
The Principal or Site Supervisor will report on the effectiveness of the intern by _________________ (date). This information will be used in evaluating the intern.

EVALUATION
The University will use evaluation procedures to reveal the effects of the internship on the intern, on specific aspects of the school’s or internship program and on the relation of this specialized supervision to the University program for preparing educational administrators.

ACTIVITIES
In meeting the contractual requirements for this working agreement, the intern shall be involved in at least five (5) of the following activities. Please check (X) all activities in which the intern will be involved

☐ 1. Administrative Coordination  ☐ 2. Attendance and/or FTE Reports
☐ 5. Collecting and Analyzing Data  ☐ 6. Community and/or Public Relations
☐ 7. Curriculum Development  ☐ 8. Faculty Supervision
☐ 11. Materials Selection and/or Procurement ☐ Technology Management or Leadership
☐ 15. Staff Recruitment, Selection and/or Evaluation ☐ 16. Student Discipline
☐ 17 Teacher Education ☐ 18. Teaching Methodology

ACCEPTANCE OF AGREEMENT:

Signature of Intern ___________________________ Date ______________________
Signature of Site Supervisor ___________________________ Date ______________________
Signature of University Supervisor ___________________________ Date ______________________
Signature of Other District Personnel (When Required by District)
_____________________________ Date ______________________

INTERNERSHIP ACTIVITY SCHEDULE

NAME OF INTERN ___________________________ DATE COMPLETED ____________
Internship Portfolio Guide and Forms 26
Please indicate the periods of time (beginning to end) during the day when you will be participating in specified internship activities. A total of **five (9 -12) hours per week at the site is expected over the semester period.** This schedule will also be used for site visitation by the university supervisor.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**SCHEDULE MUST BE RECEIVED BY THE UNIVERSITY SUPERVISOR BEFORE INTERNSHIP BEGINS**
# Internship Dated Participation Log

**WEEK #: _______________________**

<table>
<thead>
<tr>
<th>DATES</th>
<th>Time Dedicated to Internship Activity</th>
<th>Specific Activity</th>
<th>Name of Site Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Beginning Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ending Time</strong></td>
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</tr>
</tbody>
</table>

**Signatures:**

Intern_________________________________________ Site Supervisor_______________________

There should be a total of 10 weeks at 10 hours each week. All participation logs must be completed and signed weekly.
Florida A&M University  
College of Education  
Department of Educational Leadership and Human Resources  

SITE SUPERVISOR’S EVALUATION FORM

Your evaluation of the administrative intern you had this semester is extremely important. A part of the student’s grade is determined by this evaluation.

Please complete this form according to the following directions:
1. Type or write legible with a ball point pen.
2. Check the response or provide a statement which most accurately represents your perception.

Name of Intern_______________________________  Internship Site________________________

YES NO
☐   ☐  1. Did you initially want an intern?

☐   ☐  2. Overall, are you happy that you had an intern?

☐   ☐  3. Would you like to have an intern in the future?

☐   ☐  4. Were you prepared for your role by the internship staff?

☐   ☐  5. Did you and your intern develop a clear understanding of expectations?

☐   ☐  6. Did you find the contract beneficial?

☐   ☐  7. Was the intern open to suggestions?

☐   ☐  8. Would you hire this intern on your administrative team if you had a vacancy or would you recommend this intern to another administrator? Why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. Please describe the disposition of the intern?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
10. What activities do you feel were most useful for the intern?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Performance Appraisal

Please rate the performance of the intern on each of the following indicators by checking the appropriate response: 4= superior, 3= very good, 2= Needs Improvement, 1= deficient, N/A= No Basis for Judgment.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Superior</th>
<th>Very Good</th>
<th>Needs Improvement</th>
<th>Deficient</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Vision, Purpose, Ethics, and Direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of school organization, skills leading to proactive orientation and decisiveness, and disposition to work in harmony and maintain integrity within an ethical context.</td>
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</tr>
<tr>
<td>B. Instructional Leadership and Management</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge, skills, and disposition in leadership and management to plan and organize activities of the school, utilize resources effectively while motivating others, and promoting a positive and effective learning environment.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>C. Diverse Community and Shareholder Partnership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and skills in working with various and diverse constituents of the school to mobilize resources and accomplish shared goals.</td>
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</tr>
<tr>
<td>D. Consensus Building and Decision-Making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of decision making strategies, skills and disposition through critical thinking and problem solving techniques, data collection and analyses, consensus building, and concern for the image of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Learning, Accountability, Assessment, and Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and skills in using technology to align curriculum, instruction, and assessment to promote positive student outcomes.</td>
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</tr>
<tr>
<td>F. Human Resource Development</td>
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</tr>
<tr>
<td>Demonstrates knowledge and skills in the process of recruitment, selection, nurture, and retention of school personnel. Attains the disposition to nurture and implement growth plans for school personnel.</td>
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</tr>
</tbody>
</table>
11. List anything the internship staff could do to improve the internship.
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________

12. In what ways did your organization benefit from the intern?
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________

Name of Site Supervisor: _______________________________________

Job Title: ___________________________________________________

Signature: ___________________________ Date: ___________________
Florida A&M University  
College of Education  
Department of Educational Leadership and Human Services

EDA 5940 INTERNSHIP SITE VISIT REPORT  
(Used by University Supervisor Required)

Name of University Supervisor: __________________________ 
Student: __________________________ 
Building Principal__________________ 
Telephone Number _________________ 

Directions: The University Supervisor must visit the intern at the internship site and must complete this form and put it in the internship portfolio.

PHONE CONFERENCE(S)

OBJECTIVE:
- RESPOND TO QUESTIONS AND CONCERNS ASSESS OVERALL PROGRESS

It is the responsibility of the University Supervisor to conduct the initial meeting with the Site Administrator. The University Supervisor will provide a copy of the internship manual, conduct an overview of the internship, and secure a contract agreement at this first class meeting.

OUTCOME OF PHONE CONFERENCE(S)

(Date) ______________________________________________________________________  
________________________________________________________________________  
(Date) ______________________________________________________________________  
________________________________________________________________________

SITE VISIT(S)

Dates____ _____ Persons Attending: ____________ __________  
Dates____ _____ Persons Attending: ______________ ___________

OBJECTIVES:
- To assess overall progress
- To assess specific progress in each of the 5 areas of activities selected by the intern
- To assess use of principal competencies while performing the internship activities

<table>
<thead>
<tr>
<th>ACTIVITY AREAS (include specific activity)</th>
<th>PRINCIPAL COMPETENCIES DEMONSTRATED</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Vision, Purpose, Ethics, and Direction</td>
<td>Demonstrates knowledge of school organization, skills leading to proactive orientation and decisiveness, and disposition to work in harmony and maintain integrity within an ethical context.</td>
</tr>
</tbody>
</table>

Internship Portfolio Guide and Forms 32
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2. | **B. Instructional Leadership and Management**  
Demonstrates knowledge, skills, and disposition in leadership and management to plan and organize activities of the school, utilize resources effectively while motivating others, and promoting a positive and effective learning environment. |   |
| 3. | **C. Diverse Community and Shareholder Partnership**  
Demonstrates knowledge and skills in working with various and diverse constituents of the school to mobilize resources and accomplish shared goals. |   |
| 4. | **D. Consensus Building and Decision-Making**  
Demonstrates knowledge of decision making strategies, skills and disposition through critical thinking and problem solving techniques, data collection and analyses, consensus building, and concern for the image of the school. |   |
| 5. | **E. Learning, Accountability, Assessment, and Technology**  
Demonstrates knowledge and skills in using technology to align curriculum, instruction, and assessment to promote positive student outcomes. |   |
| 6. | **F. Human Resource Development**  
Demonstrates knowledge and skills in the process of recruitment, selection, nurture, and retention of school personnel. Attains the disposition to nurture and implement growth plans for school personnel. |   |

**COMMENTS**

Site Supervisor’s Comments/Concerns

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
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University Supervisor’s Comments/ Concerns

____________________________________________________________________________________________
____________________________________________________________________________________________
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____________________________________________________________________________________________
The Standard Based Self-Inventory is designed to assist the candidates in the assessment of their strengths and weaknesses in administration and supervision based on Florida Principal Leadership standards. At the beginning of the internship experience, specifically during the initial seminar, the candidates will assess their strengths and needs for the internship experience using indicators for specified areas of the internship. The results of the self-assessment will serve as the basis for developing an action plan for negotiating the working agreement (contract) with the site administrator to design a plan of specific activities and experiences for the internship.
## ACTIVITY #1

**STANDARD BASED SELF-INVENTORY and SELF-IMPROVEMENT ACTION PLAN**

Rate your level of experience with the specific indicators for the principal leadership standards

<table>
<thead>
<tr>
<th>3 = high</th>
<th>2 = medium</th>
<th>1 = low</th>
<th>0 = none</th>
</tr>
</thead>
</table>

### Specific Knowledge and Skills Indicators

<table>
<thead>
<tr>
<th>FPS</th>
<th>Florida Principal Standards</th>
<th>Level of Experiences</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vision</td>
<td>The candidate has experience working with . . .</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.1</td>
<td>developing the shared vision for a school.</td>
<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>developing a strategic plan for a school to accomplish its mission and goals.</td>
<td></td>
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<tr>
<td>1.3</td>
<td>staff to develop instructional objectives and curricular goals.</td>
<td></td>
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</tr>
<tr>
<td>1.4</td>
<td>the implementation of activities for a process of change.</td>
<td></td>
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</tr>
<tr>
<td>1.5</td>
<td>relating the vision, mission, and goals to others.</td>
<td></td>
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<tr>
<td>2. Instructional Leadership</td>
<td>The candidate has experience working with . . .</td>
<td></td>
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<tr>
<td>2.1</td>
<td>the development of school improvement goals and other targets for instructional improvement plans</td>
<td></td>
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<tr>
<td>2.2</td>
<td>data as a component of planning for instructional improvement</td>
<td></td>
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</tr>
<tr>
<td>2.3</td>
<td>instructional program for students with special needs</td>
<td></td>
<td></td>
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<tr>
<td>2.4</td>
<td>engaging staff in ongoing study of current best practices</td>
<td></td>
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<tr>
<td>2.5</td>
<td>relating content and instruction to the achievement of established standards by students</td>
<td></td>
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<tr>
<td>2.6</td>
<td>evaluating student performance</td>
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<tr>
<td>2.7</td>
<td>planning and implementation of improvements of student learning</td>
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<tr>
<td>2.8</td>
<td>assessing curriculum needs for a grade level or grade group</td>
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</tr>
<tr>
<td>2.9</td>
<td>identifying teaching and learning needs among the staff and teachers</td>
<td></td>
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<tr>
<td>3. Managing the Learning Environment</td>
<td>The candidate has experience working with . . .</td>
<td></td>
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</tr>
<tr>
<td>3.1</td>
<td>administering discipline policies that provide a safe school environment</td>
<td></td>
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<tr>
<td>3.2</td>
<td>planning for the accomplishment of strategic goals</td>
<td></td>
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</tr>
<tr>
<td>3.3</td>
<td>the management of a specific the daily aspect of the operations of the school.</td>
<td></td>
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</tr>
<tr>
<td>3.4</td>
<td>using school resources to achieve curricular and instructional goals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.5</td>
<td>planning and scheduling work tasks so that priorities and goals can be met</td>
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</tbody>
</table>

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**Internship Portfolio Guide and Forms**
<table>
<thead>
<tr>
<th>FPS</th>
<th>Florida Principal Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Knowledge and Skills Indicators</strong></td>
<td>Level of Experiences</td>
</tr>
<tr>
<td>3.6 legal and ethical standards in related to the management of the learning environment</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

### 4. Community and Stakeholders Partnership

The candidate has experience working with . . .

- 4.1 communicates the school’s vision, mission and priorities to the community
- 4.2 using shared leadership and decision-making model in the operation of the school
- 4.3 identifying resources of families, business, and community members that could support and promote students and school success.
- 4.4 providing opportunities to involve family and community in a broad range of school activities

### 5. Decision Making Strategies

The candidate has experience working with . . .

- 5.1 making decisions that impact major aspects of the school operation and defending the decisions made
- 5.2 using data to inform decisions
- 5.3 others to accomplish organization goals
- 5.4 curricular and instructional decisions
- 5.5 problem-solving models to use when confronted with unsettled questions or undesirable situations
- 5.6 time constraints in making using the best available information
- 5.7 family and community in a broad range of school activities

### 6. Diversity

The candidate has experience working with . . .

- 6.1 interactions and interpersonal situations with the various cultural, ethnic, racial, and special interest groups in the community
- 6.2 teachers regarding diverse perspectives appropriate to the students
- 6.3 legal and ethical standards related to situations of diversity in a perceptive and tactful manner
- 6.4 students and families whose home language is not English to engage in school activities and communication
- 6.5 planning and developing ways to improve relations with various cultural, ethnic, racial and special interest groups in the school community

### 7. Technology

The candidate has experience working with . . .

- 7.1 technology, telecommunications and information systems to enrich curriculum, instruction, and assessment
- 7.2 planning for technology integration for the school community
- 7.3 modeling the use of technology as a tool in support of both educational and community activities
- 7.4 developing an effective teacher professional development plan to increase technology usage
- 7.5 available resources to increase access to educational technologies for the classroom/school

### 8. Learning accountability

The candidate has experience working with . . .

- 8.1 using data to assess and monitor school improvement
<table>
<thead>
<tr>
<th>FPS</th>
<th>Florida Principal Standards and assessment</th>
<th>Specific Knowledge and Skills Indicators</th>
<th>Level of Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Using multiple sources of data to inform decisions and improvement processes</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8.3</td>
<td>Monitoring and assessment of student progress</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8.4</td>
<td>Methods and principles of program evaluation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8.5</td>
<td>Evaluating instructional strategies and materials</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>9.1</td>
<td>The candidate has experience working with . . .</td>
<td>9.1 professional growth plans and professional development for teachers</td>
<td>3</td>
</tr>
<tr>
<td>9.2</td>
<td>Planning and directing meetings and activities of the school for other to work together</td>
<td>9.2 planning and directing meetings and activities of the school for other to work together</td>
<td>3</td>
</tr>
<tr>
<td>9.3</td>
<td>School walk through with administrators</td>
<td>9.3 school walk through with administrators</td>
<td>3</td>
</tr>
<tr>
<td>9.4</td>
<td>The process of hiring personnel and plan for nurturing and retaining personnel.</td>
<td>9.4 the process of hiring personnel and plan for nurturing and retaining personnel.</td>
<td>3</td>
</tr>
<tr>
<td>10.1</td>
<td>The candidate has experience working with . . .</td>
<td>10.1 the process of making decisions based on the legal, moral and ethical implications of policy options and political strategies</td>
<td>3</td>
</tr>
<tr>
<td>10.2</td>
<td>Creating models and implementing core values for the school</td>
<td>10.2 creating models and implementing core values for the school</td>
<td>3</td>
</tr>
<tr>
<td>10.3</td>
<td>The development of the philosophical beliefs of the school based upon an understanding of teaching and learning</td>
<td>10.3 the development of the philosophical beliefs of the school based upon an understanding of teaching and learning</td>
<td>3</td>
</tr>
<tr>
<td>10.4</td>
<td>The development of a code of ethics embracing diversity, integrity, and the dignity of all people</td>
<td>10.4 the development of a code of ethics embracing diversity, integrity, and the dignity of all people</td>
<td>3</td>
</tr>
</tbody>
</table>
Your Action Plan

Review the results of the standard-based Inventory and prioritize your the areas of needs under each Principal Leadership Standards for negotiation of your working agreement at the school site

Do the following:

- List 3 experiences under each standard where you believe you will attain the highest level of experiences and benefits giving your area or need.
- Use the list to negotiate placement with the school administrator under other school leaders where you may obtain the needed experiences.
- Once the areas are agreed upon, proceed to negotiate the working agreement indicating the specific areas in which you plan to gain new experiences
  
  o Reminder
    - These activities/experiences must be substantive.
    - They will become the basis for your REFLECTIVE ACTION LOGS
    - You and the administrator will retain flexibility to substitute the select activity for another activity to build your experiences as the situation at the school demand.

<table>
<thead>
<tr>
<th>Principal Leadership Standard</th>
<th>Prioritized Activities in order of Priority To Build New Experiences During the Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>


Reminder

- These activities/experiences must be substantive.
- They will become the basis for your REFLECTIVE ACTION LOGS
- You and the administrator will retain flexibility to substitute the select activity for another activity to build your experiences as the situation at the school demand.
The shadowing activity marks the initiation of the internship experience. This activity provides the initial opportunity for the intern to observe the principal at work during the first week of the internship experience. The intern will work with the main school administrator to select minimum intervals of thirty minutes each for a total of five (5) hours.

The intern is expected to shadow the main administrator/principal and record factual observation of situations presented while recording the ability of the leaders in terms of the display of knowledge, skills, and dispositions in working with the issues at hand. At the end of the period of observation, the entry of the shadowing experience must be entered in the electronic log. Additionally, the intern will record a brief personal summary of the experience for the specific period observed.
**SHADOWING ACTIVITY**

Use this format to report your shadowing activity.
Record five hours of shadowing in spans of 30 minutes.

Name of Intern: ___________________________
Location (place) of Internship: _______________
Name of Administrator: _____________________
Position:________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME SPAN (10) 30 min. spans</th>
<th>OBSERVATION (record everything you observe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9-'06</td>
<td>8:00-8:30 a.m.</td>
<td><strong>Factual Summary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The principal reviewed the in-basket and sorted the activities for the day. He received a phone call from an irate parent who was very concerned about a situation between her son and another student. The situation could not be resolved by phone because the principal needed more time to gather information and call her back. As soon as the principal concluded the conversation with the parents, the secretary announced that the resource officer was in the front office and needed to see the principal about an urgent matter. The principal asked that I not be included in the conversation with the officer because of the level of confidentiality with the issue at hand.</td>
</tr>
</tbody>
</table>

**Personal Summary:**

Display of Knowledge
The principal used knowledge of the law that offers protection of the rights of students’ privacy when he asks that I not be included in the conversation with the research officer.

Demonstration of Skills
The principal used excellent phone etiquette while conversing with the parent. Even though the parent was irate, the principal remained calm and explained his plan to gather the appropriate information to solve the problem.

Observable Dispositions
Even though the parent was irate, the principal offered assurance of fairness and understanding for the concerned parent, especially when he stated “I understand your concern for your child’s wellbeing, please know that I am also concerned about providing a safe environment were all children can learn and feel protected.”

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The collection of entries will be greater than one page in length and should be expand as necessary to include and display the required information.
Candidates are expected to maintain a Reflective Diary throughout the period of time required for the internship. The Reflective Diary must contain entries for each day of participation in the internship experience. The reflective entries must be dated and framed by the knowledge gained through the various courses in the program of study, the skills gained through various practicums and work experiences, and the dispositions and ethics expected of the professional educator/leader. The entries should be substantive and reflective of personal and professional thoughts that prompt the candidate to reflect and appropriate practice and or need for transformation and change.
# REFLECTIVE DAIRY

**ACTIVITY #3**

Name of Intern: ____________________________________________

School Site: _______________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflective Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(for the period of experience during the day of the entry)</td>
</tr>
</tbody>
</table>
REFLECTIVE ACTION LOGS

The Reflective Action Logs are designed to record specific projects and activities in which the candidate takes leadership and or in which there is direct participation and involvement. The activities in the Reflective Action Logs should directly relate to the areas of the working agreement (contract) with the Site Supervisor. These activities should be framed by the Florida Principal Standards, NCATE Standards, and FELE Standards, and specific indicators. At least ten (10) substantive reflective logs will be expected.
USING THE FORMAT FOR THE REFLECTIVE ACTION LOG

A. Name of intern
B. Location (place) of the internship
C. Activities area(s)
   Indicate the name of the Activity Area as identified in the contract (example: Budget, discipline, etc.)
   At least two (2) logs per activity area are required. A model log will be presented and discussed in class.
D. Dates
   Beginning date of activity/situation
   Other dates you worked with the activity/situation
   Ending date of activity/situation
   Date of entry (date you wrote log)
E. Situation
   Describe what took place. Example: I attended a budget meeting of all district school principals which was held at Charles Drew Elementary School. Write enough so that the reader may clearly understand the situation.
F. Action
   In list form, describe the actions/procedures used to handle the situation and include the Florida Principal Competencies you utilized in handling the situation
   Example:
   1. The principal received notification and invited me to attend a meeting
   2. I was decisive and proactive by preparing for the meeting, i.e., I talked with the principal and I obtained the minutes and the agenda of past meeting(s).
G. Results
   In list form, describe decisions made and outcomes achieved. Include the impact of the result due to the use of specific Florida Principal Standards.
H. Resources Used
   List the Human and material resources used. Example: letters of invitation, thanks to speakers, handouts, and any other support materials related to the situation.
I. Self-Evaluation
   In list form, describe (1) why certain decisions were made, (2) what you learned, and (3) what you could have been done differently to improve the outcome and why.
J. Responsible Site Administrator:
   Type name, title and secure a signature at the completion of the activity.
REFLECTIVE ACTION LOG  # 1

Name Activity Area (per Working Agreement): ________________________________

Use this format to report your activities as indicated on the contract. Each activity area will have various logs to report the variety of situations in which you participated. Each log entry shall be greater than one page in length.

A. Name of Intern: ________________________________________________________

B. Location (place) of Internship: ________________________________

D. Activity Dates:  
Beginning date:  
Other dates:       
Ending date:       
Date of log:       

E. Situation:
__________________________________________________________________________
__________________________________________________________________________

F. Action:
__________________________________________________________________________
__________________________________________________________________________

G. Results:
__________________________________________________________________________
__________________________________________________________________________

H. Resources Used:
__________________________________________________________________________
__________________________________________________________________________

I. Self-Evaluation:
__________________________________________________________________________
__________________________________________________________________________

J. Responsible Site Administrator:

Name of Administrator______________________________
Title______________________________
Signature______________________________
Date______________________________

Each log entry shall be greater than one page in length. Expand page as needed
The candidate must conduct an authentic action research effort at the internship site. The documentation will be 8 to 10 pages in length to fully document the experience. The research may correlate with one of the activity areas selected from your contract. It may become an extension of one of the reflective Action Plan, but it must follow the expectations provided herein.

THE ACTION RESEARCH PAPER

WHAT IS ACTION RESEARCH?

“Action research is research carried out by practitioners with a view of improving their professional practice and understanding it better”.

― Cameron Jones 1983.

PURPOSE OF THE RESEARCH DURING THE INTERNSHIP

- Build a collegial networking system by involving other educators in finding solutions to a problem or situation at the school building level.

- Support school improvement by working with other practitioners to identify problems, examine alternative procedures, and seek solutions in a systematic way. Thus, enhancing practice at the school building level.
STEPS TO FOLLOW

IDENTIFY AND DEFINE THE PROBLEM OR SITUATION

Assess the school’s most common concern through informal discussions with building administrators and faculty. Make personal observations and review existing information. Identify this concern with one of the areas listed on your contract (Internship Working Agreement). Once you have identified the problem for your action research, discuss it with your Site Supervisor and supervising professor. Decide which aspect of the situation you wish to address and seek solutions. Clearly define the problem you will address and seek approval from your Site Supervisor to begin.

SELECT A DESIGN

Decide what situation you would like to resolve and how you would like to go about resolving it. Maintain focus and be specific. Think of various aspects of your design. For example: If the concern centers around the playground fights which occur in the mornings before school starts, you may consider observing the playground situation every morning from 7:45 till 8:30 a.m. for three weeks. Your design may include observing the intermediate play group in isolation from the primary grade group. Your design may also include reviewing all critical playground incident reports for the last 3 months and interviewing or surveying the individuals involved. Whatever your design, maintain focus on the problem you have identified and be very specific in describing the details of how you will proceed with your action research.
SELECT A SAMPLE

Decide who should be involved in providing the information you wish to obtain for the study. Your sample may represent a particular area of the school or the entire school population of teachers and/or students. For example: In the case of the playground research, one could select all intermediate teachers and their students.

SELECT MEASURES

Select your primary measuring instrument(s). A checklist or questionnaire that is well designed will yield the information you wish to obtain. Make sure your plans include a way of quantifying or qualifying the data you will gather. Decide if your responses will be given a numeric value or tallies leading to frequency distributions/percentages or anecdotes leading to qualitative narratives of the situation, or a combination of both. Keep your measures manageable to suit your comfort level with statistical information gathering and measurement. Make sure you have enough time during the internship period to complete the project. Therefore, assign a return time line on any checklist or questionnaires you distribute.

ANALYZE THE DATA

Use charts or graphs to present and analyze the data obtained. Reflect on the data and seek to understand what
and why. Examine the outcome by asking questions; is this what I expected? Why did the outcome turn out the way it did?

**INTERPRET AND APPLY FINDINGS**

After analyzing the findings, give meaning to the data by using your impressions to take the next steps. Apply the findings by developing alternative procedures and new solutions to improve the situation. Design a plan of action to resolve the issue at the school/institution.

**REPORTING THE FINDINGS**

Write a 6 to 10 typed page report to submit to your University Supervisor and your Site Supervisor. Write a one (1) page introduction describing the school, the situation, and your interest in the topic. Explain why this situation is an issue at the school. In following the steps listed above, write at least a half (½) page to specifically define the problem. Write two (2) to three (3) pages to include your design, sample selection, and measures. Your instrument(s) must be included in the appendices. Write two (2) to three (3) pages to analyze the data including charts and graphs as appropriate. Include two (2) to three (3) pages for the interpretation and application of the findings.
Articles and Commentaries

Submit two (2) articles from any of the professional journals included in the bibliography of the course outline. The articles should be current including dates up until the previous academic year of the internship. The article should be newly researched and selected and should not have been used for other class assignments during the program.

Provide a copy of the article attached to the summary. The summaries should be at least two pages in length and must include the following elements:

- Complete and correct citation
- Thesis of the article
- At least five (5) high points of the article written in complete and substantive sentences.
- At least three (3) substantive short paragraphs explaining the benefits derived and how you would use these benefits in your practice.
Meetings and Commentaries

Candidates must attend at least 3 meetings during the internship including a meeting of the school board, principal or assistant principal meeting, a professional meeting, and/or a Parent Teacher meeting (PTO, PTA, or School Advisory Council).

Meeting(s) Attended

Write a minimum of a two (2) page summary for each of the professional meetings attended. Include the following:

- Provide date, time, location, and purpose of meeting(s)
- Provide a summary of the meeting and include:
  - Major points discussed
- Describe the process used to conduct the meeting (Robert’s rule, etc.)
  - Process used to arrive at an agreement (voting, consensus, etc.)
  - Outcomes for major items on the agenda
- Attach the agenda and other handouts obtained from the meeting.
Site Visit

Conduct at least one (1) site visit to another school. Make an appointment with the Principal of another school to conduct a site visit. The visit might be requested for observing curriculum, lunchroom operation, discipline during particular times of the day, technology use, etc. Be sure to request that individuals in charge of the particular operation you wish to observe are available to receive you. The appointment is with the particular administrator, **NOT** with the Principal. Always remember that the schedule of the principal may not allow time to receive you, but a designee will be most appropriate. Briefly describe the site you visited and what you observed in your select area of the operation.
SUMMARY OF BENEFITS OBTAINED FROM
THE INTERNSHIP

ACTIVITY #9

Summary/ Benefits Obtained from the Internship

Write a one (1) page overall summary statement about your internship benefits. Make a duplicate of this summary and include your name, semester and year, and your signature. The duplicate will be included in a special departmental report.