

**INTERNSHIP SEMINAR: EDAS 679**

**2012**

**Virginia State University**

**Department of  
Administrative & Organizational  
Leadership**

**Administration & Supervision Pk-12**

**Dr. Michelle Beavers, PhD**

Updated

8/15/2012

**“WE CAN, WHENEVER AND WHEREVER WE  
CHOOSE, SUCCESSFULLY TEACH ALL  
CHILDREN WHOSE SCHOOLING IS OF INTEREST  
TO US. WHETHER OR NOT WE DO IT MUST  
FINALLY DEPEND ON HOW WE FEEL ABOUT  
THE FACT THAT WE HAVEN’T SO FAR.”**

**Raymond Edmonds**

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Dear Candidate;

Welcome to your internship experience. The internship is designed to provide experiences in a variety of settings with diverse student populations to include elementary, middle, high, central office and agency settings.

In addition to hours earned from embedded field experiences, candidates will continue to collect hours at their own site as well as interview and be invited to participate in a full-time internship during the summer. Candidates will participate in the day to day school operating procedures, by actively engaging in various duties, tasks and responsibilities. It is the goal of the program that candidates gain an experience that is rich in all aspects of educational leadership that attribute to student success.

Working in collaboration with the school site supervisor, the university supervisor becomes your advocate ensuring experiences are appropriate and valuable to aspiring school leaders. The school site supervisor serves as the candidate's mentor.

The internship experience includes site visits from the university supervisor throughout the semester. In addition, candidates will participate in seminar sessions. Seminar sessions are designed to examine leadership practices and focus on problem analysis of issues relating to operation of the school.

We look forward to sharing in your leadership experiences over the next two semesters.

Sincerely,

Dr. Michelle Beavers, Ph.D.  
Chair, Department of Administrative & Organizational Leadership

## **FIELD EXPERIENCE PROTOCOL AND REQUIREMENTS**

The Field Experience /Seminar is designed as a full time administrative experience, not less than 90 days, providing supervised on-the-job exposure and training on actual school sites. The candidate will demonstrate leadership skills in day-to-day operations while participating in leadership responsibilities, tasks and duties. A mentor relationship will be developed to assist the potential leader to analyze effective practices and procedures as administrators in current school environments.

Seminar sessions will be conducted at the school site or university and online to diagnose strategies and to engage in problem analysis sessions associated with the operation of a school. This course is limited to candidates who have been granted full teaching license by the Virginia Department of Education and who have been recommended by their advisor.

### **Field Experience/Seminar Guidelines**

- A. Complete all other entry requirements and preliminary courses required for administrative endorsement in an approved Virginia State University program.
- B. Participate in the internship placement process for an alternative placement.
- C. Secure letter of approval for participation from current school of employment. Receive a letter of permission from the district if the district has to arrange for an administrative placement and a replacement for the intern while s/he is engaged in the field experience.
- D. Submit forms to seminar supervisor with tentative plans for the internship and obtain from him/her approval for the plan.
- E. Complete registration for the internship with the approval of an Department of Administrative & Organizational Leadership advisor.
- F. Compile, organize and submit to the professor (during initial intern visit in Live Binders) for the review an "Administrator's Desk book" to include not less than the following: (1) State Standards of Quality, (2) Regulations Establishing Standards for Accrediting Public Schools in Virginia, (3) School System's Handbook/Guidelines, (4) School's Handbook for Faculty/Staff, (5) Student Handbook for the current year, (6) Standards for Student Conduct, (7) School System's Organizational Chart, (8) Master Schedule, (9) School Board Budget for the Current Year, (10) School's Improvement Plan, (11) School System's Strategic Plan, (12) Activities Schedule, (13) School Attendance Map/Zone, and (14) A disaggregation of school data. (15)

VA Superintendent Memos. *The desk book will be reviewed during the first site visit by the university professor.*

- G. Maintain a daily log of internship activities, using the provided electronic log. Internship experiences should reflect experiences in strategic, instructional, organizational, and political and community leadership across various settings to include elementary, middle, high, agency and central office with diverse student populations. Hours must reflect 140 in course field experience hours (65 home site/75 alternate setting); 64 hours of required internship activities (50 home site/14 alternate location); and 210 additional hours (130 home/80 alternate site). **Logs should be completed daily. Logs must identify location, job description, mentor, hours, and standards practiced. Reflections are to be completed on blackboard through weekly interactions.**
  
- H. Submit to university supervisor in a notebook the following:
  - (1) Mentor's letter of approval
  - (2) Description of school's organization
  - (3) Report of participation in community organization
  - (4) Recommendations for improvement of the university program
  - (5) Evaluations by supervisor
  
- I. Submit electronically to university supervisor
  - (1) Required internship activities
  - (2) Log of in course and internship activities
  - (3) Assignments AND Reflections
  
- L. Participate in the SLLA exam and have scores forwarded to Virginia State University.
  
- M. Provide email address of supervisor for internship evaluation

***A minimum of 400 hours is required for the internship experience. 140 hours are embedded in coursework; the remaining 260 hours are completed during the internship course.***

Grades will be awarded on a shared basis with the on-site mentor and the university professor collaborating on the intern's performance. Candidates are required to attend all class sessions or the internship grade will be impacted. In addition, successful completion of the guidelines listed herein will be included in the grading considerations. The intern's creativity, enthusiasm and initiative are expected.

**Virginia State University  
Graduate Professional Education Programs  
Advanced Level of Educational Leadership**

**COURSE SYLLABUS**

Course Title: Internship  
Hours: Friday-TBA  
Professor: Dr. Michelle Beavers  
Office: 524-6960  
mbeavers@vsu.edu  
Harris Hall, 109G  
Hours: TBA

**VIRGINIA STATE UNIVERSITY**  
**School of Liberal Arts and Education**  
**The Reflective Practitioner**  
*“Creating Positive Learning Environments for all Students”*

**Course Syllabus**

**EDAS 679  
01  
3 Semester Hours**

**Dr. Michelle M. Beavers  
Harris Hall Rm. 109G  
804.524.6960  
mbeavers@vsu.edu**

**Pre-Requisite**

The Internship is the final course of study in the EDAS program. Candidates may enroll in the internship *with no more than 6 hours remaining* in their program.

**Transition Point**

Phase I Transition-All admission paperwork and competency exams completed  
Phase II Transition-Application for candidacy, completion of 12 course hours  
Instructional Leadership: Action Research  
Phase III-Midpoint Assessment  
Assessment: Pep\* Leadership Development Module  
Professional Growth Portfolio

## **ACTIVITIES AND EVALUATION PROCEDURES:**

### **Course requirements as related to course objectives and their corresponding program outcomes:**

- a. Demonstrate professionalism daily in the internship experience.
- b. Attend all seminar sessions
- c. Complete all course activities and documentations
- d. Purchase any course related materials.
- e. Students who are covered under the American Disability Act should privately inform the instructor so that appropriate instructional arrangements can be made.

### **GRADING STANDARDS:**

Grading will be awarded on a shared basis with the on-site mentor and the university professor collaborating on the intern's performance of the ELCC standards and NASSP skills (see appendix). In addition, completion of the guidelines listed herein will be included in the grading considerations. The intern's creativity, enthusiasm and initiative are expected.

### **REQUIRED READINGS:**

- \*Alvy, Harvey & Pam Robbins (1998). *If I Only Knew: Success Strategies for Navigating the Pincipalship*. California: Corwin Press.
  - \*Hartzell, Gary N., Williams, Richard & Kathleen Nelson (1995) *New Voices in the Field: Work Lives of First Year Assistant Principals*. California: Corwin Press.
- SLLA Review Guide. Available online through ETS (\$22.00)  
<http://store.digitalriver.com/store/ets/DisplayCategoryProductListPage/categoryID.3552400>

### **Course Outline and Assignment Due Dates**

To be available for viewing during first visit:

- Deskbook  
To be turned in electronically through live binders no later than November 1(FALL), April 1(SPRING), July 1(SUMMER)
- Internship Required Activities must be turned in together (not as you complete)
- Candidates must complete ONLINE reflections the semester they enroll.

***Failure to meet all course requirements within one year will result in an F grade. It is the candidate's responsibility to contact the professor and submit all work.***

### **Notes**

- a. Course requirements must not be in conflict with university policies (e.g. class attendance, time for mid-term exam and final exam, grade appeals, awarding of Incompletes)
- b. The student may be directed to the Student Handbook and current Catalog for specific academic regulations concerning cheating, plagiarism, absenteeism, etc.
- c. There should be a statement in the Course Requirements section to indicate that students who are covered under the American Disability Act should privately inform the teacher of this fact so that appropriate instructional arrangements can be made.

## FIELD EXPERIENCE HOURS: DESCRIPTION

### Embedded Coursework (140 hours)

The following assignments are reflective of required assignments in your approved program of study. Candidates should use the electronic log provided to document evidence of completion, site verification and hour requirement of in course and internship field experiences.

In the chart below, mandatory in-course field experiences, number of hours and setting are identified for each required course. If a required setting is identified, candidates must complete the experience at an alternate location (not their school site) to demonstrate experience at the various levels of school leadership.

Course #	Course Title	Required Experience	Std.	Home Site Hours	Required Setting	Alt. Hours Total
EDAS 590	Introduction to Organization & Administration	Development & Sharing of Mission & Vision statements Mission & Vision Analysis	1.1-3		Alternate: Elementary, Middle or High reflective of diverse student population.	15
EDAS 591	Instructional Leadership	Action Research Project Literature Review	1.4 2.1-2.4 4.2-3 6.1		Alternate: Elementary, Middle or High reflective of diverse student population.	15
EDAS 592	Human Resource & Fiscal Management	Analyze & compare fiscal and human resource budgets from two unique school divisions	3.1-3		Compare home site with alternate site.	15
EDAS 593	Leadership Assessment & Development	Peer Coaching Interviewing Literature Review School Building Analysis	2.1 1.5, 3.3 6.1 3.1	25	Alternate for School Building Analysis (10 hours): Elementary, Middle or High reflective of diverse student population.	15
EDAS 583	School Law	Update on legal issues through development of briefs, critiques and traditional research	5.1-5.3 6.3	15		
EDAS 589	School Community Relations	Multicultural Awareness Case Study & Literature Review	4.1-4.3 5.1-5.3 6.1		Alternate Setting: Elementary, Middle or High reflective of diverse student population.	15
EDAS 594	Data-Driven Leadership	School Improvement Team Data Research Team planning & development	2.1-2.4 3.1-3.3 4.1-4.3 5.1-5.3 6.1-6.3	25		
Total Hours				=65		=75

**FIELD EXPERIENCE HOURS DESCRIPTION: Internship**

The following is a list of required assignments during the internship experience. A collection of 275 hours is required in the internship experience. Candidates should use the electronic log provided to document evidence of completion, site verification and hour requirement. In the chart below, mandatory internship experiences, number of hours and setting are identified for each required course. If a required setting is identified, candidates must complete the experience at an alternate location (not their school site) to demonstrate experience at the various levels of school leadership.

**REQUIRED INTERNSHIP ACTIVITIES OF ALL CANDIDATES:**

Title	Description	Std.	Home Site Hours	Required Setting	Alternate Site Hours
Seminar Sessions/ Site Visits	Participation in seminar sessions to include dinner training with site supervisor (or individual training.) and university supervisor visits at school site. School facility management (3 site visits)	7.5	6	Alternate Setting: Elementary, Middle & High	9
<i>Internship Log/Reflection Journal</i>	<i>Maintain a log of internship hours; identify activity, standard, site location. Reflections of daily/weekly experiences are also required.</i>	7.1-7.5			
Data Analysis & Plan	Candidates will demonstrate the ability to disaggregate and analyze data (SOL, climate, benchmark, attendance or other). Work with your site supervisor to identify needed data analysis. Develop a presentation of findings and recommendations to present to your supervisor and intern colleagues.	2.1	5		
Teacher Observation	Candidates will demonstrate the ability to impact student learning by critiquing the lesson plans developed for teacher observation in collaboration with mentor.	2.2	5		
Professional Growth Plan	Candidates will demonstrate the ability to impact student learning and develop a professional development plan through participation in a partnered clinical observation in collaboration with mentor. Candidates must follow the observation procedure used in their school system, provide documentation of each stage of process and include a reflective analysis.	2.3	5		
Crisis Team Box	Candidates will demonstrate the ability to promote an effective and safe learning environment through conducting an inventory or development of the crisis team box. Documentation includes the inventory, and recommendations made. Please also provide a school map identifying locations of crisis box.	3.1	5		
School Safety Audit	Candidates will conduct a school safety audit (Using: <a href="http://www.pen.k12.va.us/VDOE/instruction/schoolsafety/safetyaudit">www.pen.k12.va.us/VDOE/instruction/schoolsafety/safetyaudit</a> Two areas of needed improvement will be investigated to determine appropriate channels for completing repair and costs associated. A copy of the audit, recommendations for improvement, and demonstration of skill in correcting issues must be submitted.	3.2	5		
Budget Process	Candidates will demonstrate their understanding of budget development, district procedures and allocation of resources through reviewing the budget procedure with their mentor. A written document must be submitted demonstrating an understanding of the budget.	3.3	2		
Collaboration with Families	Candidates will demonstrate the ability to collaborate with families through PTA meetings, parent-teacher conferences, and IEP meetings. Candidates must demonstrate their leadership role in these collaborative settings. (Facilitating a parent work shop, administrative representative in IEP, etc.)	4.1	5		

Special Education Collaboration	Candidates will participate in special education leadership (BMP, IEP assessment, Eligibility meetings, etc...) and develop a tool for other leaders to use, which includes resources available, and reference to laws and guidelines. Possible tools include handbooks, flyers, database development, etc	4.2	5		
Mobilize Community Resources	Working with the guidance department, the candidate will up-date or create a community resources list, including phone number, e-mail addresses and brief description of the organization's function. A copy of the resource tool should be provided to the school and one turned into the university.	4.3	2		
Participation in a Community Organization	Candidate must represent their school through participation in a community organization and provide documentation.	4		Agency	5
Deskbook	A deskbook will be created with the following sections: (1) State Standards of Quality, (2) Regulations Establishing Standards for Accrediting Public Schools in Virginia, (3) School System's Handbook/Guidelines, (4) School's Handbook for Faculty/Staff, (5) Student Handbook for the current year, (6) Standards for Student Conduct, (7) School System's Organizational Chart, (8) Master Schedule, (9) School Board Budget for the Current Year, (10) School's Improvement Plan, (11) School System's Strategic Plan, (12) Activities Schedule, (13) School Attendance Map/Zone, and (14) School Report Card (15)Superintendent Memos	7.2	5		
<b>TOTAL HRS</b>			50		14

	<b>Additional Experiences: In collaboration with school site supervisor, select or develop experiences within each of the identified standards. Alternate hours must be demonstrated across alternate settings to include a balance between experiences at all settings listed.</b>				
Std. 1	<b>Sample Activities:</b> Strategic planning meetings; Implement vision at district level; Align existing resources with vision; Oversee grant proposal; Review school's mission and discuss attainment; Create action research around student learning; Review district organizational chart and understand roles and impact; Conduct a visioning workshop; Interview staff members about the shared vision; Use this knowledge as well as literature to analyze how vision is developed, articulated and implemented; Meet with key leaders about core values; Gather data and complete national reports; Evaluate SIP goals; Mediate with faculty a challenge facing the school; Critique communication in school or district; Identify cultural norms of community and parallel to the school; Compare building level SIP to district level.	1.1-1.5 7.1-7.5	20	Alternate setting: Elementary, Middle, High with diverse student populations or Central office.	15
Std. 2	<b>Sample Activities:</b> Open or close the school year; Review management and communication, make suggestions for technology improvements; Conduct a cost-benefit analysis of a SIP; Review a school strategic plan and identify links between student performance and financial, human and material resources; Serve on hiring committee; Work with central office and in recruitment planning; Learn process to request bids; Develop staff orientation for induction; Study process for ordering textbooks and supplies; Track the grievance process; Conduct a needs assessment of building and grounds and repairs; Prepare or update crisis management plan; Develop transitional program; Review the district's negotiated contracts; Observe student discipline process, Form a study group on recent court decisions; Serve on technology committee; Serve as principal of summer school; Review handbook and check for consistency with policies; Work with teachers experiences challenges with discipline; Prepare teacher supervision responsibility; Develop student activities handbook	2.1-2.4 7.1-7.5	25	Alternate setting: Elementary, Middle, High with diverse student populations or Central office	10
Std. 3	<b>Sample Activities:</b> Open or close the school year; Review management and communication, make suggestions for technology improvements; Conduct a cost-benefit analysis of a SIP; Review a school strategic plan and identify links between student performance and financial, human and material resources; Serve on hiring committee; Work with central office and in recruitment planning; Learn process to request bids; Develop staff orientation for induction; Study process for ordering textbooks and supplies; Track the grievance process; Conduct a needs assessment of building and grounds and repairs; Prepare or update crisis management plan; Develop transitional program; Review the district's negotiated contracts; Observe student discipline process, Form a study group on recent court decisions; Serve on technology committee; Serve as principal of summer school; Review handbook and check for consistency with policies; Work with teachers experiences challenges with discipline; Prepare teacher supervision responsibility; Develop student activities handbook	3.1-3.3 7.1-7.5	25	Alternate setting: Elementary, Middle, High with diverse student populations or Central office	10
Std. 4	<b>Sample Activities:</b> Plan new student and parent orientation program; Prepare an orientation videotape that describes the school's shared values and culture; Prepare newsletter, including tips for parents; Develop process for parent-teacher conferences; Prepare staff development related to cultural diversity; ID school subcultures and plan for meeting needs; Develop parenting skills courses; Provide conflict mediation or team building training for faculty; Develop and present a plan recommending alignment of social services agency programs with school improvement needs; Design web page for the school; Develop a mentor program; Give a presentation on a school program to a local organization; Conduct focus group sessions on perception of school	4.1-4.5 7.1-7.5	30		5
Std. 5	<b>Sample Activities:</b> Identification and placement in remedial programs; Establish ethics committee; Review budgeting process; Prepare a presentation on ethics; Make a speech to a local service organization and articulate and demonstrate the	5.1-5.3 7.1-	25	Alternate Setting	10

	importance of education in a democratic society; Create personal administrative platform, identify values and beliefs; Review school handbook, look for consistency with ethics of school; Observe a student disciplinary procedure with an ethical eye; Examine school policy on confidential information; Develop conflict resolution program; Examine school's symbols and traditions; Hold focus group sessions to identify caring elements within the school community	7.5			
Std. 6	<b>Sample Activities:</b> Identify existing outdated school board policy; Participate in the process of revision; Attend school board meeting; Interview state legislator and/or lobbyist; Identify tension in the district; Participate on action committee; Investigate means in which administrators remain updated on legal issues; Participate in legislative forum	6.1-6.3 7.1-7.5	5	Central office or Agency	30
In Course	TOTAL HOURS		65		75
Required	TOTAL HOURS		50		14
Alternate	TOTAL HOURS		130		80
Cumulative	TOTAL HOURS		245		169

***Candidate's internship log will be filtered by standard, setting, and hours. Candidates' logs must reflect 245 hours at the home site with 169 additional hours distributed across the alternate settings.***

## ***Candidate Proficiencies***

The foundation of the Professional Education Programs candidate proficiencies are defined as follows:

*Competent:* Competent Practitioners understand the central concepts, tools of inquiry, and structures of the content area(s) taught; and create learning experiences that make the subject matter meaningful for learners. Understanding ways to enhance the learning process and learning environment through effective use of technology. Creating learning experiences and environments that make the subject matter meaningful for learners.

*Caring:* Caring Practitioners show respect to all learners and empower them to set achievable goals while maintaining high standards. Demonstrating a commitment to professionalism, continuous reflection, and application of research-based best practices.

*Effective:* Effective Practitioners use research-based instructional methods, best practice and performance assessments to guide the teaching and learning process. Using research-based best practices and performance assessments to guide the learning process and positively impact the educational environment to ensure that all students acquire the knowledge and skills to face the global challenges of the 21<sup>st</sup> century. .

*Reflective:* Reflective Practitioners step back from themselves and the situation to examine all aspects of the teaching/learning process, including essential dispositions to create a positive learning environment. Reflecting upon and evaluating research and the success of past decisions in an effort to make better decisions in the future.

### ***Candidate Proficiencies: Advanced Program – Educational Administration and Supervision (Masters)***

#### *Competent*

##### KNOWLEDGE

- K.1. Candidates know, understand and can utilize the facts and principles of the subject matter.
- K.2. Candidates will exhibit knowledge and understanding of student growth and development and its relation to teaching and learning.
- K.3. Candidates will have knowledge of both student and adult applied learning and motivational theories.
- K.4. Candidates will know how to promote the success of all students through a school culture and instructional program conducive to student learning and staff professional growth.
- K.5. Candidates will exhibit knowledge and understanding of gender, ethnicity, race, socioeconomics, and exceptionalities in students.

- K.6. Candidates have knowledge and understanding of values of a diverse school community.
- K.7. Candidates know and can demonstrate an understanding of the major historical, philosophical, social and economic issues and trends that potentially impact student learning in a democratic society.
- K.8. Candidates understand the principles of effective instruction, organizational/operational facilities management and community relations to facilitate an effective and safe learning environment
- K.9. Candidates know and recognize the issues and principles related to school safety and facility management.
- K.10. Candidates have knowledge to apply policies and procedures fair and wisely.
- K.11. Candidates know the purpose of education and the role of leadership in society.

### *Caring*

#### DISPOSITIONS

- D.1. Candidates will demonstrate a respect for the accepted legal and ethical norms and values of education, schools, and the community.
- D.2. Candidates will demonstrate a willingness to continuously examine their beliefs and practices to ensure student learning and staff's professional growth.
- D.3. Candidates promote a culture of high expectations for self, student, and staff performances.
- D.4. Candidates demonstrate effective group consensus building and conflict resolution skills.
- D.5. Candidates are committed to ensuring that life-long learning is encouraged and modeled and that students have the knowledge, skills and values needed to become contributing members of society.
- D.6. Candidates are committed to acting with integrity, fairness and in an ethical manner and as well as model values, beliefs and attitudes that inspire others to higher levels of performance.
- D.7. Candidates understand and are committed to accepting the consequences for upholding principles and actions.
- D.8. Candidates reflect on and understand the impact of administrative practices on others.

### *Effective*

#### SKILLS

- S.1. Candidates know and demonstrate how to facilitate processes and engage in activities to ensure teaching and learning is taking place and assessed using a variety of techniques.
- S.2. Candidates demonstrate the ability to protect the rights and confidentiality of students and staff.
- S.3. Candidates demonstrate appreciation for and sensitivity to the diversity of the school community and utilize this knowledge to mobilize community resources to help solve problems and achieve goals.
- S.4. Candidates treat people fairly, equitably and with dignity and respect.

- S.5. Candidates will be able assist teachers in the effective delivery of content in order to ensure student mastery.
- S.6. Candidates can promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.
- S.7. Candidates know and can demonstrate how to use knowledge of learning, teaching and student development to inform management decisions.
- S.8. Candidates know and can use multiple sources of information and data to identify, clarify, and address barriers to student learning and facilitate decision-making.
- S.9. Candidates demonstrate how to create an environment which operates safely, effectively and efficiently.
- S.10. Candidates understand and demonstrate the ability to use their office in a manner that benefits the students, staff and community.
- S.11. Candidates recognize the importance of and involve stakeholders in the decisions affecting schools.

## **National Standards for School Leaders**

### **Standard 1.0:**

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

#### **1.1 Develop a Vision**

- a. Candidates develop a vision of learning for a school that promotes the success of all students.
- b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

#### **1.2 Articulate a Vision**

- a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

#### **1.3 Implement a Vision**

- a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
- b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

#### **1.4 Steward a Vision**

- a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
- c. Candidates assume stewardship of the vision through various methods.

### **1.5 Promote Community Involvement in the Vision**

- a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
- b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

**Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

### **2.1 Promote Positive School Culture**

- a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

### **2.2 Provide Effective Instructional Program**

- a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

### **2.3 Apply Best Practice to Student Learning**

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

### **2.4 Design Comprehensive Professional Growth Plans**

- a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
- c. Candidates develop and implement personal professional growth plans that reflect a

commitment to life-long learning.

**Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

### **3.1 Manage the Organization**

- a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
- b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
- c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

### **3.2 Manage Operations**

- a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
- b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
- c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

### **3.3 Manage Resources**

- a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
- b. Candidates creatively seek new resources to facilitate learning.
- c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

**Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

### **4.1 Collaborate with Families and Other Community Members**

- a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

- c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
- f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

#### **4.2 Respond to Community Interests and Needs**

- a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- c. Candidates provide leadership to programs serving students with special and exceptional needs.
- d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

#### **4.3 Mobilize Community Resources**

- a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
- b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
- c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to addresses merging student problems.

**Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

#### **5.1 Acts with Integrity**

- a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

## **5.2 Acts Fairly**

a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

## **5.3 Acts Ethically**

a. Candidates make and explain decisions based upon ethical and legal principles.

**Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

## **6.1 Understand the Larger Context**

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

## **6.2 Respond to the Larger Context**

a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

## **6.3 Influence the Larger Context**

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

**Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.**

### **7.1 Substantial**

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months(or equivalent, see note below) of fulltime internship experience.

### **7.2 Sustained**

- a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

### **7.3 Standards-based**

- a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- b. Experiences are designed to accommodate candidates' individual needs.

### **7.4 Real Settings**

- a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

### **7.5 Planned and Guided Cooperatively**

- a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.
- b. Mentors are provided training to guide the candidate during the intern experience.

### **7.6 Credit**

- a. Candidates earn graduate credit for their intern experience.

**Virginia Department of Education Competencies  
Administration & Supervision Pk-12**

<b>Endorsement Competencies</b>
The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;
(1) Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;
(2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
(3) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
(4) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
(5) Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
(6) Integration of technology in curriculum and instruction to enhance learner understanding;
(7) Identification, analysis, and resolution of problems using effective problem-solving techniques; and
(8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
b. Knowledge, understanding and application of systems and organizations, including;
(1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
(2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
(3) Information sources and processing, including data collection and data analysis strategies;
(4) Using data as a part of ongoing program evaluation to inform and lead change;
(5) Developing a change management strategy for improved student outcomes;
(6) Developing empowerment strategies to create personalized learning environments for diverse schools; and
(7) Effective communication skills including consensus building, negotiation, and mediation skills.
c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including;
(1) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;
(2) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;

(3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
(4) Principles and issues related to fiscal operations of school management;
(5) Principles and issues related to school facilities and use of space and time;
(6) Legal issues impacting school operations and management;
(7) Technologies that support management functions; and
(8) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.
d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including:
(1) Emerging issues and trends within school/community relations;
(2) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
(3) Developing appropriate public relations and public engagement strategies and process;
(4) Principles of effective two-way communication, including consensus building and negotiation skills; and
(5) Integration of technology to support communication efforts.
e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:
(1) Historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;
(2) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;
(3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
(4) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions; and
(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;
(1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
(2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
(3) Identify and respond to internal and external forces and influences on a school;
(4) Identify and apply the processes of educational policy development at the state, local, and school level; and
(5) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including;
(1) Experiential activities that complement, implement, and parallel the university curriculum; and
(2) Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.
2. Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredit nonpublic school; and
3. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

INTERNSHIP  
ASSIGNMENT  
DESCRIPTIONS

**Department of Administrative & Organizational Leadership  
Internship Criteria & Agreement**

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

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Semester of Enrollment;** \_\_\_\_\_

*Identify that you have met the prerequisite criteria for enrollment in the internship seminar.*

**Prerequisites:**

\_\_\_\_\_ **Candidacy Status**

\_\_\_\_\_ **Hold a teaching license (cannot complete under provisional)**

\_\_\_\_\_ **Enrolled in final semester of EDAS program**

**OR**

\_\_\_\_\_ **Within 6 hours of graduation**

\_\_\_\_\_ **Have arranged for an internship experience at my school site**

**Co-requisites**

\_\_\_\_\_ **Am knowledgeable of and can use blackboard for weekly interactions**

\_\_\_\_\_ **Understand I must complete a minimal number of hours at a location other than my current level. Must complete proposal document.**

\_\_\_\_\_ **Understand accepting an “I” in the internship is my responsibility. I will not be reminded to turn in or complete assignments.**

*All course assignments must be completed prior to taking comprehensive exams. Exams are typically held the 12<sup>th</sup> week of the semester. All requirements should be in by the 8<sup>th</sup> week to allow for grading.*

## Internship Experience Requirements

**Books: (available at bookstore or new/used on Amazon)**

[If I Only Knew...: Success Strategies for Navigating the Principalship](#) by Harvey B. Alvy and Pam Robbins (Paperback - Jul 23, 1998)

[New Voices in the Field: The Work Lives of First-Year Assistant Principals](#) by Gary N. Hartzell, Richard C. Williams, and Kathleen T. Nelson (Paperback - April 25, 1995)

ETS: SLLA Review Packet: [www.ets.org](http://www.ets.org)

**EDAS 679-Internship**

The Virginia State University candidates' in-course field experiences and internship/practicum provides a variety of activity which reflects the knowledge, skills, and dispositions of an effective school leader. *To address areas not easily demonstrated in a simulated experience or course fieldwork, the internship/practicum has been designed to specifically address these standards and competencies.* The specific required activities were designed in collaboration with building level supervisors to ensure mastery. In order to better address Standard 7.3, the students are required to log and document involvement in each of the following activities, as well as provide a detailed description in their journals. Field supervisors will evaluate candidates' performance on the following activities

Experience	Standard
<p><b>Learning Activity:</b> Candidates will demonstrate the ability through an analysis of school technology based SIS discipline data (or other appropriate), using technology to make recommendations to address the issue of school culture.</p> <p><b>Evidence Documentation:</b> In a written summary, the analysis should include demographic information, key data, analysis of data and recommendations, priorities identified. Include presentation to mentor and reflection of feedback.</p>	2.1 (FIELD SUPERVISOR RUBRIC)
<p><b>Learning Activity:</b> Candidates will demonstrate the ability to impact student learning by critiquing the lesson plans developed for teacher observation in the next activity.</p> <p><b>Evidence/Documentation: Learning Activity:</b> Candidates will partner with their mentor to review and critique lesson plans provided prior to the observation. Any concerns will be discussed in the pre-observation conference. Candidate will evaluate the lesson based on school requirements and provide a copy to both the mentor and university supervisor. Reflection on similarities and differences between mentor and self during observation.</p>	2.2 (SEE RUBRIC)
<p><b>Learning Activity:</b> Candidates will demonstrate the ability to impact student learning and develop a professional development plan through participation in a partnered clinical observation process.</p> <p><b>Evidence/Documentation: Learning Activity:</b> Candidates will partner with their mentor in the clinical observation process of one non-continuing contract teacher and one continuing contract teacher. Candidate will participate in pre-conference, observation, and post-conference with their mentor sharing individual analysis and recommendations for staff development. Reflection of conferences and feedback from mentor.</p>	2.3 (SEE RUBRIC)
<p><b>Learning Activity:</b> Candidates will demonstrate the ability to promote an effective and safe learning environment through conducting an inventory of crisis team box.</p> <p><b>Evidence Documentation:</b> Candidates will conduct an inventory of</p>	3.1 (FIELD SUPERVISOR RUBRIC)

<p>crisis team box and procedures (Using <a href="http://www.pen.k12.va.us/VDOE/instruction/model">www.pen.k12.va.us/VDOE/instruction/model</a>). An updated inventory and recommendations for improvements will be submitted to field and site supervisor. Include elements for identifying a crisis and examples of such, show chart for steps in a crisis.</p>	
<p><b>Learning Activity Three:</b> Candidates will conduct a school safety audit with the cooperation of the lead custodian (Using: <a href="http://www.pen.k12.va.us/VDOE/instruction/schoolsafety/safetyaudit">www.pen.k12.va.us/VDOE/instruction/schoolsafety/safetyaudit</a>) Two areas of needed improvement will be investigated to determine appropriate channels for completing repair and costs associated.  <b>Evidence/Documentation:</b> Completion of DOE safety audit. Written recommendations with cost analysis, utilizing appropriate district forms will be shared with site and field supervisor. Identify one issue in the audit and demonstrate your knowledge of the channels for rectifying.</p>	<p>3.2 (FIELD SUPERVISOR RUBRIC)</p>
<p><b>Learning Activity:</b> Candidates will demonstrate their understanding of budget development, district procedures and allocation of resources through reviewing the budget procedure with their mentor.  <b>Evidence Documentation:</b> Candidates will reflect on the budget process, demonstrate knowledge of legal and ethical principles and submit a summary of procedures and reflection of understanding.</p>	<p>3.3(FIELD SUPERVISOR RUBRIC)</p>
<p><b>Learning Activity:</b> Candidates will demonstrate the ability to collaborate with families through PTA meetings, parent-teacher conferences, and IEP meetings.  <b>Evidence/Documentation:</b> Candidates will submit meeting minutes, notes, and a reflective piece for each suggestion attended. Include reflection of appropriate interactions with families &amp; confidentiality.</p>	<p>4.1(FIELD SUPERVISOR RUBRIC)</p>
<p><b>Learning Activity:</b> Candidates will collaborate with families and other community members  <b>Evidence/Documentation:</b> Candidates will interview the administrator of special education, an agency person, and a parent about the strengths, needs, and issues related to special education. Utilizing the findings, develop a data base of resources and compile research based suggestions to assist parents with special education related concerns. A copy will be provided to the university and site supervisor for review.  <b>Option II:</b> Candidates will participate in special education leadership (BMP, IEP assessment, Eligibility meetings, etc...) and develop a tool for other leaders to use. The handbook should include resources available, reference to law and guidelines. Reflection of feedback should be included.</p>	<p>4.2(FIELD SUPERVISOR RUBRIC)</p>
<p><b>Learning Activity:</b> Candidate will demonstrate the ability to mobilize community resources:  <b>Evidence/Documentation:</b> Working with the guidance department, the candidate will up-date or create a community resources list, including phone number, e-mail addresses and brief description of the organization's function to be included in the crisis box.</p>	<p>4.3 (FIELD SUPERVISOR RUBRIC)</p>

***Required Assessment Rubric:***

***PROFESSIONAL GROWTH PLANS-CLINICAL OBSERVATION, Rubric***

Teacher Observation	Candidates will demonstrate the ability to impact student learning by critiquing the lesson plans developed for teacher observation.
Professional Growth Plan	Candidates will demonstrate the ability to impact student learning and develop a professional development plan through participation in a partnered clinical observation.

**Candidate Directions:**

***Professional Growth Plans***-Application of clinical supervision techniques for staff development. Candidates will design one observation tool to collect data on one of the following: student-teacher interaction or student on-task behaviors or teacher's instructional behaviors. With administrative approval and teacher volunteers, the Candidates will use the tools to complete an observation in two classes documenting and observing teacher interaction or student on-task behaviors or instructional techniques. Candidates will include a pre-conference summary, the completed observation instrument, written analysis with interpretation, post-conference summary with teacher feedback. A professional growth plan will be designed based on the results of the observation to address the needs of the teacher in relationship to student behaviors or instructional techniques.

*School site supervisors requesting use of specified observation tool is acceptable.*

*Candidates taking this route should demonstrate an analysis of the tool being used.*

**Rubric:**

**Professional Growth Plan/Clinical Observation Project Rubric**

**And Alignment with standard/elements**

Professional Growth Plan	Exemplary	Proficient	Basic	Unacceptable
	4 points	3 points	2 points	0 points
Holds Pre-observation conference	<p>The candidate demonstrated the ability to plan and initiate a well-designed, context appropriate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose and focus of the upcoming observation were determined. (1.2)</p> <p>The method and observation format were discussed.</p> <p>The time of the observation and the post-conference were determined.</p> <p>Candidate's conference was based on reflective practice and research and included detailed description of the discussion and additional information, such as teacher background, class make-up.</p>	<p>The candidate demonstrated the ability to plan and initiate a well-designed, context appropriate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose and focus of the observation were determined.</p> <p>The method and observation format were discussed.</p> <p>The time of the observation and the post-conference were determined.</p> <p>Candidate's conference was based on their own reflective practice and research on student learning.</p>	<p>The candidate demonstrated the ability to plan and initiate professional development process by holding a pre-observation conference.</p> <p>The reason, purpose and focus of the observation were included but unclear.</p> <p>The method and observation format were discussed.</p> <p>The time of the observation and the post-conference were not included</p>	<p>The candidate did not demonstrate the ability to plan and initiate a professional development process by holding a pre-observation conference.</p>
Designs an Observation tool	<p>Based on the pre-observation conference, the candidate was able to design an observation tool that addressed pre-conference focus and was tailored to the needs and interest of the teacher. (1.3, 1.5)</p> <p>The observation tool included an information key and procedure for use of the tool.</p> <p>Candidates analyzing the tool reflect the above mentioned.</p>	<p>Based on the pre-observation conference, the candidate was able to design an observation tool that addressed pre-conference focus and was tailored to the needs and interest of the teacher.</p> <p>The observation tool included an information key, including the beginning and ending time of the observation and procedure/ explanation for use of the tool.</p>	<p>Based on the pre-observation conference, the candidate was able to design an observation tool that addressed pre-conference focus and was tailored to the needs and interest of the teacher.</p> <p>The observation tool did not include an explanation for how it was used and key for interpretation.</p>	<p>Observational tool was not designed to meet the pre-determined observation focus and purpose.</p>

Professional Growth Plan	Exemplary 4 points	Proficient 3 points	Basic 2 points	Unacceptable 0 points
Completes Observation in a professional manner	<p>The candidate used the observation tool to complete a minimum of 30-45 minutes classroom observation.</p> <p>The candidate took detailed notes w/ analysis, and excellent descriptions of classroom events as they related to the purpose of the observation.</p> <p>The description of classroom events included collaborative reflection and use of adult learning. (2.1)</p>	<p>The candidate used the observation tool to complete a minimum of a 30 minutes classroom observation.</p> <p>The candidate demonstrated the ability to take notes and describe classroom events as they related to the purpose of the observation.</p>	<p>The candidate used the observation tool to complete a minimum of a 20 minute classroom observation.</p> <p>The candidate's notes and description of classroom events were not detailed and descriptive but did relate to the purpose of the observation.</p>	<p>The candidate did not spend sufficient time in the classroom to complete an meaningful observation.</p> <p>The candidate's notes were not descriptive and did not relate sufficiently to the purpose of the observation</p>
Completes Observation in a professional manner	<p>The descriptions and details were presented in a manner that showed excellent respect for the teacher's classroom and personal rights, their dignity, and showed a comprehensive knowledge and concern for maintaining the teacher's confidentiality.</p> <p>Candidate was able to identify issues related to classroom climate, and/or diversity, management and instruction.(1.4)</p>	<p>The descriptions and details were presented in a manner that showed some respect for the teacher's classroom and personal rights, and showed a concern for confidentiality.</p> <p>Candidate was able to identify issues related to classroom climate, and/or diversity, management and instructional practices.</p>	<p>The descriptions and details were presented in a manner that showed a little respect for the teacher's classroom and personal rights, but did not show any concern for confidentiality.</p> <p>Candidate was able to identify one issue related to classroom climate, and/or diversity, management and instructional practices</p>	<p>A lack of concern for teacher's rights and dignity nor was confidentiality displayed in the descriptions.</p>
Written analysis and summary	<p>Candidate was able to reflect on, review, analyze and identify and categorize the strengths and weaknesses of instructional practices, classroom management or other issues based on observation data. (2.2-3)</p>	<p>Candidate was able to reflect on, review, analyze and identify and categorize the strengths and weaknesses of instructional practices, classroom management or other issues based on observation data.</p>	<p>Candidate was able to reflect on, review, analyze and identify the strengths and weaknesses, but was unable to narrow and categorize them into issues of instructional practices, classroom management or other issues based on observation data.</p>	<p>The candidate did not collect sufficient data to make an analysis and draw conclusion</p>
Written analysis and summary	<p>The candidate's summary was comprehensive and provided multiple recommendations on research into best practices. (2.2-3)</p>	<p>The candidate's summary was well written but made only one recommendation on research into best practice.</p>	<p>The candidate's summary was well-written and provided constructive feedback with no clear tie to research on best practice.</p>	<p>The summary was not well written and provided no feedback tied to research on best practice.</p>

Professional Growth Plan	Exemplary	Proficient	Basic	Unacceptable
Written analysis and summary	The summary was well written and comprehensive in scope addressing areas of concern and showing excellent impartiality, sensitivity to student diversity, and constructive feedback which eliminated issues of personal biases. (2.1-2.3; 5.1-5.3)	The summary was well written in a manner that eliminated concerns of personal biases, impartiality, and was sensitive to the needs and feeling of the teacher.	The summary was well-written and provided some feedback but had overtones of personal bias and insensitivity.	The summary was not well-written and contained strong personal biases and overt display of insensitivity to the feelings of others.
Post-conference: professional conduct-	Candidate was able to hold the post conference and provided comprehensive feedback and explanation to the teacher and referred to at least three legal and ethical principles. (5.3)	Candidate was able to hold the post conference and provided feedback and explanation to the teacher and incorporated two legal and ethical principles.	Candidate was able to hold the post conference and provide feedback to the teacher based on legal and ethical principles.	Candidate did not hold the post conference and provided no feedback to the teacher.
Post-conference: develops professional growth plan	The candidate demonstrated the ability to collaborate with the teacher by allowing he/she to respond to the feedback and participate in the development of a professional growth plan. (2.4) The professional growth plan reflected a commitment to life-long learning and included the goal/s and objective/s for professional growth as identified in the observation, activities and strategies to be undertaken to address the area of weakness, a timeline for start and completion of the activities and resources needed for implementation. (2.4)  A date and documentation for follow-up was established. The professional growth plan was very detailed and well-written.	The candidate demonstrated the ability to collaborate with teacher by allowing he/she to respond to the feedback and participate in the development of a professional growth plan.  The professional growth plan reflected a commitment to long-term learning and included the goal/s and objective/s for professional growth as identified in the observation, activities and strategies to be undertaken to address the area of weakness, a timeline for start and completion of the activities and resources needed for implementation.	There was no evidence of the teacher response to the feedback.  The candidate demonstrated the ability to develop professional growth plan without the collaboration of the teacher.  The professional growth plan identified the observation and some activities to be undertaken to address the area of weakness.	The professional growth plan did not identify an observation or activities to be undertaken to address areas of weakness.
<b>Total Score</b>				

**Virginia State University**  
**Department of Administrative & Organizational Leadership**  
**Summative Evaluation for Individual Internship**

Candidate Name \_\_\_\_\_ SID# \_\_\_\_\_ Semester \_\_\_\_\_

Course Name/Number \_\_\_\_\_ Professor \_\_\_\_\_

Site Supervisor \_\_\_\_\_

School \_\_\_\_\_ Location \_\_\_\_\_

**Part A: Evaluation of Internship Specific Assignments**

I. Internship Specific Assignment Attached

II. Directions: Rate the performance of your educational leadership candidate utilizing the following key to determine the level of acceptability on the internship required assignments.

1 Unacceptable 2 Basic 3 Competent 4 Exemplary N/A Not applicable

**Specific Internship Activities:**

**Standard 2: Candidate demonstrates the knowledge and ability to:**

- a. Promote Positive School Culture (ELCC 2.1)  
**Activity:** Analysis of School Student Information System discipline data with recommendations
- b. Provide Effective Instructional Program (ELCC 2.2)  
**Activity:** Critique Lesson Plans
- c. Apply best practice to student learning (ELCC 2.3)  
**Activity:** Clinical Observation Recommendation

**Evaluation for Standard 2:**                    1        2        3        4        NA

**Comments:**

**Standard 3: candidate demonstrates the knowledge and ability to:**

- a. Manage the organization (ELCC 3.1)  
**Activity:** Conducting Inventory of crisis team box and review of crisis procedures

b. Manage the operations (ELCC 3.2)

**Activity:** Conducting Safety audit

c. Manage resources (ELCC 3.3)

**Activity:** Review of budget procedure and written reflection

**Evaluation for Standard 3:**      1          2          3          4          NA

**Comments:**

**Standard 4: Candidate demonstrates the knowledge and ability to:**

a. Collaborate with families and other community members (ELCC 4.1)

**Activity:** Assist with the development of a school newsletter

b. Respond to Community Interest and Needs (ELCC 4.2)

**Activity: Utilizing the findings compile a parent’s information pamphlet**

c. Mobilize Community Resources (ELCC 4.3)

**Activity:** Update/Create community resource list

**Evaluation for Standard 4:**      1          2          3          4          NA

**Comments:**

**Part B: Evaluation of skills based on site based observation:**

II. Directions: Rate the performance of your educational leadership candidate based on professional opinion and observed behaviors

1 Below expectations   2 Needs improvement   3 Meets expectations   4 Exceeds expectations   N/A Not applicable

Based on your professional judgment, the internship candidate has the knowledge, skills and dispositions to:

**Standard 1: promote the success of all students by**

A. facilitating the development shared and supported vision (ELCC 1.1)

B. articulating a shared and supported vision (ELCC 1.2)

C. implementing a shared and supported vision (ELCC 1.3)

D. stewarding a shared and supported vision (ELCC 1.4)

**Evaluation for Standard 1:**      1          2          3          4          NA

**Comments:**

**Standard 5: promote the success of all students by**

- A. Acting with Integrity (ELCC 5.1)
- B. Acting Fairly (ELCC 5.2)
- C. Acting Ethically (ELCC 5.3)

**Evaluation for Standard 5:**    1            2            3            4            NA

**Comments:**

**Standard 6: promote the success of all students by:**

- A. Understanding the larger political, social, economic, legal and cultural context (ELCC 6.1)
- B. Responding to the larger political, social, economic, legal and cultural context (ELCC 6.2)
- C. Influencing the larger political, social, economic, legal and cultural context (ELCC 6.3)

**Evaluation for Standard 6:**    1            2            3            4            NA

**Comments:**

**Overall rating of candidate's internship performance**

Circle the one that applies

**Overall Evaluation:**    1            2            3            4            NA

**Comments:**

## Assessment 4

### Internship Evaluation Rubric

**Unacceptable-** During the internship, through the completion of assigned activities and/or observations, there was limited evidence that the candidate had developed the necessary skills or possessed the necessary knowledge to meet the administrative standard/s

**Basic-** During the internship, through the completion of assigned activities and/or observations, the candidate demonstrated a developing and emerging skill level in meeting the practical application of the administrative standard/s. Additional on the job or simulated experiences would improve and enhance the candidate's knowledge and skill level.

**Proficient** - During the internship, there was clear evidence through the completion of assigned activities and/or observations that the candidate has developed and possesses the necessary knowledge, skills and dispositions to meet the requirements of the administrative standard/s.

**Exemplary** -During the internship, there was clear and convincing evidence through the completion of assigned activities and/or observations that the candidate has developed and possesses the necessary knowledge, skills and dispositions to meet the requirements of the administrative standard/s. The candidate consistently performed all assigned duties and activities in a professional manner.

## Field-Experience Rubric

### EDAS 679-Internship

The Virginia State University candidates' in-course field experiences and internship provides a variety of activities which reflect the knowledge, skills, and dispositions of an effective school leader. Based on required learning activity products and observations, site supervisors will evaluate candidates using the following rubric.

Complete the following assessment to determine the level of knowledge, skills, and dispositions demonstrated during the field experience placement.

KNOWLEDGE (Competent)	KNOWLEDGE (Competent)	Does Not Meet Expectations 0	Basic 1-2	Proficient 3-4	Exemplary 5
Candidate has the necessary knowledge to collaborate with staff, families and other community members (8) 4.1d, {S.3,8,11}4.3a {S.3,11}	Candidate has the necessary knowledge to collaborate with staff, families and other community members (8)	Candidate failed to use knowledge base in collaborating with the community	Candidate seldom used knowledge base in collaborating with the community	Candidate usually used knowledge base in collaborating with the community	Candidate always used knowledge base in collaborating with the community.
Candidate understands the criteria in determining a crisis.(4) 3.2 c {K9,S9}	Candidate understands the criteria in determining a crisis.(4)	Students fail to recognize a crisis.	Students can sometimes identify elements of a crisis.	Student can most often identify elements of a crisis.	Student can always identify elements of a crisis.
Candidate is knowledgeable of the crisis management plan and crisis box materials.(4) 3.2c{K9,S9}	Candidate is knowledgeable of the crisis management plan and crisis box materials.(4)	The student is not knowledgeable of the plan	One step can be completed by the student.	Two steps can be completed by the student.	Student can locate, initiate and execute the crisis management plan.
Candidate is knowledgeable of budget process, implementation and appropriation as evidenced by summary of process and procedures.(6) 3.2a {D4}	Candidate is knowledgeable of budget process, implementation and appropriation as evidenced by summary of process and procedures.(6)	The candidate cannot articulate the policies and procedures involving the budget.	Candidate can articulate some of the policies and procedures involving the budget.	Candidate can articulate most of the policies and procedures involving the budget	Candidate can articulate the policies and procedures involving the budget.
Candidate is knowledgeable of the best practices to improve instruction as evidenced in the clinical supervision among other situations.(2-3) 2.2a {K1}, 2.3a {S1}, 2.2c {S1}	Candidate is knowledgeable of the best practices to improve instruction as evidenced in the clinical supervision among other situations.(2-3)	Candidate made one or fewer recommendations for improvement of instruction on knowledge of best practices.	Candidate made at least two recommendations for improvement of instruction on knowledge of best practices.	Candidate made at least three recommendations for improvement of instruction on knowledge of best practices.	Candidate made at least four recommendations for improvement of instruction on knowledge of best practices.

Candidate is knowledgeable of resources for collection of data to enhance school culture, evidences through analysis of school technology based SIS data.(1) 1.4b {s3,8,11}, 3.1a{S8}	Candidate is knowledgeable of resources for collection of data to enhance school culture, evidences through analysis of school technology based SIS data.(1)	Candidate is not knowledgeable of data resource tools.	Candidate is knowledgeable of two data resource tools but cannot utilize them.	Candidate is knowledgeable of two data resource tools and can utilize at least one	Candidate is knowledgeable of two data resource tools and can utilize both.
Candidate is knowledgeable of the rights of others and confidentiality guidelines.(7) 5.1a{K10}	Candidate is knowledgeable of the rights of others and confidentiality guidelines.(7)	Candidate demonstrated knowledge of the rights of others and maintained strict confidences in one or fewer scenarios.	Candidate demonstrated knowledge of the rights of others and maintained strict confidences in at least two scenarios.	Candidate demonstrated knowledge of the rights of others and maintained strict confidences in at least three scenarios.	Candidate demonstrated knowledge of the rights of others and maintained strict confidences in at least four scenarios.

<b>SKILLS (Effective)</b>	<b>Does Not Meet Expectations 0</b>	<b>Below Expectations 1-2</b>	<b>Meets Expectations 3-4</b>	<b>Exceeds Expectations 5</b>
Candidate demonstrated the ability to bring together parents and the community to affect student learning as recognized through collaboration in the PTA, parent-teacher conferences and IEP meetings. (7) 4.3a {S3,11}	Candidate demonstrates appropriate interactions and feedback sessions with one or fewer community members	Candidate demonstrates appropriate interactions and feedback sessions with at least two community members	Candidate demonstrates appropriate interactions and feedback sessions with at least three community members	Candidate demonstrates appropriate interactions and feedback sessions with at least four community members
Candidate demonstrated the skills necessary to implement a crisis action plan. (4) 3.2c {K9,S9}	Candidate failed to remain outwardly calm under pressure and failed to successfully cope with personal challenges.	Candidate has not had opportunities to demonstrate remaining outwardly calm under pressure and coped with personal challenges.	Candidate remained outwardly calm under pressure and coped with personal challenges in one situation.	Candidate remained outwardly calm under pressure and coped with personal challenges in two situations.
Candidate inventoried the crisis box and made recommendations for improvement. (4) 3.2c {K9,S9}	Candidate failed to inventory the crisis management box or make recommendations.	Candidate inventoried the crisis management box, but failed to make recommendations.	Candidate inventoried the crisis management box, and make recommendations.	Candidate inventoried the crisis management box, utilizing the VDOE forms and made recommendations.
Student actively participated in a school safety audit and made appropriate recommendations with consideration of resources. Demonstrates knowledge of how to improve conditions (5) 3.2c {K9,S9}	Criteria were not met.	One (of exceeds expectations) criteria was met	Two (of exceeds expectations) criteria were met	Candidate completed a safety audit (VDOE), made recommendations, and presented to the mentor.

Additional Comments: \_\_\_\_\_

<b>DISPOSITIONS (Caring)</b>	<b>Does Not Meet Expectations 0</b>	<b>Below Expectations 1-2</b>	<b>Meets Expectations 3-4</b>	<b>Exceeds Expectations 5</b>
Candidate demonstrates effective and appropriate communications in the best interest of the student while interacting with various stakeholders. (9)4.3f {S3,11}	Candidate fails to express ideas clearly and effectively, using proper grammar diction and pronunciation.	Candidate demonstrated the ability to express ideas clearly and effectively, using proper grammar diction and pronunciation in at least one situation.	Candidate demonstrated the ability to express ideas clearly and effectively, using proper grammar diction and pronunciation in at least two situations.	Candidate demonstrated the ability to express ideas clearly and effectively, using proper grammar diction and pronunciation in at least three situations. Able to mobilize resources

Candidate modeled skills appropriate in dealing with a crisis including sound judgment, empathy, and efficiency. (4)6.2a {K7}	Criteria were not met.	One (of exceeds expectations) criteria was met	Two (of exceeds expectations) criteria were met	Candidate demonstrates judgment by setting priorities, showing appropriate caution and made quality decisions.
Candidate demonstrated the ability to act fairly and in dealing with issues of staff. (2-3) 5.2a {K10, S4, D2,6}	Criteria were not met.	One (of exceeds expectations) criteria was met	Two (of exceeds expectation) criteria were met	Fairness was demonstrated by expressing values, providing opportunity for discussion and recognizing issues of the staff.
Candidate understands the legal and ethical responsibilities of school fund allocations. (6) 5.3a {D7, S4}, 6.1c	One or fewer decisions were made in consideration of legal and ethical obligations.	At least two decisions were made in consideration of legal and ethical obligations	At least three decisions were made in consideration of legal and ethical obligations.	All decisions were made in consideration of legal and ethical obligations.
Candidate uses discretion in dealing with confidential information. (8) 5.1a {k10, S2,4, D6}	Discretion was used in dealing with confidential information in two or fewer situations.	Discretion was used in dealing with confidential information in at least three situations.	Discretion was used in dealing with confidential information in at least four situations.	Discretion was always used when dealing with confidential information.
Candidate demonstrated appropriate judgment in developing analysis of discipline data in relation to school culture.(1)1.4b {S1} 3.1a {S8}	Criteria was not met	One (of exceeds expectations) criteria was met	Two (of exceeds expectations) criteria were met	Candidate demonstrates judgment by setting priorities, showing appropriate caution and made quality decisions.
Candidate makes impartial decisions, which are sensitive to diversity and ethical issues. (1) 5.2a {K10, S4, D2,6}, 4.3a [S3,11}	Criteria were not met.	One (of exceeds expectations) criteria was met	Two (of exceeds expectations) criteria were met	Candidate always acknowledged the viewpoints of others and took action in the best interest of the diverse community.

Additional Comments: \_\_\_\_\_

<b>(Reflective)</b>	<b>Below Expectations 0</b>	<b>Needs Improvement 1-2</b>	<b>Meets Expectations 3-4</b>	<b>Exceeds Expectations 5</b>
Candidate is able to reflect on their learning and accept constructive criticism. Reflections =5	Candidate reflects on learning and accepts constructive criticism in one or fewer feedback sessions.	Candidate reflects on learning and accepts constructive criticism in at least two feedback sessions.	Candidate reflects on learning and accepts constructive criticism in at least three feedback sessions.	Candidate always reflects on learning and accepts constructive criticism.

Additional Comments: \_\_\_\_\_

<b>(Overall Performance)</b>	<b>Below Expectations 0</b>	<b>Needs Improvement 1-2</b>	<b>Meets Expectations 3-4</b>	<b>Exceeds Expectations 5</b>
	Expectations were not met in 10 or more indicators.	Candidate needs improvement, only meeting expectations in 12-14 of the areas identified indicators in the rubric.	Candidate meets expectations in 15-17 of the areas identified indicators in the rubric.	Candidate exceeds expectations in 18-20 of the areas identified indicators in the rubric.

Field Supervisor Name: \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_

Date \_\_\_\_\_

Exceeds Expectations (90-100) (A)	Meets Expectations (80-89) (B)	Below Expectations (70-79) (C)	Does Not Meet Expectations (69 and below) (D)
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**Department of Administrative & Organizational Leadership  
Administration & Supervision Pk-12**

**INTERNSHIP SCORING RUBRIC STANDARD 7:**

Intern \_\_\_\_\_ Date \_\_\_\_\_

Internship Location 1: \_\_\_\_\_

Internship Location 2: \_\_\_\_\_

	<b>Target</b>	<b>Acceptable</b>	<b>Does Not Meet Expectations</b>
Clock Hours	Greater than 400 140 embedded 64 required internship 210 approved internship 20 discretionary	400	Less than 400
Hours spent improving student learning	Candidate spent over 100 hours focusing on improving student learning	100 hours were spent on improving student learning	Less than 100hrs were spent on improving student learning
Candidate completed required objectives (7.1)	Met at the target or acceptable level 100% of required objectives; plus numerous additional	Met at the target or acceptable level 100% of required objectives	Less than 100% of required objectives were met at acceptable or target.
Candidate participated in an ongoing internship program (7.2)	Completed in course field experience requirements in all classes beginning the first semester of enrollment, and continued consistently during the duration of the program; included blocks of time in schools when students were present	Completed in-course field experiences beginning the first semester of enrollment, but continued sporadically throughout the program; included blocks of time	Failed to begin first semester and worked sporadically.
Candidate was successful in completion of all required assignments, and designed portions to meet personal or school needs. (7.3)	Completed all required assignments at the target or acceptable level AND exceeded hour requirement for designing remaining internship hours to reflect balanced experiences across all standards	Completed all required assignments at the target or acceptable level AND designed remaining internship hours to reflect balanced experiences across all standards	Failed to complete all required assignments and design of additional hours.
Internship hours are reflective of experiences in a variety of settings (7.4)	Worked within all of these settings specified in the internship manual and went beyond these settings to work within settings that broadened his	Worked within all of the settings specified in the	Failed to work within the settings specified in the internship manual.

	<p>or her exposure to diverse student and parental populations:  75 embedded @ alternate  14 required @ alternate  80 @ approved at alternate</p>	internship manual	
Planned and guided cooperatively (7.5)	<p>Arranged and attended internship seminars with the mentor and faculty supervisor as requested and engaged in discussions with the mentor and faculty supervisor and arranged additional meetings</p>	N/A	Failed to arrange and attend internship seminars with mentor and faculty supervisor as requested.
Credit bearing (7.6)	Enrolled in EDAS 679	N/A	Failed to enroll in EDAS 679

## Additional Approved Activities

# Standards for School Leaders

*Candidates who complete the Administration and Supervision program at Virginia State University are educational leaders who have the knowledge and ability to promote the success of all students by:*

### Standard One

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Candidates develop a vision
- Candidates articulate a vision
- Candidates implement a vision
- Candidates steward a vision
- Candidates promote community involvement in the vision

#### SAMPLE ACTIVITIES:

- District level strategic planning meetings
- Implement vision at district level
- Assess existing and potential resources for attainment of school vision
- Oversee grant proposal to gain resources
- Review school's mission and discuss attainment of the mission
- Create action research around student learning

### Standard Two

Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Candidates promote positive school culture.
- Candidates provide effective instructional programs.
- Candidates apply best practices to student learning.
- Candidates design comprehensive professional growth plans.

#### SAMPLE ACTIVITIES:

- Chair school professional development committee, assess needs
- Research climate instruments, select and administer to assess.
- Lead parent and teacher focus groups on high-stakes testing and alternative assessments

### Standard Three

Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- Candidates demonstrate the ability to manage the organization.
- Candidates demonstrate the ability to manage operations
- Candidates demonstrate the ability to manage resources

#### SAMPLE ACTIVITIES:

- Review management and communication, make suggestions for technology improvements.
- Conduct a cost-benefit analysis of a school or district instructional improvement plan
- Review a school strategic plan and identify links between student performance and financial, human and material resources
- Serve on hiring committee

### Standard Four

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Candidates collaborate with families and other community members
- Candidates respond to community interests and needs.
- Candidates demonstrate the knowledge to mobilize community resources.

#### SAMPLE ACTIVITIES:

- Plan new student and parent orientation program.
- Prepare an orientation videotape that describes the school's shared values and culture.
- Prepare monthly school newsletter, including tips for parents.
- Develop process for parent-teacher conferences

### Standard Five

Acting with integrity, fairness, and in an ethical manner.

- Candidates act with integrity
- Candidates act fairly
- Candidates act ethically.

#### SAMPLE ACTIVITIES:

- Examine procedures for identification and placement in remedial programs
- Establish ethics committee for school.
- Review school's budgeting process
- Prepare a presentation to the school faculty on ethics
- Conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness and ethical behaviors
- Examine your personal ethical conduct

### Standard Six

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Candidates understand the larger context
- Candidates respond to the larger context
- Candidates influence the larger context

#### SAMPLE ACTIVITIES:

- Identify existing outdated school board policy. Participate in the process of revision.
- Attend school board meeting. Interview member and challenges of the role.
- Interview state legislator and/or lobbyist and write a report on the state's strategies to influence change.
- Identify tension in the district. Participate on action committee.
- Consider the budget for program or activity, determine per-pupil expenditure and determine equity

**Standard One (con't)**

- Review district organizational chart and understand roles and impact
- Conduct a visioning workshop for a school staff focusing on ways to promote the success of all students.
- Interview school staff members about the shared vision of their school. Use this knowledge as well as literature to analyze how vision is developed, articulated and implemented.
- Meet with key leaders about core values
- Gather data and complete national reports
- Evaluate SIP goals
- Mediate with faculty a challenge facing the school.
- Critique communication in school or district
- Identify cultural norms of community and parallel to the school
- Compare building level SIP to district level.

**Standard Two (con't)**

- Gather student profile data to educate staff in changes
- Disaggregate student assessment data.
- Prepare a gap analysis
- Review observation process, suggest strategies
- Present a multi-media report to a community forum about instructional technologies and teaching strategies.
- Identify elements of culture and make suggestions.
- Serve on committee for curriculum alignment
- Participate in IEP meeting
- Conduct workshop on authentic assessment models
- Organize and implement SOW program.
- Institute technology sharing session among faculty.
- Become a school rep for a community organization
- Form a study group in area affecting the school
- Observe classroom for implementation of brain based research and multiple intelligences
- Review teacher applications , participate in interviews, assist in selection
- Implement peer coaching model

**Standard Three (con't)**

- Analyze school budget and identify how specific budget allocations support the school improvement strategic plan
- Work with central office and participate in recruitment planning
- Develop staff orientation for induction into the organization
- Work with building administrator on budget process
- Study process for ordering textbooks and supplies.
- Track the grievance process
- Review building safety/crisis management plan.
- Conduct a needs assessment of building and grounds and repairs
- Prepare or update crisis management plan
- Develop transitional program into school
- Observe student discipline process
- Serve on technology committee.
- Review handbook and check for consistency with policies
- Work with teachers experiences challenges with discipline.
- Develop student activities handbook

**Standard Four (con't)**

- Construct a public relations and marketing program, relating each component to the school improvement plan.
- Design brochure of resources for community support
- Prepare staff development related to cultural diversity
- ID school subcultures and plan for meeting needs.
- Develop parenting skills courses
- Provide conflict mediation or team building training for faculty
- Develop and present a plan recommending alignment of social services agency programs with school improvement needs.
- Design web page for the school.
- Learn about EAP program and share with faculty.
- Develop a mentor program for at-risk students
- Attend and participate in PTA meeting
- Identify potential partnerships with local businesses and organizations
- Design a school informational brochure
- Give a presentation on a school program to a local organization

**Standard Five (con't)**

- Make a speech to a local service organization and articulate and demonstrate the importance of education in a democratic society.
- Create personal administrative platform, identify values and beliefs
- Review school handbook, look for consistency with ethics of school
- Observe a student disciplinary procedure with an ethical eye
- Examine school policy on confidential information
- Develop conflict resolution program for teachers or students
- Examine school's symbols and traditions; develop new programs to build upon these.
- Hold focus group sessions to identify caring elements within the school community.

**Standard Six (con't)**

- Investigate means in which administrators remain updated on legal issues.
- Participate in legislative forum to discuss school-related issues.

**Department of  
Administrative & Organizational Leadership  
Internship Checklist**

Hours Log

**COMPLETE ELECTRONIC LOG**

- \_\_\_\_\_ 140 hours embedded recorded
  - 65 home
  - 75 alternate
- \_\_\_\_\_ 64 Internship Hours (RQ assignments)
  - 50 Home Site
  - 14 Alternate Site
- \_\_\_\_\_ 210 Additional Intern Hours
  - 130 Home Site
  - 80 Alternate Site

Seminar Attendance

- \_\_\_\_\_ Actively participate in all seminar sessions.
- \_\_\_\_\_ Online discussion board due October 15, 2012

Internship Required Activities

*To be completed and turned in electronically (TK20)*

\_\_\_\_\_ Analysis of data (discipline, academic, school climate) and recommendations for improvement, share, REFLECTION

\_\_\_\_\_ Complete pre-observation process of two teachers in collaboration with mentor. REFLECTION

\_\_\_\_\_ Complete observation process of two teachers in collaboration with mentor, including professional growth plan, REFLECTION

\_\_\_\_\_ Conduct an inventory of crisis box and procedures. Update inventory with recommendations for improvement.

\_\_\_\_\_ Completion of DOE safety audit. If completed, obtain copy and continue process for one area of improvement.

\_\_\_\_\_ Engage in dialogue about budget process with mentor. REFLECTION.

\_\_\_\_\_ Collaborate with families through IEP meetings, PTA meetings, conferences and provide minutes, REFLECTION

\_\_\_\_\_ Involvement with special education issues. Develop a database resource guide, participate in VGLA compilation, work with administrator regarding discipline, BMP, REFLECTION

\_\_\_\_\_ Mobilize community resources through development of community resource list or alternate

\_\_\_\_\_ Participation in a community organization

Required Desk Book ( created online using LIVEBINDERS)

*This item is to be shown to visiting professor during first visit.*

- \_\_\_\_\_ Standards of Quality
- \_\_\_\_\_ Regulations for Accrediting Public Schools in Virginia
- \_\_\_\_\_ School System's Handbook/Guidelines
- \_\_\_\_\_ School Handbook
- \_\_\_\_\_ Student Handbook
- \_\_\_\_\_ Standards for Student Conduct
- \_\_\_\_\_ School System's Organizational Chart
- \_\_\_\_\_ Master Schedule
- \_\_\_\_\_ School Board Budget
- \_\_\_\_\_ School Improvement plan
- \_\_\_\_\_ School System's Strategic Plan
- \_\_\_\_\_ Activities Schedule
- \_\_\_\_\_ School Attendance Zone
- \_\_\_\_\_ School Report Card
- \_\_\_\_\_ VA Supt. Memos (90 days)

Final Requirements

Scan and submit on TK20.

- \_\_\_\_\_ Mentor's letter of completion
- \_\_\_\_\_ Description of School
- \_\_\_\_\_ Daily Log, standard alignment
- \_\_\_\_\_ All requirements

Candidates accepting an incomplete, must complete the requirements by the following dates:

- October 15, Fall Semester
- March 15, Spring Semester
- June 15, Summer Session

Contact Information:

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Please limit cell use for emergency cancellation/confirmation