

A Guide

To the Administrative Internship in Educational Leadership

EDA 6946

One-Semester Internship

A Guide for Students in

Educational Leadership Ed.S. and Modified Core

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Revised
April 2019, July 2019, October 2019, April 2020, August 2020, June 2021, July 2021

Table of Contents

INTRODUCTION	3
THE ADMINISTRATIVE INTERNSHIP: EDA 6946.....	4
Application Deadlines	4
Purpose and Objectives of the Administrative Internship.....	4
Some initial considerations.....	4
Potential site (student/faculty demographics/grade level).....	5
Potential supervising principal/administrator.....	5
When to enroll.....	5
Personal/family considerations.....	5
DEVELOPING APPROPRIATE DOCUMENTATION	6
Record your 200 hours of field experiences.....	6
Florida Principal Leadership Standards	6
Update your Resume.	10
Assessing your competency	11
Contacting the University Intern Supervisor.....	11
Contacting A Potential Supervising Administrator.....	12
Three-Party Conference.....	14
Documenting your Experience: Required Tasks.....	14
APPENDIXES	17
Recording Your Field Experiences.....	18
Florida Principal Leadership Standards Evaluation Form	19
Administrative Internship Log	24
Administrative Internship Log - SAMPLE	25
Annotated Record/Professional Reading	26
Star-Formatted Activity Descriptions	27
Star-Formatted Activity.....	28
FELE 4th Edition Subtests Adopted 2012	29
The Florida Educators Accomplished Practices	31
Exit Survey	34
Student’s Checklist for One Semester	36

INTRODUCTION

The Administrative Leadership Internship is an important component for preparation of school leaders. The internship provides students with the opportunity to explore, apply, and reflect on their knowledge and skills in a variety of leadership situations. This informational guide has been developed to encourage you, as a student preparing for a career in educational leadership, to engage in early field experiences and to take a portfolio approach to documenting activities throughout your educational leadership program. It will also serve as your text during the Internship EDA 6946 course.

The specific purposes of the Guide are:

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

LOOK FOR THE FOLLOWING:

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

THE ADMINISTRATIVE INTERNSHIP: EDA 6946

Application Deadlines:

Spring internships	—>	Application due by October 1
Summer internships	—>	Application due by February 1
Fall internships	—>	Application due by May 1

Purpose and Objectives of the Administrative Internship

The Administrative Internship is offered to students of educational leadership to provide opportunities to work with and to learn from administrators in K-12 public schools. The student, during the internship, is guided through experiences designed to provide opportunities to use previously acquired academic and professional knowledge and to establish a bond between theory and practice in educational administration.

Experiences are to be aligned with the Florida Principal Leadership Standards, adopted November 2011, and FELE competencies; both listed in this handbook.

Note: Students are required to submit official FELE score reports indicating that they have taken ALL three FELE subtests, including the written portion of subtest 3 during EDA 6946.

The principle objectives of the Internship are:

- To experience the realities of educational leadership by applying classroom knowledge to actual administrative situations.
- To gain practical experience in applying leadership skills, techniques, and theory by working with a professional administrator.
- To further develop a philosophy of educational leadership as a result of the Internship.

Some initial considerations

The internship is one of the important culminating experiences you will have in your master's degree program or Level I certification program. The care with which you plan for your internship is critical and will determine your success in the program.

As you begin thinking about your internship, devote some time to self-assessment. Consider your accomplishments prior to entering your graduate program and the progress you have made in both experience and academic knowledge gained up to this point. It is required that you document 200 hours of administrative experience and have an up-to-date resume upon applying for admission to the administrative internship. It is critical, that as you assess your experiences, you make some determinations as to the talents, skills, and knowledge you will bring to an internship experience. As you engage in this self-assessment, you should further determine your areas of administrative interest and strength as well as those areas where you need or would like to gain more experience.

To help with this, you will complete the preliminary assessment on the Florida Principal Leadership Standards as part of your application process.

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

Remember, as you begin the process of planning for your internship, there is no "one best site" for any internship, and there are many practicing leaders from whom you will be able to learn and benefit greatly during this experience. Consider the following variables; they relate not only to your professional background and experience, but to the constraints of personal/family variables which you will need to consider in planning for your internship:

Potential site (student/faculty demographics/grade level) - Students are frequently required to complete internships at school sites other than their own. Because this program leads to public school educational leadership certification, all internships must be completed in a traditional, brick and mortar public school. That means the internship may not be conducted in charter schools, private schools, virtual schools, or alternative schools. A portion of the experience must be performed by the intern at a site where at least 20% of the pupils are of an ethnic group other than that of the intern. If 20% of the pupils at the home school site are of an ethnic/racial group other than yours, you have met the multicultural requirement. The decision regarding grade level of the internship should be based on needed preparation for a probable first leadership assignment or your desire to get experience at another level. Additionally, the intern must be placed in at a school with a Florida certified Principal who has at least three years of experience as a Principal.

Potential supervising principal/administrator - The types of experiences you desire will influence both your choice of site and administrator. Typically, students engage in preliminary experiences at their home schools and are assisted to varying degrees by the principal/administrators at those sites. These administrators can be very helpful as you consider the options available to you.

When to enroll - Students enrolling in internship must be in their last two semesters of coursework and admitted to an Educational Leadership program. This requirement is so the intern may have the best learning experience by using all previously acquired academic and professional knowledge during their internship. Documentation of substantial experience should be available. It is important that students requesting internship assignments have prepared themselves as fully as possible in terms of appropriate academic and experiential preparation.

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

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

Keep in mind that you alone will not determine your internship placement. All placements must be approved by, and finalized through, the Educational Leadership University Supervisor of Administrative Internships. If you are participating in a special cohort that is sponsored by a district, grant, or any other special program, please refer to your agreement with such entity for any additional requirements that may be expected of you.

What you will be able to do is bring to the decision process the advantages and disadvantages of several alternatives you have considered and the rationale for your recommendation.

DEVELOPING APPROPRIATE DOCUMENTATION

→ **1. Record your 200 hours of field experiences using the Florida Principal Leadership Standards and FELE competencies and skills.**

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

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

Florida Principal Leadership Standards

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness

of instruction;

- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership:

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised December 20, 2011

→ **2. Update your Resume.**

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

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

Re-examine and update your resume as appropriate at the end of the semester of internship. As you add experiences, you will not only be able to enhance your resume, but you will be encouraged to see yourself as others do. Hopefully, your accomplishments will encourage you to continually add to your experiential base during your program.

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

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

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

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

◆ See Appendix for sample resume.

→ **3. Assessing your competency:** Periodically, assess your overall level of competency using the Florida Principal Leadership Standards and provide documentation to the university supervisor.

Florida Principal Leadership Standards - Self-Assessments

1. Review the Florida Principal Leadership Standards, website: www.floridaschoolleaders.org/fpls.aspx, complete initial assessment using this link: https://ucfced.qualtrics.com/SE/?SID=SV_dj24k1LXu5jhvPT. Documentation to the university supervisor will be provided once completed.
2. Complete the midpoint self-assessment using the form you will find in your web course and use it to determine additional experience to seek.
3. Complete a final self-assessment at the end of the semester (submit documentation to the UCF intern supervisor through web courses) as you consider additional types of activities that might be most appropriate for you in furthering your professional development.

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

Contacting the University Intern Supervisor

After the Internship Orientation, and you have been assigned a University supervisor, consult with him/her **in the semester, prior to enrollment**. Advance planning is essential so that areas of interest, special needs, special requests, and alternatives for the experience may be considered.

→ **4. Submit the completed application** for EDA 6946 Administrative Internship by clicking here: <https://centralflorida-signon-us.inplacesoftware.com/> Please access the tutorial for how to complete the application from the Educational Leadership Ed.S. Advising web course or the Modified Core program website. There is both a PDF power point with step by step instructions and a You Tube video for you to choose from. Be prepared to upload a copy of your Graduate Plan of Study (GPS) or Course History, 200 Hours experience

document, and your supervising principal's agreement email or letter.

- 5. Soon after the application deadline, you will be notified via email to attend an orientation at UCF.

Once you have completed Required Tasks 1, 2, 3 and 4, a time-saving step is to have an email conversation with the University Supervisor regarding appropriate next activities. You can outline what you have done thus far, what you believe you would like to do or seek the advice of the university supervisor.

Contacting A Potential Supervising Administrator

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

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

At the same time, you also need to know that if you wish or need assistance in identifying a high performing principal for a potential site, the university supervisor will assist you with finding a site.

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

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

- a. ***Why do you think you want to come to this school?*** What is your reason for thinking this is an appropriate site/location for your internship? You should have a specific reason(s) for having identified this school/site as an appropriate one.
- b. ***What do you expect to gain from this internship?*** You should be able to respond to this question based on your resume, competency/field experience documentation and Florida Principal Leadership Standard self-assessment. Additionally, your consultations with other professionals may have given you indications of what you might expect from your internship. What is important in this conversation is that you be able to provide a rationale and pose some very tentative goals for completing an internship at a particular site.
- c. ***What times will you be available (day/dates/weeks)?*** This is very important information to have at hand--have a copy of your school calendar at your disposal--the more flexible you can be the better; however, if there are days or weeks where you are unavailable, you need to state that information early on. Most administrators are very flexible and understanding in regard to the time constraints under which educators work.
- d. ***How long is your internship?*** You are required to complete one three-credit hour internship (100 clock hours). Many students exceed the clock hour requirement simply because they view the

internship as such a valuable learning experience and also because they have an opportunity to follow through on a project. Internships can be arranged in any number of time frames ranging from a day a week for 15 weeks to a straight three weeks during an off-track time or summer. It is also permissible, and very often to students' advantage, to begin to accumulate internship hours in the semester prior to the semester in which they are registered as long as the UCF supervisor approves, and the three-party conference has taken place. Occasionally, students split their time between a building and district office, and perhaps two schools at different levels, but usually, if students have not had building level administrative experience, they complete the entire experience within one or two designated schools.

- e. **What does a supervising administrator have to do?** Supervising administrators, mainly, serve as coaches. They share experiences, explain why events are happening and provide opportunities for students to gain valuable practical experiences which they are otherwise unable to acquire. They are encouraged to provide authentic feedback to administrative interns for their professional growth. They also are the best source of reference for the intern when applying to an administrative selection process. Often, Supervising Administrators do not provide all experiences themselves. Principals may well facilitate experiences for a given student through assistant principals and others in the leadership team.

Supervising Principals must sign off on each document submitted by the intern to the internship coordinator, and complete the final assessment of your progress on the FPLS online at: https://ucfced.qualtrics.com/SE/?SID=SV_dprv4VfKJ0uftJj. Confirmation of completion should be submitted to the UCF intern supervisor.

After doing so the supervising administrator may apply for an Intern Participation Certificate, which earns them a 6ch voucher for tuition. Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.

→ **7. Confirm with both the supervising administrator and the university supervisor a meeting time for the three-party conference conducted at the internship site or via telephone to discuss proposed goals and objectives. Provide the university supervisor with the following well in advance of the meeting:**

- a) Full name, exact title and position of site administrator
- b) Telephone and complete address for site school (building, street, city, ZIP) and location/directions as necessary.

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

Three-Party Conference

→ **8. Prepare three (3) items to be shared at your meeting with the supervising administrator and the university supervisor.**

- a) Three (3) copies of your "Tentative" Goals and Objectives: Administrative Internship Plan -- any format that contains the same information is fine to bring to the meeting to share with the supervising administrator and university supervisor.
- b) A copy of your current resume to be given to your supervising principal and the university supervisor.
- c) A copy of your documented 200 hours of administrative experience for your supervising administrator.

Be prepared to:

- a) Discuss your tentative goals and objectives -- it is your responsibility to have given your best thought to your needs and your interests resulting in your rationale for desiring to intern at the proposed site. Be prepared to modify your goals as needed based on further information gained during your meeting.
- b) Establish a schedule for the internship that will facilitate your achievement of goals and support the principal in achieving the school's goals.
- c) Determine a subsequent/next meeting time with the supervising administrator at which time you will more specifically define your goals and objectives and the specific dates/activities for the internship.
 - ◆ See Appendix for sample format to be used in finalizing your Administrative Internship Plan.
 - ❖ Draft as much as you need to for the finalization of your goals and objectives that will eventually become your plan.

Documenting your Experience: Required Tasks

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

→ **9. Upload a copy to your UCF Web Course of your finalized Goals and Objectives:**

Leadership Internship Plan (signed by you and your principals) to the university supervisor no later than the first or second day of the internship experience. Leave a copy with the school supervisor. It is important to maintain communication with the university supervisor as projected in Required Tasks 9-15. Performance during your internship will be evaluated in part by the manner in which you meet your university obligations.

→ **10. Maintain the log of your hours and your activities.** After your supervising principal signs the log, send it to the university supervisor after 33.5 hours, an updated log again after 66.5 hours, and present the final completed log totaling at least 100 clock hours at the time of the final evaluation conference, or prior to the final conference. A total of 100 hours is required per semester during the one-semester internship or a total of three credit hours.

- ◆ See Appendix for example of log.
- ❖ This log should include a very brief record of the type of activity and the hours/minutes devoted to that activity on a given day (100hours)

→ **11. Engage in a program of professional reading, maintaining an annotated record, related to the internship assignment.** This will ordinarily be determined in cooperation with the supervising administrator and relate directly to the experience, not textbooks from other courses.

◆ See Appendix for example of appropriate documentation.

→ **12. Identify a separate activity/field experience which provides evidence of your competence for the Florida Principal Leadership Standards and FELE Competencies found in the Appendix.**

❖ Use the **Florida Principal Leadership Standards** as major headings and identify one activity/experience which best demonstrates your competency (not what you think you can do but what you have done) for each of these Standards and FELE competencies (pp. 17-21). You may draw from your internship and your prior 200 hours. Your principal supervisor must sign and date this document.

→ **13. Submit one ACTIVITY DESCRIPTION IN STAR FORMAT to the university supervisor after 33.5 hours, a second ACTIVITY DESCRIPTION IN STAR FORMAT again after 66.5 hours and present the REMAINING TWO ACTIVITY DESCRIPTIONS IN STAR FORMAT at the time of the final evaluation conference.** Students are required to submit documentation of four STAR activities per semester that reflect their ability to analyze challenging situations and formulate effective strategies to resolve these issues. Two of the STAR activities across the two semesters must address instructional leadership/student achievement and be aligned with Florida Educator Accomplished Practices. Students are assessed by the instructor regarding the quality of their conceptualization and response using holistically using instructor's professional judgment. Your principal supervisor must sign and date these four STAR formatted leadership experiences.

◆ See Appendix for description of STAR format

→ **14. Contact by email the university supervisor around the mid-point of the semester of the internship to discuss your progress and schedule an on-campus conference if necessary.**

→ **15. Taking the FELE is an EDA 6946 administrative internship requirement.** All students must provide an official score report on all three FELE subtests including the Written Performance Assessment. Official score reports (both passing and not passing) should be sent to the student's UCF administrative internship coordinator as an attachment as soon as they are available.

If a student has **NOT** passed all sections of the FELE by the end of the course, then the student cannot graduate until they do successfully pass all three FELE subtests, including the Written Performance Assessment, and provided official score reports. Passing all sections of the FELE exam is a certification requirement and is therefore required before obtaining your state-approved certification program stamp on your transcript.

- ↳ **16. Schedule a final evaluation conference (telephone or in person at the internship site) with the Supervising Administrator and the University Supervisor near the conclusion of the internship experience**
- ↳ **17. Complete the UCF M.Ed., Ed.S., and Modified Core Programs in Educational Leadership Exit Survey and provide documentation to the University Supervisor.**
- ↳ **18. Remind the supervising principal to assess your progress on FPLS. Afterwards, they can apply for the 6ch voucher if they have a total of 300 hours of administrative internship supervision. (See Appendix).**

APPENDIXES

FORMS/FORMATS/SUBMISSION REQUIREMENTS: This Guide has been placed on the Educational Leadership website for your ease in accessing materials and in duplicating forms if you wish. The examples, forms, formats displayed in the Appendix have been included to provide direction regarding content and various types of required documentation. The examples are intended to give you a sense of what is required.

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

Recording Your Field Experiences

Florida Principal Leadership Standards

Below is the format to be used to record your activity on the Florida Principal Leadership Standards. The format below will permit you to list all ten areas and keep a running narrative of activities beginning with those you have completed at some previous point in time. . As you read the examples of appropriate documentation, please note.

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

Name _____
Date _____

FPLS Standard 8: SCHOOL MANAGEMENT

Assisted with budget preparation (Principal, bookkeeper) assignment of resources, and FTE checks.-
July, 2005. FPLS 8 (D) (8 hours)

FPLS Standard 5: LEARNING ENVIRONMENT

Led a professional learning community to disaggregate school performance data and developed an instructional action plan (4 hours)

Served as grade level and PLC leader for English Language Arts. Facilitated data analysis and decision-making. Also facilitated developing our Language Arts instructional plan for the year.

Florida Principal Leadership Standards Evaluation Form
EXAMPLE ONLY! THIS IS NOW COMPLETED ONLINE

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

Name _____
Date _____

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

Measures of Competence

- X Not observed or not measurable
- 1 Beginning Status; inadequate competency
- 2 Limited experience; marginal competency
- 3 Satisfactory competency
- 4 Very competent
- 5 Outstanding competency

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

_____ a) School’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and

_____ b) Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

The leader:

_____ a) Enable faculty and staff to work as a system focused on student learning;

_____ b) Maintain a school climate that supports student engagement in learning;

_____ c) Generate high expectations for learning growth by all students; and

_____d) Engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

_____a) Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

_____b) Engage in data analysis for instructional planning and improvement;

_____c) Communicate the relationships among academic standards, effective instruction, and student performance;

_____d) Implement the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

_____e) Ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

_____a) Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

_____b) Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction;

_____c) Employs a faculty with the instructional proficiencies needed for the school population served;

_____d) Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

_____e) Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

_____ f) Provide resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

_____ a) Maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

_____ b) Recognize and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

_____ c) Promote school and classroom practices that validate and value similarities and differences among students;

_____ d) Provide recurring monitoring and feedback on the quality of the learning environment;

_____ e) Initiate and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

_____ f) Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

_____ a) Give priority attention to decisions that impact the quality of student learning and teacher proficiency;

_____ b) Use critical thinking and problem-solving techniques to define problems and identify solutions;

_____ c) Evaluate decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

_____ d) Empower others and distributes leadership when appropriate; and

_____ e) Use effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- _____ a) Identifies and cultivates potential and emerging leaders;
- _____ b) Provide evidence of delegation and trust in subordinate leaders;
- _____ c) Plan for succession management in key positions;
- _____ d) Promote teacher–leadership functions focused on instructional proficiency and student learning; and
- _____ e) Develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- _____ a) Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- _____ b) Establish appropriate deadlines for him/herself and the entire organization;
- _____ c) Manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- _____ d) Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

The leader:

- _____ a) Actively listens to and learns from students, staff, parents, and community stakeholders;
- _____ b) Recognizes individuals for effective performance;
- _____ c) Communicates student expectations and performance information to students, parents, and community;
- _____ d) Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

_____ e) Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues;

_____ f) Utilizes appropriate technologies for communication and collaboration; and

_____ g) Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

_____ a) Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

_____ b) Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

_____ c) Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;

_____ d) Engages in professional learning that improves professional practice in alignment with the needs of the school system;

_____ e) Demonstrates willingness to admit error and learn from it; and

_____ f) Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

EXAMPLE

Administrative Internship Log

Two examples are presented below:

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

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

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

EXAMPLE 1 – TENTATIVE GOALS AND OBJECTIVES

OVERALL GOAL(S)

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

OBJECTIVES

- 1) To gain experience with collaborative data driven practices and decision making
- 2) To increase my knowledge of school-based budgeting/recordkeeping
- 3) To build skill in conferencing and mentoring teachers and professional staff
- 4) To lead a PLC toward improved student achievement
- 5) To lead a team lesson study cycle

EXAMPLE 2 – FINAL GOALS AND OBJECTIVES

OVERALL GOAL(S)

To become more knowledgeable about high school leadership by actively participating in the development and operation of school academic plan.

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

OBJECTIVES

- 1) Assist with selection of faculty and staff for the operation of summer school.
- 2) Participate in classroom walk through and teacher feedback and coaching.
- 3) Conduct a faculty book study on current teaching/learning research.
- 4) Analyze school data and participate in developing action plans for improved achievement.

**Administrative Internship Log -
SAMPLE**

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

Name: _____

HOURS DAY/DATE and ACTIVITIES

- 1.5 6/28/20__ , 8 a.m.-9-30 p.m. Lead a team book study to utilize current learning practices.
- 7.5 6/29/20__ , 8 a.m.-3:30 p.m. Lead vertical articulation of elementary grade levels utilizing academic data to develop an action plan.
- 1.5 6/30/20__ , 2:30 p.m.-4 p.m. To participate in the principals leadership team meetings focusing on academic student achievement.
- 9.5 7/1/20__ , 7 a.m.-4.30 p.m. Facilitate summer collaborative input toward school based decision making.

TOTAL HOURS: _____ **Principal Signature:** _____ **Date:** _____

NOTICE:

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

Annotated Record/Professional Reading

This listing should include books and periodical literature related to the internship. APA style should be used for books and periodicals. Annotations should provide a brief synopsis of the content/focus of the cited material. A minimum of 3 readings per semester should be included. These readings are not textbooks and assignments from other classes. Summary should detail book/article concepts and your reaction.

Name: _____ Date: _____

BOOKS

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

Provide a three quarter page detailed summary of the book contents and your reaction.

PERIODICAL LITERATURE

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

Provide a three quarter page detailed summary of the book contents and your reaction.

Star-Formatted Activity Descriptions

Situation

Task

Action

Result

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

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

Principal Signature: _____ Date: _____

Your star-formatted activity descriptions should provide a fairly complete description but should not exceed two pages (double spaced) in length. It should also provide an example of your best written communication skills. A total of at least two STAR activities over both semesters must be directly related to projects focused on student achievement.

See example of STAR activity on following page.

Star-Formatted Activity - SAMPLE

Name: _____

Date: _____

FLORIDA PRINCIPAL LEADERSHIP STANDARD Domain 2 Instructional Leadership

Situation

State English Language Arts data shows a slight three-year decline in performance.

Task

The task was to establish a collaborative professional learning community to address school performance needs. I facilitated PLC meetings to gain input and involvement of teachers able to effect positive academic growth.

Action

I scheduled weekly PLC meetings with the English Language Arts teachers. I developed an agenda based on their input for discussion at each meeting. We developed norms and procedural steps to achieve our mission. I divided the team by course taught and selected a leader for each. We then worked in small groups to focus on the academic standards for each course. We concluded with an instructional calendar and the first quarter lesson plans.

Result

The result was input and coordination of teachers able to help facilitate English and reading growth throughout the school.

Principal Signature: _____ Date: _____

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

FELE 4th Edition Subtests Adopted 2012

Subtest #1: Leadership for Student Learning

- 1 Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures**
 1. Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum.
 2. Identify and analyze areas of greatest need for improvement based on state accountability measures.
 3. Evaluate student learning results based on student performance and growth on assessments.
 4. Identify methods of providing meaningful feedback to improve instructional planning and delivery.

- 2 Knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement**
 1. Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.
 2. Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning.
 3. Evaluate and apply effective strategies that create high expectations for student learning gains.
 4. Identify and discriminate among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.

- 3 Knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments**
 1. Identify appropriate evaluation and monitoring strategies that assure the Florida Educator Accomplished Practices are implemented through effective instruction.
 2. Analyze and assess teaching practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.
 3. Evaluate and select rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curricula.
 4. Identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.

- 4 Knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations**
 1. Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students.

2. Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.
3. Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
4. Identify effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement.

Identify appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps.

The Florida Educators Accomplished Practices
6A-5.065 Florida Educators Accomplished Practices

(1) Purpose and Foundational Principles.

Purpose: The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Foundational Principles: The Accomplished Practices are based upon and further describe three essential principles:

- a) The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- b) The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- c) The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a) Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b) Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c) Designs instruction for students to achieve mastery;
- d) Selects appropriate formative assessments to monitor learning;
- e) Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f) Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a) Organizes, allocates, and manages the resources of time, space, and attention;
- b) Manages individual and class behaviors through a well-planned management system;
- c) Conveys high expectations to all students;
- d) Respects students' cultural, linguistic and family background;
- e) Models clear, acceptable oral and written communication skills;
- f) Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high- quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a) Deliver engaging and challenging lessons;
- b) Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c) Identify gaps in students' subject matter knowledge;
- d) Modify instruction to respond to preconceptions or misconceptions;
- e) Relate and integrate the subject matter with other disciplines and life experiences;
- f) Employ higher-order questioning techniques;
- g) Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i) Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j) Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b) Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c) Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d) Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e) Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f) Applies technology to organize and integrate assessment information.

5. Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a) Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b) Examines and uses data-informed research to improve instruction and student achievement;
- c) Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d) Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e) Implements knowledge and skills learned in professional development in the

teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

UCF Master's (admitted before June 2012), Ed.S. and Modified Core.

Educational Leadership Exit Survey (ELES)

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

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

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

1 2 3 4 5

2. Course content was drawn from research and literature.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

6. Courses in Educational Leadership were academically challenging.

1 2 3 4 5

7. Faculty advisors kept regular office hours.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

10. The administrative internship was a valuable learning experience.

1 2 3 4 5

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

1 2 3 4 5

12. The intellectual climate in the department program was stimulating.

1 2 3 4 5

13. The Educational Leadership department program faculty were supportive.

1 2 3 4 5

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

1 2 3 4 5

15. The Educational Leadership program adequately prepared students for the Florida Educational Leadership Examination.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

EDA 6946 ADMINISTRATIVE INTERNSHIP
Student's Semester Checklist

In planning for my internship, I have:

- accessed and read A Guide to the Administrative Internship -EDA 6946. Guide may be accessed using the Educational Leadership web page at <https://centralflorida-signon-us.inplacesoftware.com/Account/Login?ReturnUrl=%2F>
- completed all coursework or enrolled in the final three semester hours of course work at the time of first internship
- provided UCF Supervisor of Administrative Internships with the following documentation
- completed approximately 200 hours of field based/clinical experiences and have documented them (Florida Principal Leadership Standards & FELE Competencies). Guide,
- completed/updated my resume,
- completed application,
- identified my Goals and Objectives
- completed preliminary Florida Principal Leadership Standards self-assessment, (floridaschoolleaders.org),
- contacted UCF Supervisor of Administrative Internships (after above documentation has been sent) regarding a potential internship placement
- assumed responsibility for scheduling the three-party conference with a potential site supervisor after consultation with UCF Supervisor of Administrative Internships

in preparation for the three-party conference, I have:

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

During my internship, I have:

- finalized goals, obtained signatures and forwarded all required information on Administrative Field Experience/Internship Plan to the university supervisor by the end of the first or second day of the internship,
- sent 33-hour log and one activity description in STAR format, signed by the principal, to the university supervisor,
- sent 66-hour log and second activity description in STAR format, signed by the principal, to the university supervisor
- contacted the university supervisor at the midpoint of each semester during the internship to inform and discuss progress
- completed midpoint Florida Principal Leadership-Standards assessment

At or near the end of my internship I have:

- scheduled a final evaluation conference with supervising administrator and university supervisor

provided the university supervisor with the following:

- documentation regarding professional reading,
- completed **final** Florida Principal Leadership Standards self-assessment
- updated Areas of the Florida Principal Leadership Standards,.
- 100-hour log of activities, signed by the principal and submitted to the university supervisor
- Remaining two activity descriptions in STAR format (at the conclusion of your internship you should have used the STAR format to describe at least four of the activities/experiences you identified in your Standards & FELE competencies documentation), (signed by principal)
- Florida Principal Leadership Standards and FELE Competencies Documentation (identification of a single activity/experience for each of the Florida Principal Leadership Standards), (signed)
- Submit FELE official score reports for pass/fail of all three subtests.
- Complete the UCF Master's Program in Educational Leadership Exit Survey and submit to the university supervisor with the final documentation.