



FLORIDA ATLANTIC UNIVERSITY  
COLLEGE OF EDUCATION

Department of Educational Leadership Proposal  
for Continuing Program Approval

Submitted to the  
Florida Department of Education

June 1, 2008

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## Introduction and Program Overview

In response to the development and approval of Florida Department of Education (DOE) Standards, Competencies, and Skills for Educational Leadership Programs, the Department of Educational Leadership (EDL) at Florida Atlantic University has restructured the EDL initial certification approved program. This includes the development of new courses, revision of existing courses, and the creation of a three-semester internship. The Florida Educational Leadership Standards, Competencies and Skills are aligned and embedded in this revised program. The program design places increased emphasis on the role of the principal as the instructional leader in improving curriculum, instruction, and student achievement. The revised program of studies consists of the following courses<sup>1</sup>:

### *Professional Knowledge Coursework*

- Managing School Operations

CATALOG DESCRIPTION: Managing School Operations is an introductory professional knowledge course for aspiring K-12 administrators. This course focuses on the role of school administrators who are responsible for the day-to-day managerial tasks in accordance with state and national standards for school management. In order to create and sustain a learning culture, students are introduced to the knowledge, skills, and dispositions of the full range of managerial responsibilities in the following areas: master scheduling, classroom space utilization, facilities management, campus safety and security, non-instructional personnel support services, school-level funding, bookkeeping, auditing, managing discretionary funds and grants, overseeing technology plans, and promoting collegial school-wide teacher, staff and student services and human resource development. Through this course content, the student will be expected to foster a clear understanding of the various tasks associated with school operations including those done on a daily, weekly, and/or year long basis.

- Instructional Leadership 1: Role of the Leader in Continuous School Improvement

CATALOG DESCRIPTION: This course focuses on the role of the instructional leader in continuous whole school improvement to meet state and national requirements; to develop objectives for implementing, assessing, and revising a school improvement plan; to monitor its ongoing progress and attainment of its goals; to create and sustain a learning culture that fosters whole school teacher growth and development; to influence positive student learning outcomes for all students; and to use research-based organizational leadership knowledge, skills, dispositions, and practices that foster continuous improvement and learning through team-based learning and data-informed decision making. Furthermore, this course looks at the role of the instructional leader in sustaining a community of learners around values of social justice, democratic community, and ongoing school improvement to discuss and critique practices that support these areas, or not, and to prepare students now and for the future.

- Instructional Leadership 2: Role of the Leaders in Improvement of Student Learning

CATALOG DESCRIPTION: The focus of the course is on the instructional leader's role in improvement of student learning. It concentrates on meeting students' needs through professional development growth plans, supervision, and

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<sup>1</sup> Additional courses such as Research Methods are required by the College and/or Department for degree completion but are not aligned to Florida Educational Leadership Standards

- evaluation of teachers to improve classroom performance through the examination, application, and evaluation of best practices related to teaching and learning, especially in the area of reading and other foundational skills. Students identify strategies for improving student achievement and evaluate instructional objectives for meeting varying levels of learning. Appropriate instructional adaptations/modifications for students with special needs are assessed along with delivery methods and performance assessment procedures for compliance with Florida Statutes governing the School Community Professional Development Act.
- The Legal and Policy Frameworks that Govern Public Education  
  
CATALOG DESCRIPTION: The course identifies (a) the historical and political underpinnings that created a free, universal, and common public school system; (b) the structure and relationship between the federal and state judiciary and its role in the formation of American education; (c) the role of the federal and state governments in public education; (d) the authority relationships among federal, state, and local educational policymakers; (e) how policies are made at each level; and (f) competencies required to implement Florida state educational laws at the District level.
  - Practical School Law  
  
CATALOG DESCRIPTION: The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphasis on Florida. Additionally, ethical leadership frameworks are introduced to assist aspiring school leaders when implementing law and policy in the schoolhouse. Successful completion of The Legal and Policy Frameworks that Govern Public Education is a prerequisite to this course.
  - Community School Partnerships and Diversity  
  
CATALOG DESCRIPTION: This course studies the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives. The course addresses the identification and utilization of community resources and the creation of family engagement partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, lifelong learning, vocational, and out-of-school needs of students and citizens in a multi-cultural community.

### *Leadership Foundation Coursework*

- Leadership II: Theory and Assessment  
  
CATALOG DESCRIPTION: Leadership Theory and Assessment: 3 semester hours. The study of leadership theories, characteristics, behaviors, and the use of instruments that will provide indicators of leadership style with emphasis on the development of skills and abilities essential for effective leadership for different group situations, and applying knowledge and skills in the context of a workplace environment.
- Leadership III: Administrative Processes  
  
CATALOG DESCRIPTION: Explores interpersonal and intrapersonal experience of organizational leadership. Students will study processes and develop skills necessary for leadership in a learning organization: decision making, problem solving, communications, motivation, and conflict management.
- Leadership IV: Education Management  
  
CATALOG DESCRIPTION: A comprehensive overview of competencies of high performing educational organizations and managers at all levels. This capacity-building course builds on the leadership framework by exploring organizational theory and the administrative functions necessary to manage and lead organizations.

### *Experiential Coursework*

- Summer School Leadership Internship

CATALOG DESCRIPTION: This course is one of three internship courses that are a co-requisite requirement for all School Leader Educational Leadership programs leading to Level 1 Certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating, and leading. The internship is designed to permit aspiring administrators to work as a practicing assistant principal, engaged in the aforementioned continuum by doing administrative tasks that are tied directly to the Florida Principal Leadership Standards and the FELE Competencies and Skills. Course prerequisite is a certificate of participation in the School Leaders Program internship orientation seminar.

- Fall School Leadership Internship

CATALOG DESCRIPTION: This course is one of three internship courses that are a co-requisite requirement for all School Leader Educational Leadership programs leading to Level 1 Certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating, and leading. The internship is designed to permit aspiring administrators to work as a practicing assistant principal, engaged in the aforementioned continuum by doing administrative tasks that are tied directly to the Florida Principal Leadership Standards and the FELE Competencies and Skills. Course prerequisite is a certificate of participation in the School Leaders Program internship orientation seminar.

- Spring School Leadership Internship

CATALOG DESCRIPTION: This course is one of three internship courses that are a co-requisite requirement for all School Leader Educational Leadership programs leading to Level 1 Certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating, and leading. The internship is designed to permit aspiring administrators to work as a practicing assistant principal, engaged in the aforementioned continuum by doing administrative tasks that are tied directly to the Florida Principal Leadership Standards and the FELE Competencies and Skills. Course prerequisite is a certificate of participation in the School Leaders Program internship orientation seminar.

## Timelines for Implementation

Syllabi have been developed (and are available for review) for all coursework and these revisions will be presented for college and university curriculum review and approval, as per university policy. This submission and institutional review will take place during the Fall 2008 semester. The new program of studies will be in full implementation for all new candidates admitted to the program effective Spring 2009 semester.

## Programs Submitted for Review and Approval

The following delivery options are requested for approval from the Florida Department of Education.

- Masters Degree in EDL (School Leaders)
- Certification without degree (For candidates already having a Masters Degree and not wanting to complete a second degree)
- Specialist Degree in EDL (School Leaders) for candidates having a Masters Degree but not certification and pursuing Educational Leadership certification.

These three programs leading to Level One Certification will include the above outlined coursework and the embedded competency assessments described in this proposal. The only difference in these program options will be specific university requirements related to the specific degree that the completed program confers. For example, candidates who are pursuing the Certification without degree track will not take the core research classes required for all Masters Degree candidates. For candidates pursuing a Specialist Degree, beyond the core research classes required there are other degree requirements that must be met in addition to the EDL certification requirements presented in this document.

## Admission Requirements

### *Masters Degree*

Applicants who meet the following minimum criteria will be considered for the program:

- Bachelor's Degree from an accredited college or university.
- Meet one of the following two admission criteria:
  - o Achieve a minimum GPA of 2.5 in upper division undergraduate courses AND achieve a minimum combined GRE score 1000 or higher (quantitative and verbal) OR
  - o Achieve a minimum GPA of 3.0 in upper division undergraduate courses AND achieve a minimum combined GRE score of 800 or higher (quantitative and verbal).
- Complete and submit the following to the Department of Educational Leadership:
  - o An essay that identifies the candidate's career goals and how the program to which s/he is seeking admittance will enable her/him to meet these goals.
  - o A professional resume.
  - o Two letters of reference.
  - o A letter of sponsorship from a seated administrator who commits him/herself to mentor-mentee training with the intern, as well as supervision of the intern.

### *Specialist Degree*

Applicants who meet the following minimum criteria will be considered for the program:

- Masters Degree from an accredited college or university.
- Achieve a minimum graduate GPA of 3.0 AND a combined GRE score of 1000 or higher (quantitative and verbal).
- Complete and submit the following to the Department of Educational Leadership:
  - o An essay that identifies the candidate's career goals and how the program to which s/he is seeking admittance will enable her/him to meet these goals.
  - o A professional resume.
  - o Two letters of reference.
  - o A letter of sponsorship from a seated administrator who commits him/herself to mentor-mentee training with the intern, as well as supervision of the intern.

### *Certification without degree*

Applicants who meet the following minimum criteria will be considered for the program:

- Masters Degree from an accredited college or university.
- Registration as a non-degree student at FAU.
- A Program of Study as prescribed by the department and advisor.
- A letter of sponsorship from a seated administrator who commits him/herself to mentor-mentee training with the intern, as well as supervision of the intern.

## Program Completion Requirements

All candidates accepted into any of the three programs considered in this proposal will be required to fulfill all the coursework specified in their Program Plan of Studies (PPS). All PPS for each of these programs will include as a minimum all the coursework described in the program overview section of this proposal. Students in these programs will be required to maintain a 3.0 or "B" average in accordance with FAU graduate program requirements. Additionally, all students will be required to take and pass all sections of the Florida Educational Leadership Exam (FELE) in order to complete their program and/or obtain their degree.

## William Cecil Golden School Leadership Program

The William Cecil Golden School Leadership Program is used by the Educational Leadership faculty and candidates in a variety of ways as candidates matriculate through the program of studies. The most common uses of this on-line resource are prescribed readings from the learning library that are intricately linked to course objectives. Other uses include a candidate requirement for the completion of pre-tests for the various EDL standards. An additional requirement of candidates is the use of the Individual Leadership Development Plan. Among various individual course uses of the William Cecil Golden School Leadership Program, an example of the use of this on-line learning resource is the Classroom Walk-Through: Strategies and Tools to Effectively Structure Classroom Visits and Follow-up Reflections used in the internship program. It should be noted that the EDL Program's three-semester internship was developed using the Southern Regional Education Board (SREB) Training Program, *Developing Internship Programs for School Leaders: a How to Guide for University and School District Partners*.

## Continuous Improvement Plan

### *Assessment System*

This assessment process is established in College of Education policy, that requires competency assessments and serves as a foundation for the Department of Educational Leadership's plan for continuous improvement in the School Leaders (K-12) approved program. Reflective decision-making at all levels includes the access to data to make data-informed decisions that are revisited in lieu of the mission, goals, values, and beliefs of the institution to make adjustments if needed. Consequently, the program's assessment process is only as good as the supporting data management system. The ability to analyze and disaggregate data and view information from a variety of perspectives allows for a reflective and authentic process of programmatic improvement. Continuous improvement occurs (both collectively and individually) when data are used to change and/or modify behavior.

The assessment process in the Department of Educational Leadership's program exists for the following purposes:

- To document candidate competencies and skills through course competency assessments and the field experiences in the internship, along with the use of the William Cecil Golden website;
- To offer data for continually monitoring whether the program is being implemented as designed and the desired outcomes are being achieved;
- To identify areas for improvement or areas of deficiency in candidate performance, as well as in academic programs and services;
- To establish formal partnerships to provide a framework for collaborative relationships with area school districts and other stakeholders; and
- To obtain and provide feedback to the department and college related to the conceptual framework.



The Department of Educational Leadership assessment process is reflected in the Figure 1 graphic depiction found below. Further, this assessment process is delineated in the college's policy and procedures manual, expressed as follows:

The College of Education uses a data assessment system (see Figure 1), adopting an inquiry approach intended systematically to clarify the path each department follows regarding data collection and reporting, and the implications for informed, capable, ethical and reflective decision-making, while engaged in the improvement of programs, systems, and procedures.

The assessment process contains the following elements:

- Electronic information and design systems to aggregate and disaggregate data and analyze the relationship of data from different perspectives;
- Electronic systems to monitor candidate performance on common assessments in the program areas;
- Integration of the department's data systems with the college and university's data systems;
- Stakeholders linked into the assessment process; and
- Meaningful and authentic data to faculty related to candidates, faculty, departments, and programs, enabling a data-informed decision-making process.

### *Data Assessment Process*

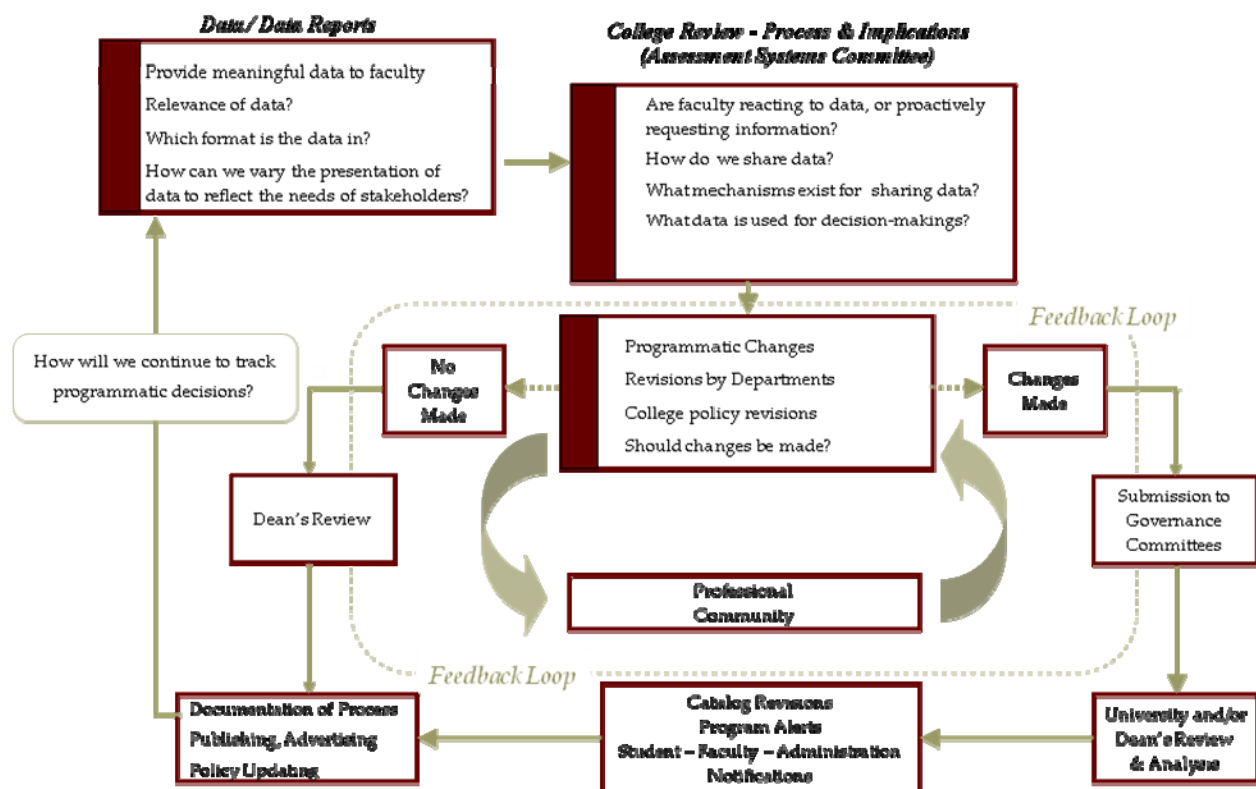


Figure 1: Data Assessment Process  
Source: College of Education Policy Manual (2006, p. 217)

## *Data Management*

The effectiveness of the department's assessment process for the School Leaders' (K-12) program is only as good as the dependability, responsiveness, and authenticity of data. Consequently, the department relies upon a data management system that interfaces numerous data files, both internal and external to the college. These files include data from the university admissions office, the registrar, university faculty, the university course directory, department candidate records and auditing information, candidate performance assessments, and clinical placement evaluations. Additional data files include Student Perception of Teaching surveys (SPOT), graduate exit surveys, employer satisfaction surveys, graduate tracking surveys, and principal mentor surveys. The ability to interface these data files enables the department to access data from multiple perspectives by disaggregating information in this analysis. For example, information related to candidate performance can be viewed from multiple lists of variables including, but not limited to, program, gender, age, faculty, and campus of course delivery.

## *Common Candidate Performance Assessments or Data Sources*

The Educational Leadership program has established common performance assessments as follows:

- Competency assessments embedded in coursework that are linked to all Florida Educational Leadership Standards and Indicators (see Appendix A); and
- Clinical internship assessments linked to Florida Educational Leadership Standards, Competencies, and Skills (see Appendix B).

## *Professional Community and the Assessment Process*

The Department of Educational Leadership's School Leaders' (K – 12) program's functions of assessment are intricately linked to stakeholders and to the professional communities with which it works. The department also works closely with the School Leaders' Advisory Council. This council consists of principals from various districts, central office personnel, adjunct faculty who teach in the program, retired superintendents, and candidate representatives. Additionally, the department chair meets regularly with school district leadership contacts. The Advisory Council reviews data reports regarding candidate and programmatic performance and recommends policy changes in program design and implementation.

The department participates in regular consortium meetings in both Broward and Palm Beach school districts. The purpose of these consortia is to improve the reciprocal needs of universities and school districts in the delivery of educational leadership preparation programs. These consortia review data reports prepared by both school districts and universities regarding program production, FTE by program area, clinical evaluation, and candidate performance data.

During the 2003 – 04 academic year, the department analyzed graduate exit surveys and determined that candidates were frustrated with a lack of continuity and with duplication between the university Level 1 program and the school districts' Level 2 programs. As a result of this analysis, the department initiated discussion with the Broward County School District to better meet the needs of future leaders. The result of these discussions was the development and implementation of the Broward Pilot Internship Initiative (see Appendix E). This formal partnership with the Broward County School District has been featured at various state level leadership meetings. Additionally, department faculty members are involved at state and national levels, directing policy and curriculum review for school leader programs.

During the 2007-2008 academic year, the EDL Department Chair and regional faculty met with educational leadership representatives of each school district within the EDL service area to (a) solicit input on school district needs relative to the FAU EDL program and (b) to propose the creation of a district specific internship to be modeled along the lines of the Broward County Partnership Pilot Internship Program. These meetings were followed up with a more formal survey sent to all school districts. School district leaders were asked to prioritize the FELE Competencies and Skills based on their perception of what would be most important to include in the learning of the EDL programs leading to Level 1 Certification (see Appendix D for responses for Indian River and St. Lucie school district responses). These responses were used by the faculty in the program revision detailed here.

#### *Periodic Review Process*

The review of data related to compliance with Department of Education Program Approval Standards is conducted annually (demonstration of knowledge and skills at the point of program completion). All candidates who complete the School Leaders' (K -12) program in the Department of Educational Leadership will demonstrate mastery of the 10 Florida Educational Leadership Standards (FELS). This annual process of review will culminate in the preparation of the college's Institutional Program Evaluation Plan (IPEP). The process will involve dialogues among the Department of Educational Leadership, stakeholders as previously identified, the Dean's Office, the college's Office of Academic and Student Services, and the Director of Assessment and Program Evaluation.

Candidate performance data, including FELE results, are analyzed. Processes and procedures related to decision points are reviewed, and program improvements are noted. In all cases the Dean of the College of Education signs off to document the completion of this review process. When areas of non-compliance are noted, the department is informed so that programmatic changes can be implemented.

#### *Competency Assessments*

Competency assessments, linked to the FELS, are embedded in identified courses (see Appendix B). These competency assessments are linked to a common set of indicators. A rubric for each competency assessment has been developed. Each competency assessment is rated as "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations." Department policy requires that candidates must, at a minimum, receive a rating of "Meets Expectation" on all competency assessments in order to earn a passing grade for the course. If a candidate receives a "Does Not Meet Expectations" rating on any competency assessment the candidate may be given an "Incomplete." When a candidate receives a grade of "Incomplete" a remediation plan is developed between the candidate and the instructor. If in this remediation process the candidate achieves a "Meets Expectations" rating, the course grade is changed accordingly and the rating is modified in the college's data management system.

In order to ensure inter-rater reliability, orientation sessions and on-line training sessions are held for adjuncts and regular faculty. The competency assessments and their rubrics are included in the syllabi of the courses in which those competencies are taught. Additionally, meetings are held with faculty members who teach the same course to discuss competency assessment rubrics and evaluation methodology. Through this dialogue changes are periodically made in competency assessments, as well as in the evaluation process itself.

#### *Internship Assessments*

Other common candidate performance assessments occur during the three internship semesters (see Appendix B). Final assessment instruments are linked to the FELS (see Appendix C). All FELS-FELE Competencies and Skills are linked to required performance tasks completed during the three semester internship. These performance tasks

are assessed using a common rubric for each skill on a rating of "Highly Skilled", "Skilled", or "Novice". In addition, the individual FELS-FELE Skills embedded within each of the performance tasks are also assessed on the same rating scale using the common rubric. The performance data are electronically stored for data analysis purposes. Candidates are provided feedback on all assessments for individual performance improvement

### *Summative Assessment*

In order to comply with **S.B.E. Rule 6A-5.081, Approval of School Leadership Programs**, as well as embed a summative evaluative tool that will serve to demonstrate mastery of all Level 1 Competencies and Skills, all are required to pass the FELE in order to complete the program of study they are enrolled in. As stated previously, the FELE is one of the data sources used as a part of the periodic review process.

### *Candidate Tracking System*

The Department of Educational Leadership data management system tracks candidates from admission as they progress through program matriculation, and through follow-up surveys with area school districts. The data collected includes admissions criteria, candidate academic performance (including competency, task, and skills assessments), graduate follow-up surveys, and employer satisfaction surveys. Because of the nature of Educational Leadership certification, few candidates who successfully complete the program actually are immediately placed in leadership roles in their school district. Consequently, the department will implement a multi-year follow-up survey that will follow graduates as they progress through school district Level 2 programs and employee satisfaction upon placement in a leadership role. These data are reviewed from a perspective of many variables including age, gender, race, school district, school level of placement, and other defining characteristics of the school where the graduate is assigned.

### *Summary*

The Department of Educational Leadership has developed a data management system with the unit's professional community to collect authentic information for academic units to entertain decisions of program quality and improvement. The department collaborates with school district representatives in the collection, analysis, and evaluation of data reflecting on the performance of the program. The data used in the assessment process include comprehensive and integrated measures to monitor candidate performance, as well as to manage and improve research, service, and teaching in the program.

Candidate performance is determined through multiple assessments, representing the depth and breadth of the department's commitment to ensuring candidate proficiency. The department prepares common rubrics for evaluating competency assessments, and engages all instructional personnel in discussions and training to ensure that candidate assessments are fair, accurate, and consistent.

## **Internship Overview**

### *Executive Summary*

In order to better meet the needs of both the school districts it serves and the research-based requirements of a quality program, the Department of Educational Leadership (EDL) has created an internship based on a program piloted with the School Board of Broward County (SBBC) in conjunction with the Teaching and Leadership Center (TLC) at FAU. This new program will be implemented for all of our candidates in educational leadership programs

that lead to Level 1 Certification in Educational Leadership in the State of Florida once the revised school leadership program has received state approval and the courses have received university approval.

The program is the result of a process of data-informed decision making coupled with best practices from the field to come up with a set of reforms. It includes the use of feedback from FAU candidates who are in both the EDL programs and in the service area districts school leadership training programs, a comparative and content analysis of both programs, a review of best practice found in the literature, and the decision by the department to continue modifying its programs to remain at the cutting edge of learning and practice in the field.

EDL has determined to make reforms that include changing the leadership certification program admissions process and revising the internship component by:

- requiring all candidates entering the school leadership programs to have a sponsor who commits to serve as the school leadership mentor to the EDL candidate (including a commitment to training for both themselves and the intern as well as supervision of the intern) over the time s/he is a candidate in the program;
- increasing the number of field hours from 100 to 450;
- extending the internship from one to three semesters;
- enhancing the content of the internship coursework through internship tasks that better reflect specific leadership training held by districts and the State of Florida (including the William Cecil Golden School Leadership Development Program);
- sequencing tasks to the school administrative calendar; and
- enhancing the teaching and supervision component through co-teaching of internship seminars by district administrators who will also take part in on-site supervision of mentoring principals and their student interns.

The overall aim is to enhance the partnership relationships being developed between the school districts that FAU serves and EDL, and assist these districts through providing them with stronger leadership candidates.

### *Introduction*

FAU serves several school districts in Florida's southeastern region, including Miami-Dade, Broward, Palm Beach, Martin, Okeechobee, Saint Lucie, and Indian River. This list contains three of the largest public school districts in the U.S. There is a need for effective school leaders who are prepared to face the inherent challenges that come from the constantly changing conditions faced by these school districts, coupled with the concomitant knowledge, competency, and skills needed to be successful in the three domains of instructional, operational, and school leadership. This need for school leadership knowledge, skills and dispositions clearly goes well beyond simple knowledge acquisition and includes job-embedded performance in real-life settings.

### *FAU's Current Internship and Program*

Under the current EDL School Leadership program, the department offers leadership and professional knowledge academic coursework that culminates in a "hands-on" semester-long principal internship course. Candidates may take the courses in the delivery format and sequential order that they elect, except for the principal internship, which requires the prior completion of all professional knowledge coursework (e.g., previous professional knowledge core the traditional courses of law, personnel, finance etc.). The present principal internship is a three-credit course composed of a combination of six seminars conducted by faculty and a minimum of 100 hours of assistant principal-

type tasks carried out and logged by the candidate under the supervision of a mentor (usually designated by the candidate's principal or the principal her/himself). The internship course is required for the certification, masters, and specialist programs that lead to Florida leadership certification.

### *Data Gathered to Support Reform*

The current principal internship course served as the capstone of the certification programs offered by EDL (including the Masters, Certification, and Specialist programs). This offered the opportunity for two different data gathering processes to take place that provide feedback concerning the quality of the programs as well as relevant emerging themes for program improvement. The first of those data gathering processes was a conversation held by the professors of the course during the standards-based seminars which were held throughout the semester. The second was the graduate survey that was administered during the final session of the course, and provided both quantitative and qualitative survey data.

One emergent theme that consistently came out of these processes was the feeling on the part of candidates that there was a duplication of knowledge content and applied skills between the leadership programs required by the school districts for administration candidates and EDL's certification programs. Another theme was that candidates felt that the adjuncts that they encountered in the program who were acting administrators from their district had provided them with relevant examples and activities through the curriculum.

Once these data were gathered and these themes emerged, a focus group interview was conducted by professors from the department with candidates graduating from the program. An exploratory set of structured questions were asked, and an open-ended questionnaire was administered to collect feedback concerning these emergent themes. The subsequent analysis revealed that these themes were confirmed by the group in both their responses to the questions as well as in their written feedback.

A content analysis of the district workshops and EDL coursework was conducted to discover if any overlap existed between the EDL coursework and the district programs. It was discovered, especially in the areas covered by the professional knowledge courses and the internship, that there was an overlap in terms of both knowledge and applications. Similarly, leadership programs required the development of a professional portfolio that had significant content overlap with the learning portfolio produced by FAU EDL candidates. The content analysis afforded the EDL faculty a better understanding of the leadership programs delivered in the university service area's school districts.

### *Pilot Internship Prototype*

Based on data collected over the last four years, EDL determined that, it was necessary to implement a more relevant pilot internship program (see Appendix E) for EDL graduate programs leading to Florida leadership certification. If successful, this new model would then become the prototype to structure the internship program being reformed for all School Leaders' programs in the department leading to Florida leadership certification, as well as serve as a model for partnering with the other school districts served by Florida Atlantic University.

The pilot internship was grounded in current national research findings concerning school leadership preparation programs, the current climate of accountability, and the increasing leadership focus on candidate achievement. The pilot incorporated the leadership development needs of the Broward County Public Schools (BCPS) while addressing the redundancy and lack of coordinated effort between BCPS and EDL professional development programs. The research and results of this successful pilot program have been presented in a series of papers at

national research conferences, including the annual conferences of the University Council of Educational Administration (UCEA) and the American Educational Research Association (AERA).

### *EDL Internship Design Features*

The new internship program that has been created, based on the results of the aforementioned pilot program and foundational work, contains the following features:

- collaboration between the EDL and the school districts it serves that anchors internship activities in real-world problems principals face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision;
- a candidate admission process to the EDL program that includes a letter of sponsorship from a seated administrator who commits him/herself to mentor-mentee training with the intern, as well as supervision of the intern;
- an explicit set of school-based tasks designed to provide opportunities for the application of knowledge, skills and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in FELS, in the FELE Competencies and Skills, by FAU research, and by the needs of southeast Florida district school leaders, all of which are incorporated in the preparation program's design;
- a developmental continuum of practice that progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of school leaders, with analysis, synthesis, and evaluation of real-life problems at each level;
- handbooks for interns, mentors, and clinical adjuncts (see Appendix C) as well as other guiding materials that clearly define the expectations, processes, and schedule of the internship;
- ongoing supervision by both school-based mentors and clinical faculty who have the expertise and time to provide formative feedback on interns' performance that lets them know how they need to improve;
- mentors who model the desired leadership behaviors and who know how to guide interns through required activities that bring their performance to established standards; and
- rigorous evaluations of candidates' performance of core school leader responsibilities, including a general summative evaluation of intern Task Performance Assessment (TPA) (see Appendix C), a specific Skills Performance Assessment (SPA) for the FELE skills embedded within each task, and an overall assessment of each candidate based on internship participation and presentation of an administrative learning portfolio.

The majority of these items correspond directly with the findings of the Southern Regional Educational Board (SREB) Leadership Initiative, which describes the important elements needed for an effective educational leadership program.

## **Conclusion**

As a result of the Florida Department of Education revised program approval standards, as well as the development and approval of Florida Educational Leaderships Standards, Competencies, and Skills, the Department of Educational Leadership at Florida Atlantic University has revised its program of studies to better align the approved Educational Leadership program with state requirements. This program also reflects extensive input from school districts in the FAU service region, as well as the Educational Leadership Advisory Council composed of internal and external stakeholders.

The program design has placed greater emphasis on the role of the principal as the instructional leader in improving curriculum, instruction, and candidate achievement. Additionally, the program has been expanded to a three-semester internship, including the assessment of school-based leadership tasks aligned with the state performance expectations. Furthermore, common competency assessments have been embedded in program coursework to assess candidate performance on indicators linked to the Florida Educational Leadership Standards. The department uses an assessment system for continuous program improvement. Data regarding candidate performance are regularly reported to program faculty and stakeholders. These data are summarized for patterns and trends to assist the department in its efforts to ensure continuous improvement.

The department uses the William Cecil Golden Leadership Program as an instructional resource for faculty and candidates. Elements from the website have been used as a framework for the revision of the internship component of the program.

In summary, the program includes:

- the incorporation of the needs of the state and school district(s) into all required courses;
- field experiences designed to provide opportunities for candidates to apply program knowledge and demonstrate required leadership competencies in K-12 schools;
- a design that incorporates appropriate elements of the William Cecil Golden Program for School Leaders (WCG);
- field experiences that are supervised by qualified personnel;
- methods and procedures for assessing candidates' progress in meeting outcomes of the leadership preparation competencies that are aligned with the required curriculum;
- a process for determining candidates' mastery of the competencies required in the curriculum;
- methods and procedures to assess program completers' and district employers' satisfaction with the completers' preparedness for serving in a school-based leadership position in the first year of such employment after completing the program;
- a collaborative plan to address the remediation of program completers' who do not meet district employers' satisfaction in their first two years in an educational leadership position;
- a partnership between the program and the school districts that FAU serves, including a formal partnership with the Broward County School District, for designing and implementing a leadership preparation program that is based on a shared vision of school leaders who have the essential knowledge and skills to improve schools and increase student achievement; and
- a formal process for continually monitoring whether the program is being implemented as designed and the desired outcomes are being achieved.



## Appendix A: Florida Educational Leadership Standards, Competencies, and Skills

Component		Evidence	Assessment	Delivery I: Introduced; A: Assessed								
Standard	Knowledge	Skill	Method of Assessment	Instructional Leadership I	Instructional Leadership II	Practical School Law*	Legal Framework for Schooling	Mang. School Oper./Budget	School Community/ Partnerships	Principal's Internship - Spring	Principal's Internship - Fall	Principal's Internship - Summer
1. Vision	7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school	1. Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.	Task/Rubric									
		2. Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.	Task/Rubric						I	A	A	A

		3. Identify practices and implications of effective communication and interpersonal relationships.	Task/Rubric						I	A	A	
	8. Knowledge of vision standard as related to data analysis	1. Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.	Task/Rubric						I	A	A	
	9. Effective Writing and Data Analysis for a School-based Application	1. Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.	Task/Rubric	I					I	A	A	A
2. Instructional Leadership			Task/Rubric						I		A	
	1. Knowledge of instructional leadership standard as related to curriculum development and	1. Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program.	Task/Rubric		I					A	A	

	continuous school improvement process	2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.	Task/Rubric		I						A	A	
		3. Given a school data set, determine an appropriate instructional improvement strategy.	Task/Rubric		I						A	A	
		4. Identify functions and implications of various curriculum designs.	Task/Rubric		I						A		
		5. Given grade level data on reading, identify strategies to align curriculum, instruction, and assessment.	Task/Rubric	I							A		
	2. Knowledge of instructional leadership standard as related to research-based best practices	1. Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.	Task/Rubric	I							A	A	

		2. Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.	Task/Rubric									
				I						A	A	
		3. Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.	Task/Rubric									
				I							A	
		4. Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.	Task/Rubric									
				I						A	A	

		5. Identify scientifically based research applications to effective teaching and learning methods.	Task/Rubric		I					A	A	
		6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.	Task/Rubric		I					A	A	
		7. Identify instructional delivery methods that enhance student learning and achievement.	Task/Rubric	I						A	A	
	3. Knowledge of instructional leadership standard as related to school culture	1. Given data from a school climate survey, identify appropriate strategies for improving student learning.	Task/Rubric					I	I		A	
		2. Given data from a school climate survey, identify factors contributing to morale and performance.	Task/Rubric					I	I		A	

	4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning	1. Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning.	Task/Rubric	I							A	
		2. Identify age-appropriate learning strategies based on principles of human growth and development.	Task/Rubric	I						A	A	
		3. Identify practices for evaluating the appropriateness of instructional strategies.	Task/Rubric	I						A	A	
		4. Identify practices for evaluating the appropriateness of instructional materials.	Task/Rubric	I						A	A	
	5. Knowledge of instructional leadership standard as related to instructional program for students with special needs	1. Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/modification to provide for students with special needs in that classroom.	Task/Rubric	I						A	A	

		2. Given an IEP, determine whether or not provisions made are adequate to meet student needs.	Task/Rubric	I							A	A	
	6. Knowledge of instructional leadership standard as related to federal and state law in education and schooling	1. Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities.	Task/Rubric			I						A	
		2. Given a scenario, identify employee and student rights and responsibilities under federal statutes.	Task/Rubric			I						A	
3. Management of the Learning Environment	7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	1. Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.	Task/Rubric				I					A	
		2. Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.	Task/Rubric				I					A	

	8. Knowledge of managing the learning environment standard as related to funding of Florida Schools	3. Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.	Task/Rubric					I			A	
		1. Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation.	Task/Rubric					I			A	
		2. Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation.	Task/Rubric					I			A	
		3. Given a school budget, identify or apply the processes of planning, developing, implementing, and evaluating a budget.	Task/Rubric					I				



	9. Knowledge of managing the learning environment standard as related to financial accounting and auditing	1. Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records).	Task/Rubric									
								I			A	
		2. Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer).	Task/Rubric									
								I			A	

	10. Knowledge of managing the learning environment standard as related to facilities management	1. Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).	Task/Rubric										
								I		A	A	A	
		2. Given a school building's security plan, determine compliance with Florida Statutes and State Board of Education rules.	Task/Rubric										
						I		I		A			A
	11. Knowledge of managing the learning environment standard as	1. Given a school guidance report, determine compliance with Florida Statutes.	Task/Rubric										
							I	I		A	A		

	related to student services	2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).	Task/Rubric									
						I			A		A	
		3. Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.	Task/Rubric									
					I		I			A		

	12. Knowledge of managing the learning environment standard as related to student and parental rights	1. Given the student/parent handbook, determine compliance with Florida Statutes governing parents' rights and responsibilities and/or student's rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).	Task/Rubric				I			A	A	A
		2. Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.	Task/Rubric			I			I		A	
	13. Knowledge of managing the learning environment standard as related to federal law for education and schooling	1. Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.	Task/Rubric			I	I			A	A	A

4. Community and Stakeholder Partnership	1. Knowledge of community and stakeholder partnerships standard as related to community relations	1. Select strategies to promote community cooperation and partnerships.	Task/Rubric							I	A	A	A
	2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications	1. Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).	Task/Rubric							I	A	A	
	3. Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling	1. Given a situation, identify reporting procedures of the Florida Department of Law Enforcement's Missing Children Program.	Task/Rubric							I			
		2. Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes.	Task/Rubric							I	A	A	

	4. Knowledge of community and stakeholder partnerships standard as related to student services	1. Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).	Task/Rubric							I	A	A	A
	5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities	1. Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).	Task/Rubric								A	A	A

5. Decision Making Strategies	12. Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling	1. Given a scenario, identify standards and procedures applicable to federal and/or state statutory provisions for accomplished practices, student progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.	Task/Rubric									
						I	I			A	A	A
	13. Knowledge of decision making strategies standard as related to change	1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).	Task/Rubric									
									I		A	
		2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.	Task/Rubric									
									I		A	

	14. Knowledge of decision making strategies standard as related to data analysis	1. Given school data, perform procedural measures for school grade calculation.	Task/Rubric		I			I		A		
		2. Given an Instructional Leadership Plan-of-Action, identify criteria for learning gains of varying subgroups using disaggregated data.	Task/Rubric		I			I		A	A	
6. Diversity	6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication	1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.	Task/Rubric				I			A	A	A
		2. Given a scenario, identify effective, research-based communication strategies	Task/Rubric						I		A	
7. Technology	1. Knowledge of technology standard in the use of technology for teaching and learning	1. Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction.	Task/Rubric					I		A	A	



		2. Given a technology plan to integrate technology to improve student performance in a subject area identify appropriate technology applications to address student performance needs.	Task/Rubric					I		A		
	2. Knowledge of technology standard related to school operations	1. Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support).	Task/Rubric					I			A	
		2. Given a scenario, select computer hardware and software appropriate to school operations.	Task/Rubric					I			A	
		3. Given a scenario, identify components of a technology infrastructure related to school and student safety.	Task/Rubric					I		A		

		4. Given a scenario, select Web-based communication applications.	Task/Rubric					I		A		
		5. Given a scenario, select presentation software applications.	Task/Rubric					I		A		
<b>8. Learning, Accountability and Assessment</b>	14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling	1. Given a scenario, identify legal standards and procedures applicable to school accountability legislation.	Task/Rubric				I					A
		2. Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree.	Task/Rubric				I					
	15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance	1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.	Task/Rubric		I					A	A	A
		2. Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.	Task/Rubric		I					A	A	A

		3. Given school data sets with differing accountability designations compare and contrast multiple measures of data to analyze school needs.	Task/Rubric		I						A	A
		4. Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g. FCAT science, reading, math, writing )	Task/Rubric		I					A	A	A
		5. Given school data, analyze or develop a plan to address national requirements for student assessment (e.g. NCLB science, reading, math, writing )	Task/Rubric		I					A		A
	16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications	1. Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.	Task/Rubric		I				I	A	A	A

		2. Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.	Task/Rubric										
					I					I	A	A	A
	17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement	1. Given a data set of reading test results for ESE or ESOL students, identify diagnostic tools appropriate for assessing student learning needs.	Task/Rubric										
						I						A	A
		2. Given a data set of reading test results for ESE or ESOL students, identify appropriate instructional strategies to improve student performance in reading.	Task/Rubric										
					I							A	A

9. Human Resource Development	3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.	Task/Rubric										
				I								A	A
		2. Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).	Task/Rubric										
				I								A	A
		3. Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act).	Task/Rubric										
						I						A	

	4. Knowledge of human resource development standard as related to performance assessment procedures	1. Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement).	Task/Rubric		I							
		2. Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).	Task/Rubric							A	A	A

		3. Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).	Task/Rubric									
				I								A
	5. Knowledge of human resource development standard as related to managing personnel records	1. Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files.	Task/Rubric				I				A	A

		2. Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers).	Task/Rubric				I					A
	6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees	1. Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).	Task/Rubric					I				A



		2. Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).	Task/Rubric										
	7. Knowledge of human resource development standard as related to collective bargaining agreements	1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).	Task/Rubric			I							A
	8. Knowledge of human resource development standard as related to data analysis	1. Given school or classroom data, analyze teacher performance over time.	Task/Rubric		I			I			A	A	

	9. Knowledge of human resource development standard as related to state law for education and schooling	1. Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.	Task/Rubric			I						A
10. Ethical Leadership	10. Knowledge of ethical leadership standard as related to ethical conduct	1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel).	Task/Rubric			I	I				A	A
	11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling	1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1 <sup>st</sup> , 4 <sup>th</sup> , 14 <sup>th</sup> amendments).	Task/Rubric			I	I				A	A

		2. Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals.	Task/Rubric				I					A
		3. Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.	Task/Rubric			I	I				A	A

## Appendix B: Florida Educational Leadership Standards Competency Assessments Matrix

Component		Evidence	Assessment	Delivery X= Competency assessed								
Standard	Indicator	Description of Assessments	Method of Assessment	Lead 2: Theory & Assessment	Lead 3: Administrative Processes	Lead IV: Educational Management	Instructional Leadership I	Instructional Leadership II	Practical School Law*	Legal Framework for Schooling	Mang. School Oper./Budget	School Community/Partnerships
1. Vision	1.2 Works with staff, students and families to achieve the school's vision	CA- Vision Statement for Educational Organizations	Rubric	X								
	1.3 Describes how instructional objectives, curricular goals and the shared vision relate to each other in a school plan	CA-Objectives, Goals and Vision Alignment Analysis	Rubric				X					
2. Instructional Leadership	2.2 Uses data as a component of planning for instructional improvement	CA-Skills for Planning and Improvement of Learning	Rubric				X					
	2.11 Has identified skills necessary for the planning and learning											
3. Management of the Learning Environment	3.7 Uses an efficient budget planning process	CA- Creation of an Ethical and Equitable Fiscal Environment	Rubric								X	
	3.8 Uses school resources to achieve curricular and instructional goals	CA- NEA Code of Professional Ethics Analysis/ Learning Environment Management	Rubric						X			

	3.11 Conforms to legal and ethical standards in the management of the learning environment	Application											
4. Community and Stakeholder Partnerships	4.6 Identifies resources of families, businesses and community members that could support the school and mobilize community resources	CA- Analysis of the Benefits of Community Partnerships	Rubric										X
	4.7 Understands the benefits of having and using a variety of partnerships, coalitions and networks	CA- Assessment of Community Resources	Rubric										X
5. Decision Making Strategies	5.6 Uses others to assist in the accomplishment of organizational goals	CA- Leadership and Management Analysis	Rubric			X							
	5.8 Has a problem-solving model to use when confronted with unsettled questions or undesirable situations	CA- Problem Solving Application	Rubric		X								
6. Diversity	6.1 Has skills necessary for interactive and interpersonal situations	CA- Leader Entry	Rubric		X								
	6.2 Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization	CA- Analysis of the Impact of Diversity on Educational Institutions	Rubric										X
7. Technology	7.5 Develops an effective teacher professional development plan to increase technology	CA- Professional Development in Technology Plan	Rubric					X					
	7.9 Has a plan for the provision of support to increase the use of technology already in the classrooms	CA- Plan to Support Increased Technology Use	Rubric									X	

8. Learning, Accountability and Assessment	8.2 Uses multiple sources of data to inform decisions and improvement processes	CA- Program Eval Product/Data-driven Decision Making Application	Rubric				X						
	8.6 Demonstrates an understanding of the methods and principles of program improvement	CA- Program Eval Product/Data-driven Decision Making Application	Rubric										
9. Human Resource Development	9.8 Connects professional growth plans and development to individual teacher and school learning goals	CA- Recruitment and Retention Plan/HR Development Plan	Rubric					X					
	9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers												
10. Ethical Leadership	10.1 Manifests A professional Code Of Ethics	CA- Personal code of Ethics Application	Rubric						X				
	10.6 Develops a personal code of ethics embracing diversity, integrity and dignity of all people												
	10.2 makes decisions based on the legal, moral and ethical implications of policy options and political strategies	CA- Ethical Case Study Analysis	Rubric	X									
	10.8 Demonstrates ability to make decisions within an ethical context												

## Appendix C: Internship

This Appendix contains the Intern Handbook, the Mentor Handbook, the Adjunct Handbook, and the Activity Charts for all three internship courses, and the Task Performance Assessment (TPA)

Intern Handbook



**School Leaders Program**  
**Department of Educational Leadership**

**INTERN HANDBOOK**



## Purpose of Interns

The internships are activity-based courses which enhances a student's development in school leadership. FAU EDL students receive a generalized school leadership curriculum based on national and Florida state standards. The internship provides them the opportunity to take the theory and knowledge they acquire through FAU's academic program and meld it with leadership and management knowledge and skills. To this end, self-directed learning, motivation, initiative, and drive are key requirements of the intern. The program should be an opportunity to practice and apply administrative theory in the various areas of school leadership as outlined under the State of Florida Educational Leadership Standards.

All interns should have as their general objectives the following:

1. To develop human relations skills.
2. To create a professional network that they can use for support and growth.
3. To apply problem-solving methods and decision-making skills.
4. To gain knowledge of and practice in the activities and role of school administrators.
5. To be able to use focused leadership knowledge and skills to improve student academic performance.

## Specific Intern Responsibilities

The duties of the interns involved in the internship include:

1. Keeping current with all requirements for the FAU EDL certification program that they are enrolled in.
2. Keeping current with all the requirements for the program by accessing the website on a regular basis to glean new information as it becomes available.
3. Reporting directly to the mentor (principal or supervisor as assigned).
4. Meeting with the mentor on a regular basis to:
  - a. discuss the activities accomplished since the last meeting,
  - b. discuss and reflect on these accomplishments together with the mentor, and;
  - c. plan and program the activities to be performed by the next meeting.
5. Attending and actively participating in all the required seminars.
6. Reading all required literature for the seminars in advance.
7. Review and gain an understanding of the activities outlined in the **Activity Charts**.
8. Based on the **Activity Charts**, make an initial plan for when and how tasks or projects will be completed on the required observe, participate, and lead continuum.
9. Constantly updating and adjusting the **Semester Activity Planner** to ensure that all required tasks and projects for the semester are completed by the end of the semester.
10. Keeping a log of all the activities performed that includes dates, numbers of hours, the activity performed, the accomplishments made, and the next steps toward task or project completion.
11. Engaging in all the strategies listed for each activity in the **Activity Chart**.
12. Constructing an Administrative Learning Portfolio to be handed in at the end of the internship experience. This is detailed in the EDA 6942 Course Syllabus.
13. Turning in at the end of each semester, for assessment and feedback from the FAU course professor, copies of:

- a. Write-ups called “Reflections” of the activities performed during the semester, accompanied by the activity artifact.
- b. The **Internship Log** of the hours of activities performed during the semester.
- c. The **Semester Activity Planner** for each semester.
- d. Any other forms and materials required by the course professor.

Interns' participation in this pilot program should be of benefit not only to the intern, but to the mentor and school as well. The activities of the internship are structured so that the intern's involvement and product of the activity should result in:

- Assisting the administration to improve the school.
- Assisting the administration in identification, development and implementation of the state-of-the-art research-driven programs, teaching strategies and staff development.
- Assisting the administration in maintaining and promoting a positive learning environment.
- Promoting improved student learning outcomes in the school.
- Providing assistance to the principal in the development and implementation of the school wide mission and priorities, as stipulated in the school improvement plan (SIP).
- Assisting the principal in establishing goals and objectives for professional development.
- Assisting the principal in managing and administering student programs.

There are a series of meetings that the interns will engage in with both their mentors and their adjuncts. These meetings are outlined in **On-Site Internship Meetings**.

### **Internship Documentation and Forms**

The following documents and forms are those that the intern is responsible to access, know, and use effectively throughout his/her internship. The forms provide interns with an outline of the items that they are responsible for during the internship. Each form fulfills a specific purpose that is tied directly to a different activity the intern will be engaged in.

### **Course Syllabus**

The internship course syllabus details all aspects of the course from the formal, academic frame. Details describe how the course will be taught, the student assignments, how the student will be graded, and other important guidelines. It is extremely important that interns take the time to fully read this document and be completely familiar with its contents.

### **Activity Charts**

**Purpose.** This is the set of charts which describe in detail the activities the intern will be responsible for completing during the semester. It demonstrates:

- the amount of time expected to take to fulfill the activity,
- the semester in which the activity is to take place,
- the Florida Leadership Standard (FLS) to which the activity is tied, and;
- the FLS Competency that the activity is related to.

In some cases, these activities are directly related to a FLS Competency Skill, in others they are completely Broward district-specific. The framework for these experiences is the set of developmental activities that are directly correlated to the Florida Leadership Standards. For each of these activities, field experiences should engage the intern in **observing, participating in** and **leading** tasks and projects designed to change curriculum and instructional practices in ways that increase student achievement.

**Observing, Participating, and Leading.** For each of the activities, there is a set of components that fall under the continuum of observe, participate, and lead. The intern is required to complete these components. However, these different components can be customized by an agreement between the mentor and intern so as to best fit the circumstances of the school setting.

**Strategies.** Each activity comes with a list of recommended strategies. There is one strategy that is required, that of “Plan your activity and desired results beforehand, and keep the **Internship Log**.” The planning for the activity will be recorded on the **Semester Activity Planner**. The **Internship Log** is provided for interns to use to record their work towards completion of the activities. *Please note:* these strategies are recommended. It is hoped that the intern’s mentor and clinical adjunct will be providing suggestions for strategies that will fit the particular needs of the intern’s experience.

**Performance Assessment.** The performance assessment section of the **Activity Charts** contains the specific assessments that will be used to evaluate the intern’s performance of the entire activity. One of the assessments is a self-assessment in the form of an activity reflection write-up. The write-up should be an in-depth description of the entire activity, with a focus on successfully demonstrating that the intern has done in-depth analysis of his or her performance on the continuum of observing, practicing, and leading.

The activity reflection write-up should contain as its running head that it is a “Reflection” and the standard and task it describes (e.g. “Running Head: Reflection on Managing the Learning Environment Task - Disciplinarian for the Day”). Reflections should contain the following subheadings:

- Preparation for Activity
- Description of Activity
- Results of Activity
- Analysis of Activity Performance
  - Observation Component
  - Participation Component
  - Leading Component

Although each subheading is self-explanatory, it should be kept in mind that in the “Analysis of Activity Performance” it is important for the intern to include her/his reflections of how the activity was performed as well as the *mentor’s feedback* on how the task was performed as a part of this write-up. This assessment of the activity will be collected by the clinical adjunct when the activity has been finished, and will be evaluated by the FAU faculty using a general rubric that will be provided.

The other performance assessment, specific to the activity, is an artifact that will be presented to the adjunct with the Activity Reflection Write-Up. It will also be evaluated by the FAU faculty, using a general rubric that will be provided.

## **Semester Activity Planner**

All experiences require a planning component, in which the intern and mentor discuss specific strategies and details of the performance assessments for the activities. This form is designed for the intern to take notes on exactly that: the timeline that components of the activity will happen and any specific strategies or particulars that the mentor and intern agree to using or producing for this activity. It is also a good way to keep a record of any specific notes that the intern takes during regular meetings concerning the planning of the activity components.

Interns are accountable for understanding the individual tasks and projects that they will work on and the activities they will complete to develop each. They are also accountable for documenting their plan and tracking progress on it. However, all of these activities should be completed in consultation with, and with approval from, the intern's mentor (and the Clinical Adjunct when appropriate).

### **Internship Log**

As the intern works on his or her activities, they should keep track of their actions on this log. It serves as a running diary of intern work. The intern should make extra copies as needed. A set of logs will be kept for each Activity. Therefore, there will be a set of log sheets for each Activity completed each semester, which will enable the intern to have a record of the performances for each Activity as well as provide the summative number of hours dedicated to each Activity.

In order for this log to be most effective, it should be written in as soon as a specific component of the activity is completed so that the details remain fresh and in order to keep the log updated at all times. The intern should always bring the log to the regular meetings with their Mentor and/or Clinical Adjunct. This log will:

- Provide the intern with “talking points” as s/he discusses progress with the Mentor and/or Clinical Adjunct.
- Provide interns with “thought joggers” for reflection activities.
- Helps the interns construct their professional portfolio.
- Prompt you to stay focused on the tasks even as emerging events in daily school life distract you.

### **On-Site Meetings**

The intern is required to participate in a series of on-site meetings that serve to strengthen the mentoring process, provide a formal venue for the coordination of the work of all the participants involved, and provide the intern with the feedback, critique, and reflection that is an integral part of the process. These meetings are described in the chart provided.

Mentor Handbook



**School Leaders Program**

**Department of Educational Leadership**

**MENTOR HANDBOOK**

### ***Purpose of Mentors***

The role of a mentor is to prepare a foundation and framework that puts into place the conditions necessary for learning, and to nurture a climate consistently conducive to learning. The mentor and intern share responsibility for the process-oriented relationship of application of knowledge acquisition and critical reflection, while sharing in accountability for achieving the intern's learning goals. Effective mentoring practice is consistent with what is known about effective adult learning principles (Knowles).

It is important that mentors keep the following in mind as they approach their role:

- Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
- The role of the mentor is to create and maintain a supportive climate that promotes conditions necessary for learning to take place.
- Adult learners have a need to be self-directing.
- Readiness for learning increases when there is a specific need to know.
- Life's reservoir of experience is a primary learning resource; the life experiences of others enrich the learning process.
- Adult learners have an inherent need to immediacy of application.
- Adults respond best to learning when they are internally motivated to learn.

In this pilot program, mentors are seated SBBC school leaders who have voluntarily committed to contribute to and oversee the on-site experience for their interns through modeling, reflection, critique, and assessment. They are the seasoned veterans in the field who will help to ready the intern for the transition from teacher leader to administrator. Their purpose is to:

- Ensure that aspiring teacher leaders are provided the opportunities to engage in competency based learning through job-embedded learning activities as part of a quality internship program.
- Devote the time necessary to guide intern through the types of experiences that help develop leaders who can improve student achievement.
- Engage in building capacity to improve the quality of leadership in schools to increase student achievement.
- Serve as a guide on the intern's journey. Engage in a process of discovery with their intern and be able to ask the right questions but not always able to provide all the right answers.
- Help in preparing a qualified pool of potential school-based administrators for the school district.
- Create a concrete connection between theory and practice in school leadership for the intern.

### **Professional Characteristics of Mentors**

Modeling is an important part of the mentoring process. Therefore, mentors should give consideration to what kind of leadership they are demonstrating to the intern, as this will have a significant influence upon his or her formation. An effective school site mentor should demonstrate the following professional characteristics:

- Exhibit strengths in areas of communication, problem solving, educational leadership and human relations skills.
- Be able to ask the right questions more than simply providing the right answers.
- Foster self-directed and continuous learning and self-reflection.
- Demonstrate a willingness to commit time and energy to the professional development of their intern.
- Be able to listen and respond sensitively to intern's ideas, doubts, challenges and successes.

### **The Mentoring Process**

Mentoring can be a powerful growth experience for both the mentor and the intern. It is a process of engagement. No one can mentor without connection. In fact, mentoring is most successful when it is done collaboratively. Commitment by and engagement of mentoring partners are key elements to establishing, maintaining, and experiencing successful mentoring relations. Keep in mind that successful mentoring is a reflective practice that takes preparation, dedication, and time.

Mentoring focuses on developing mutually understood and shared learner-centered relationships, balancing the mentor's roles of offering support to that of facilitating the structured activities that are at the heart of this program. The mentor will facilitate the development of professional identity and vision with ongoing levels of accountability, and by moving the intern through the continuum of observing, participating, and leading. This all will take place on a developmental sequence, and it can vary in length from one stage to another. That is to say, a mentor may find that an intern is ready to move quickly on the continuum in some instances or for some activities, whereas in others will need to move more slowly and allow the intern to receive the appropriate exposure needed. To make progress in fostering these relationships, it should be emphasized that:

- Mentors should meet frequently and regularly with the intern. Such meetings should be guided by the Internship Planning Guide and Internship Activities charts that are aligned to the Florida Leadership Standards.
- Time spent in the very beginning, during the initial meetings which are a part of the first phase of setting expectations and clarifying roles and accountabilities, will set the stage for success.
- As the internship begins to develop, coaching and communication skills are critical in the second phase of the relationship to encourage progress.
- Mentors must work at developing their skills in coaching, promoting reflection, dialogue (questioning, listening, reflecting), providing and /or receiving feedback, modeling the conscious application of good leadership practice, networking and praise.

### **Mentoring Phases and Specific Activities**

There are three phases that a mentor should go through with the intern during the process of mentoring. They are:

1. preparing and understanding roles,
2. implementation and applying mentoring strategies, and;
3. assessment, evaluation and closure.

These phases, melded with the appropriate activities which have already been contemplated for this internship, are explained in this section.

### Preparing and Understanding Roles

In this stage the mentor explores personal motivation and readiness to become a mentor. The mentor needs to assess his/her own mentoring skills to identify areas for his or her own learning and development. Just going through this handbook and understanding both the structure of the internship and the roles and responsibilities, not only of the mentor, but of all the participants, will help the mentor engage in the appropriate preparatory self-reflection needed. It is imperative that at this stage in the process the mentor can identify clear expectations and roles for establishing a productive mentoring experience for both the intern and mentor.

### Mentor Strategies and Considerations for Preparing and Understanding Roles

Action	Strategies and Mentor Questions for Conversation	Purpose and Considerations	Questions for Relationship Readiness
Take time to get to know each other and talk about mentoring	<ul style="list-style-type: none"> <li>Obtain the intern's bio to further knowledge about intern through initial conversation</li> <li>Have you ever been engaged in a mentoring relationship? What did you learn?</li> </ul>	<ul style="list-style-type: none"> <li>Establish Rapport</li> <li>Exchange Information</li> <li>Identify points of connection</li> <li>Build mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Do I need more information about my intern to help prepare an effective mentoring relationship?</li> <li>Can I work productively with this individual?</li> <li>Do I honestly think I can further this person's learning?</li> </ul>
Determine intern's goals, needs, and expectations of the internship	<ul style="list-style-type: none"> <li>What do you want to learn from this internship?</li> <li>What would a successful internship look like for you?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and clearly define goals and expectations</li> <li>Identify areas of experience or expertise that is relevant to the intern's learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand the needs and goals of this individual?</li> <li>What are my time constraints?</li> <li>How can I make the time to facilitate the intern's learning experience?</li> <li>Do I need to involve others to facilitate the growth of the intern?</li> </ul>
Share your assumptions, needs, expectations, goals, and limitations	<ul style="list-style-type: none"> <li>Discuss assumptions about the internship</li> <li>What are the implications for our learning relationship?</li> </ul>	<ul style="list-style-type: none"> <li>Understand communication styles</li> <li>Identify if assumptions, etc...are congruent? If not, further discuss for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Where do I foresee obstacles in the relationship?</li> <li>What framework needs to be in place to limit obstacles?</li> </ul>
Discuss specific options and opportunities for learning and in regard to internship activities	<ul style="list-style-type: none"> <li>What is the most useful kind of assistance I can provide?</li> <li>Do you have any thoughts on how you would like to go about engaging in your internship tasks/activities?</li> </ul>	<ul style="list-style-type: none"> <li>Clarification and Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand the tasks/activities in which the intern will be engaged?</li> <li>Am I clear on the timeline of events?</li> <li>Am I clear on formative and summative assessments and evaluation?</li> </ul>

### Initial Meeting between the Mentor and Intern

The initial meeting will set the tone and expectation for the mentoring relationship. Interns will receive the appropriate handbooks and accompanying forms at their first orientation meeting. Interns will be instructed to set up an initial meeting, as soon as possible, with their mentor in order to provide the



mentor with the initial set of instructions for the internship. The mentor will receive a memo welcoming him or her to the program and a date for the initial orientation session.

Once that memo has been received, the mentor and intern should set a date to meet. It should be set up as an initial formal conversation with the intern, preferably prior to the beginning of school or within the first week of school. At that meeting the mentor and intern should cover the following:

- Discuss the mentoring experience with the intern and begin a discussion of the intern's goals, both in terms of this internship and in terms of his or her career.
- If needed, the mentor should encourage the intern to think through what she or he wants from the mentoring relationship.
- Define what each is willing and capable of contributing to the relationship. Share assumptions, needs, expectations, and limitations candidly.
- Schedule the planning meeting as soon as possible.

Initial Meeting between the Intern, Clinical Adjunct, and Mentor

**The clinical adjunct will contact the mentor to set up an initial meeting between all three participants. It will set the tone and expectation for the mentoring relationship and** should occur within two weeks of the orientation.

#### **Suggested Guidelines:**

1. Discuss the entire processes of the internship experience and clearly define roles and responsibilities.
2. Discuss realistic expectations regarding activities. Addressing this up front will help avoid stress and pressure in the relationships.
3. Clarify roles and responsibilities of the mentor, clinical adjunct, and intern by reviewing each list of responsibilities in the appropriate section of the Internship Program Guide.
4. Using the Internship Learning Planner and Internship Activities Charts to decide on the sequence of activities for the intern to complete with timelines and target dates for progress if possible.
5. Preparing a plan with the Clinical Adjunct to help facilitate opportunities for completion of the internship activities. (Identify other personnel needed to help intern with activities.)
6. Discuss specific strategies, including those recommended by the program or those that the intern, mentor or clinical adjunct feel would benefit the activity.
7. Setting-up the appointment for the Mid-Semester Fall Meeting.
8. Review the **Task Performance Assessment (TPA)** assessment instrument and clearly define expectations.
9. Mentor should provide a formal entrance to the internship at the school site for the intern. (Introduce intern at faculty meeting, discuss internship in school newsletter, announcements, etc.)

#### **Implementation Plan and Applying Mentoring Strategies**

This is the most complex phase because it is the developmental stage where the intern engages in competency based learning through activities and begins to accomplish the purpose of the internship experience. The mentor's role during this phase is to nurture the intern's growth by establishing and maintaining an open and supportive learning environment, and by providing thoughtful, candid, and constructive feedback in a timely manner.

The following chart reflects how the conditions of support, challenge, and vision relate to the ongoing nurturing of the intern and how the mentor can facilitate and promote the intern's learning.

### Facilitating and Promoting Internship Learning

Conditions that Nurture Growth	Actions Necessary to Create Conditions for Success	Mentor's Key Tasks to Ensure Framework for Growth
<b>Support</b>	<b>Managing the Process</b> <ul style="list-style-type: none"> <li>Allocating time for frequent, regular contacts with intern</li> <li>Listening without judgment and providing emotional support</li> <li>Providing consistent structure and necessary resources for the intern to engage in tasks/activities</li> <li>Expressing positive expectations with encouragement</li> <li>Making the intern in the internship feel special</li> </ul>	<ul style="list-style-type: none"> <li>Creating an environment conducive for learning</li> <li>Building and maintaining the relationship</li> </ul>
<b>Challenge</b>	<b>Maintaining Momentum</b> <ul style="list-style-type: none"> <li>Engaging in formal and informal discussions</li> <li>Observing intern in conducting activities/tasks</li> <li>Setting high expectations in an action plan with timelines for progress and benchmark analysis</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring the process</li> <li>Providing coaching for skill development</li> <li>Evaluating progress formally</li> </ul>
<b>Vision</b>	<b>Encouraging Movement and Progress</b> <ul style="list-style-type: none"> <li>Modeling learning and reflection</li> <li>Modeling leadership competencies and make one's leadership choices explicit</li> </ul>	<ul style="list-style-type: none"> <li>Fostering reflection for further growth and independence</li> <li>Assessing learning outcomes honestly and providing ongoing constructive feedback</li> </ul>

### Weekly Progress Meetings

The mentor will meet weekly with the intern to review progress of **Semester Activity Planner** and review the **Internship Log** to review what has taken place since the last meeting. At the meeting the following should happen:

1. Mentor initials the **Internship Log**.
2. Assess the intern's performance of completed activity using the **Task Performance Assessment (TPA)**, if and when the activity has been experienced to completion.
3. The mentor will address concerns and refine plan as needed.

### Mid-Semester Monitoring Progress Meeting

The clinical adjunct will contact the mentor to set up this second meeting of the semester between all three participants. At this meeting, the most important points to cover will be the following:

- Review Progress of **Semester Activity Planner**.
- Address concerns and refine learning plan as needed.
- Collect **TPA** completed forms.
- Schedule appointment for the End of Fall Semester Meeting.

### End of Semester Progress Meeting

The clinical adjunct will contact the mentor to set up this second meeting of the semester between all three participants. At this meeting, the most important points to cover will be the following:

- Review Progress of **Semester Activity Planner** and address concerns.
- Adjunct will collect **TPA** completed forms
- Assessment and feedback from **TPA** forms will be reviewed with the mentor and intern.
- Problems or concerns will be addressed
- Review of **Activities Chart - Spring**.
- Schedule appointment for Mid-Spring Semester Meeting.

### Assessment and Evaluation

In the final phase, the internship experience is assessed and evaluated, leading to closure. Assessment and evaluation of the intern's internship experiences will be undertaken through different vehicles by the clinical adjunct, the mentor, and the university supervisor. Tasks are designed to assess the intern's skills in problem solving, decision making, data analysis, and interpersonal communication.

The developmental tasks are designed to enhance the intern's skills in problem solving, decision-making, data analysis, and interpersonal communication to become an effective assistant principal. The intern's degree of achievement in leading tasks is assessed as *highly skilled*, *skilled*, or *novice*. The following chart provides criteria for each assessment category.

PERFORMANCE SKILL LEVEL	DESCRIPTION
Highly Skilled	<ul style="list-style-type: none"><li>• The intern demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by beginning assistant principals.</li><li>• The intern's work exceeds expectations. This level of achievement has been demonstrated through effective planning, action, and response to multiple tasks.</li><li>• The intern is able to reflect on his or her performance, and to effectively apply knowledge and skills to both similar activities and other seemingly unrelated activities.</li><li>• The intern demonstrates a sophisticated level of understanding of process and value in completing the activity.</li></ul>
Skilled	<ul style="list-style-type: none"><li>• The intern's work meets all expectations, and tasks are completed with appropriate knowledge and skills through counseling or advising. The intern is able to self-correct in subsequent attempts at similar activities.</li><li>• Although performance meets expectations the intern requires continued monitoring in implementing required activities.</li><li>• The intern demonstrates an intermediate level of understanding of process and value in completing activities.</li></ul>
Novice	<ul style="list-style-type: none"><li>• The intern exhibits awareness of the role and skills required to complete the task to a satisfactory level with supervision, guidance, and counseling.</li><li>• The intern demonstrates an emerging level of understanding of process and value in completing the activity.</li></ul>

Adjunct Handbook



**School Leaders Program**

**Department of Educational Leadership**

**ADJUNCT HANDBOOK**

### ***Purpose of Adjunct Faculty***

Clinical adjunct professors are responsible for the on-site supervision of a caseload of up to five interns, overseeing that the mentor and intern are both meeting their objectives. These clinical adjuncts serve as the guarantor that the mentor-intern relationship is both informed and fostered. They are also responsible for co-constructing and co-teaching four of the seminars that the interns will be attending during each semester, as well as helping to develop the activities that interns will be required to perform. The clinical adjunct's specific purposes include to:

- Serve as a facilitator and provide supervision as needed for a minimum of five interns and their mentoring principals over three semesters
- Ensure that aspiring school-based leaders are provided the opportunities to engage in competency based learning through job-embedded learning activities as part of a quality internship program.
- Create and deliver a minimum of two internship seminars which are tied to Dufour's Learning Communities, SREB competencies, and the Florida Leadership Standards.
- Devote the time necessary to guide the interns and mentors through the types of experiences that help develop leaders who can improve student achievement.
- Engage in building capacity to improve the quality of leadership in schools to increase student achievement.
- Serve as a guide for the mentor and intern's journey. Engage in a process of discovery with the intern and mentor and be able to ask the right questions to discover if the internship experiences are serving as a vehicle for experiential learning.
- Help in preparing a qualified pool of potential school-based administrators for the district.
- Through internship seminars, connect the theory learned through concurrent coursework to experiential knowledge gained by performing internship tasks.

### **Specific Adjunct Responsibilities**

1. Attend and participate in curriculum and internship task development for four or five half days over the summer. Dates will be decided based on your availability.
2. Create and deliver a minimum of two internship seminars to interns related to learning community themes, SREB competencies, and the Florida Leadership Standards. These seminars would occur on weeknight evenings (approximately 2-3 hours).
3. Complete and send in Adjunct Faculty Lesson Plan Template to FAU faculty at least one week prior to the seminar you will be teaching.
4. Books needed for adjunct led seminars must be submitted to FAU faculty coordinator one week prior to first intern meeting dates. Articles adjuncts wish interns to read for the seminars they teach must be communicated to all interns at least two weeks prior to their seminar and provided to the FAU faculty coordinator to be posted on the website.
5. Supervise a minimum of five interns and their mentors throughout the three semesters of the program. This entails:
  - (a) keeping in constant communications with interns, mentors, and FAU faculty over the entire period of the internship (summer, fall, and spring)

- (b) meeting with interns and mentoring principals at their school sites three times during the first semester and two times during the subsequent semesters.
6. Attend the intern orientation and program kick-off during the fall semester.

## **Timeline and Responsibilities for Adjunct Professor, Intern and Mentor Meetings**

### **FALL SEMESTER**

#### ***Initial Meeting – Mid August***

##### ***Preparing and Understanding Roles and Responsibilities***

- Review with the intern and his/her mentor, the entire internship process and assessment procedures.
- Clarify roles and responsibilities of the mentor, adjunct, and intern by reviewing each list of responsibilities in the appropriate section of the Internship Program Guide.
- Using the **Activity Planner** decide on the sequence of tasks activities for interns to complete with timelines and target dates for progress.
- Complete the **Semester Activity Planner** with the mentor and intern.
- Set-up appointment for the Mid-Semester Fall Meeting

#### ***Mid-Semester Meeting – Mid October***

##### ***Monitoring Progress***

- Review progress of **Semester Activity Planner**
- Address concerns and refine learning plan as needed
- Collect **TPA** completed forms
- Collect Individual Task Skill Assessment forms
- Schedule appointment for the End of Fall Semester Meeting

#### ***End of Semester Meeting – Early December***

##### ***End of Fall Semester Progress Assessment***

- Review progress of activities and address concerns
- Collect **TPA** completed forms
- Collect Individual Task Skill Assessment forms
- Problems or concerns will be addressed
- Schedule appointment for Mid-Spring Semester Meeting

### **SPRING SEMESTER**

#### ***Mid-Semester Meeting – Mid March***

##### ***Monitoring Progress***

- Review Progress of **Semester Activity Planner**

- Address concerns and refine learning plan as needed
- Collect **TPA** completed forms
- Collect Individual Task Skill Assessment forms
- Schedule appointment for the End of Spring Semester Meeting

***End of Semester Meeting – Early May***  
***Monitoring Progress and Formative Intern Assessment***

- Review Progress of **Semester Activity Planner** and address concerns
- Collect **TPA** completed forms
- Collect Individual Task Skill Assessment forms
- Problems or concerns will be addressed
- Schedule appointment for Mid-Summer Semester Meeting

## **SUMMER SEMESTER**

***Mid-Semester Meeting – Mid June***  
***Monitoring Progress and Formative Intern Assessment***

- Review Progress of **Semester Activity Planner**
- Address concerns and refine learning plan as needed
- Collect **TPA** completed forms
- Collect Individual Task Skill Assessment forms
- Set-up appointment for the End of Summer Semester Meeting

***End of Semester Meeting – End of July (please allow a minimum of two hours for this meeting)***  
***Final and Summative Intern Assessment***

- Assessment and feedback of any outstanding **TPA** forms will be reviewed with the mentor and intern
- Entire intern portfolio with all **TPA** assessed forms and artifacts will be presented by the intern and mentor for a summative evaluation.
- A strength and weaknesses assessment of the intern will be completed collaboratively by the adjunct clinical professor and mentor
- Send final intern portfolio and final strengths and weaknesses assessment intern profile to the FAU faculty sponsor within one week of the final meeting.

## **INITIAL INTERNSHIP MEETING:** **Participants: Mentor, Clinical Adjunct, and Intern**

This **initial planning meeting** will set the tone and expectation for the mentoring relationship and **should occur within two weeks of the orientation**. This meeting is to detail logistics such as when and how to meet, to review internship tasks/activities and criteria for successful completion of tasks, and to address accountability. This meeting should set the framework and ground rules to ensure the mentoring relationship moves forward. This is the action plan to achieve learning goals.

### ***Suggested Guidelines***

1. Discuss the entire process of the internship experience and clearly define roles and responsibilities. Use the Internship Handbook as your guide.
2. Discuss realistic expectations regarding tasks and activities. Addressing this up front will help avoid stress and pressure later.
3. Decide on the specific tasks to complete, sequence of developmental activities with timelines and target dates for progress. This will create a learning guide for the intern and provide structure.
4. Review the **Task Performance Assessment (TPA)** assessment instrument and clearly define expectations.
5. Review the **Skill Assessment** instrument and clearly define expectations.
6. Prepare a plan with the mentor to help facilitate opportunities for the intern to complete activities. (Identify other personnel needed to help intern with activities.)
7. With the principal mentor, discuss the mentoring experience with the intern in this initial meeting and clearly determine the interns learning goals. If needed, encourage the intern to think through what she or he wants from the mentoring relationship.
8. Define what each is willing and capable of contributing to the relationship. Share assumptions, needs, expectations, and limitations candidly.
9. Ensure that the mentor provides a formal entrance to the Internship at the school site for the intern. (Introduce intern at faculty meeting, discuss internship in school newsletter, announcements, etc.)

### **MID-SEMESTER MEETINGS (MID-FALL, SPRING, AND SUMMER SEMESTERS)**

#### **Participants: Mentor, Clinical Adjunct, and Intern**

**Mid-semester meetings** for adjunct faculty have been put in place so that adjunct faculty have an opportunity to meet with the intern and mentor to address any concerns, monitor intern progress, and collect any completed TPA's. Specifically, during mid-semester meetings, it is important that the adjunct, mentor, and intern:

### ***Suggested Guidelines***

1. Review the goals of the internship, specific tasks selected, sequence and timeline for completion of tasks.
2. Review roles and responsibilities of all stakeholders involved in the evaluation of the internship experience (intern, mentor, clinical adjunct, and the university supervisor).
3. Review **Semester Activity Planner** and discuss the estimation of time spent on selected tasks and make adjustments if necessary
4. Discuss any type of additional support needed for the intern to complete the learning tasks.
5. With the mentor review the student's Internship Log and check for mentor signatures.
6. With the mentor collect, discuss, and provide feedback for the intern's performance of completed tasks *through the "Lead Level"* using the Task Performance Assessment (TPA). The adjunct and mentor will address concerns and refine intern's task plan as needed.

### **END OF SEMESTER MEETINGS (END OF FALL, SPRING, AND SUMMER SEMESTERS)**



### **Participants: Mentor, Clinical Adjunct, and Intern**

End of Semester Meetings should occur near the end of each FAU semester and should include the adjunct, mentor, and intern. Assessments in the form of completed **TPAs and Skills Assessments** should be collected and reviewed by the adjunct with the mentor and intern present. Feedback should be given to the intern with the mentor present related to areas of interns strengths and weaknesses as well as suggestions for improvement. Specifically, during the end of the semester meetings, adjuncts are to:

#### ***Suggested Guidelines***

1. Assessment and feedback for any outstanding **TPA** forms and artifacts collected earlier will be reviewed with the mentor and intern present. Both the adjunct and the intern should keep a copy of both the completed and signed **TPA** as well as the artifact provided by the intern.
2. With the principal mentor and intern, discuss and review the mentoring experience for that semester and clearly determine if both the mentor and intern feel the learning tasks for the semester have been completed to a “lead” level. If needed, encourage the intern to think through what she or he wants from the mentoring relationship for the next semester and come to some agreement.
3. Discuss realistic expectations regarding tasks and activities for the next semester. Addressing this up front will help avoid stress and pressure later.
4. Decide on the specific tasks to complete for the next semester, the sequence of developmental activities with timelines and target dates for progress. This will create a learning guide for the intern and provide structure for the upcoming semester.

#### ***During the final meeting at the end of the summer semester:***

5. The entire intern portfolio with all **TPA** assessed forms and artifacts will be presented by the intern to the mentor and adjunct and turned in for a summative evaluation.
6. A strength and weaknesses assessment of the intern will be completed collaboratively by the adjunct clinical professor and mentor
7. Send final intern portfolio and final strengths and weaknesses assessment intern profile to the FAU faculty coordinator within one week after the final meeting.

### **Developing and Teaching Adjunct Led Seminars**

1. Adjunct professors are expected to teach at least two seminars over the three semesters of internship activities. Below are the adjunct responsibilities related to developing and teaching their seminars:
2. Each seminar is approximately 2.5 hours and should include a variety of pedagogical activities that keep the interns actively engaged in learning. Activities such as case studies, role playing, and interactive discussion should be used liberally.
3. The content of the seminars should be focused on the seven topical areas covered in the **Internship Seminar Guidelines**, but more importantly seminars should contain district-specific information as much as possible and not general leadership theory. General educational leadership theory is covered in the courses interns are taking concurrently with the internship.
4. In addition, the content of the seminars should also be linked explicitly to DuFour’s learning communities, FLP standards, and the FELE competencies for a list of examples of how these items tie into seminar topics.

5. **Internship Seminar Lesson Plan Templates** should be turned into the faculty coordinator at least one week in advance of the designated seminar.
6. Any books the adjunct expects the intern to read for his/her seminar will need to be submitted to the faculty coordinator at least two weeks prior to the distribution of the full year's syllabus (mid August).
7. Any articles the adjunct wishes the interns to read for his or her seminar must be communicated to the intern at least two weeks in advance of the adjunct's seminar and communicated to the faculty coordinator as soon as possible so it can be posted on Blackboard.
8. For seminars that are shared among adjuncts, one adjunct must be listed as "professor of record" so the faculty has a contact point and know whom to collect materials from.
9. A T-chart should be given to the interns at the end of each seminar so they may identify the strengths and weaknesses of each seminar. Adjuncts are expected to create their own T-chart and after it is completed by the students, they should review them, make copies, and submit all T-charts to the Faculty Coordinator in a timely manner.

## Activities Charts – Fall

## FAU Level 1 Certification Internship Program

<b>ACTIVITY #:</b> 1	<b>TASK DESCRIPTOR:</b> Understand, use and apply the school’s disciplinary system.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Managing the Learning Environment	
<b>FELE COMPETENCIES:</b> 1.11, 1.12, 2.12, 3.4, 3.5, 3.6		<b>SKILLS:</b> 1.11.1; 1.11.2; 1.12.1; 1.13.1, 2.12.1; 3.4.1; 3.5.1; 3.6.1
<b>Supporting EDL Coursework:</b> Practical School Law, Instructional Leadership 1, Instructional Leadership 2		
<b>ACTIVITIES</b>		
<b>Observe</b>	<b>Participate</b>	<b>Lead</b>
<p>... an administrator handling a discipline referral and following the school’s discipline matrix when assigning a consequence.</p> <p>... the process an administrator goes through with a discipline referral including all procedures and paperwork</p>	<p>... in a specific discipline referral conference led by an administrator.</p> <p>... by handling one disciplinary referral paperwork and overseeing that all procedures are followed.</p>	<p>... a minimum of three disciplinary referrals including the implementation of a consequence.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"><li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li><li>• <b>Review:</b> Find and review all documentation that accompanies your disciplinary processes.</li><li>• <b>Consultation:</b> Discuss this with the administration and support personnel who are directly involved in the disciplinary process.</li><li>• <b>Reading:</b> Find and read school and district discipline policies and procedures. Ask mentor and colleagues concerning any doubts you may have. Discuss what you’ve read.</li></ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"><li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li><li>• <b>Artifact:</b> Intern will produce the 3 referrals and consequences (with student ID’s deleted).</li></ul>	

<b>ACTIVITY #:</b> 2	<b>TASK DESCRIPTOR:</b> Classroom Walk Through (CWT).	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Learning, Accountability, and Assessment	
<b>FELE COMPETENCIES:</b> 1.5, 1.16, 2.4, 2.8		<b>SKILLS:</b> 1.5.1; 1.5.2; 1.16.1; 1.16.2; 2.4.2; 2.8.1
<b>Supporting EDL Coursework:</b> Leadership 3 - Administrative Processes, Instructional Leadership 1, Instructional Leadership 2, Practical School Law, Managing School Operations		
ACTIVITIES		
Observe	Participate	Lead
<p>... by accompanying and shadowing mentor through a CWT.</p> <p>... by entering a dialogue with the administrator to determine if the school's specialized CWT instrument meets current needs or if revision would be appropriate.</p>	<p>... with administration to identify the components needing to be included in the school's specialized CWT instrument.</p> <p>... by accompanying and shadowing mentor through a CWT.</p> <p>... by discussing with the mentor the findings from the CWT and what process the administrator will use to follow-up with teacher(s).</p>	<p>... a minimum of five CWT's in a specific subject or grade level.</p> <p>... collection and data analysis from a CWT.</p> <p>... by making memorandum to the administration of analysis and suggested improvements to school's specialized CWT instrument.</p> <p>... by suggesting possible staff development topics or areas needing to be addressed with the school's faculty based on data analysis from CWTs.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Review:</b> Find and review all documentation that accompanies your school's or district's specialized CWT instrument.</li> <li>• <b>Professional Development:</b> Recommended - if available, completing the CWT professional development .</li> <li>• <b>Consultation:</b> Discuss with the administrator which teachers will be observed and discuss the teacher approval process before completing the observations. Discuss the criteria the administrator uses to determine effectiveness of instruction with CWT's. Discuss the purposes of data collected during CTW's.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Intern will document the data analysis and from the CWT s/he led combined with a memorandum to the administration of suggested improvements.</li> </ul>	

<b>ACTIVITY #:</b> 3	<b>TASK DESCRIPTOR:</b> Developing and fostering an effective school-community partnership.	
Est. time: 10-15 hours	<b>STANDARD(S):</b> Community and Stakeholder Partnerships	
<b>FELE COMPETENCIES:</b> 3.1, 3.2, 3.3, 3.7, 3.8		<b>SKILLS:</b> 3.1.1.; 3.2.1; 3.3.2; 3.7.1; 3.7.2; 3.8.1
<b>Supporting EDL Coursework:</b> School Community / Partnerships		
<b>ACTIVITIES</b>		
<b>Observe</b>	<b>Participate</b>	<b>Lead</b>
<p>... by reviewing the current status of school-community partnerships currently in existence in the school.</p> <p>... by identifying the current School Improvement Plan (SIP) for any action steps that could be enhanced by a partnership activity.</p>	<p>... in a meeting between the school administration and a business/community partner regarding activities to improve school operations or student achievement.</p>	<p>... with the collaboration of an administrator, contact a prospective business or community partner to enlist their support and involvement in the school.</p> <p>... by developing at least one student achievement-based action step for the partnership that aligns with the SIP.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Consultation:</b> Discuss this with the person at your school, if any, already involved in a community partnership. Discover what have been their successful strategies for building the partnership.</li> <li>• <b>Networking:</b> Once a partner has been identified, spend time with their liaison for the school. Talk to them about what your school needs are and what they can offer. Find out if they have any additional resources or partnership links that you can utilize.</li> <li>• <b>Reading:</b> Find and read related articles, books, and web sites. Ask mentor and colleagues for suggestions. Discuss what you've read.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Partnership plan with action steps and objectives for implementation aligned to the SIP plan.</li> </ul>	

<b>ACTIVITY #:</b> 4	<b>TASK DESCRIPTOR:</b> Parent communication and participation.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Community and Stakeholder Partnerships	
<b>FELE COMPETENCIES:</b> 1.2, 1.12, 3.1, 3.5, 3.6, 3.7, 3	<b>SKILLS:</b> 1.2.1; 1.12.1; 2.2.4; 2.2.5; 3.1.1; 3.5.1; 3.6.1; 3.7.1; 3.7.2; 3.7.3	
<b>Supporting EDL Coursework:</b> Practical School Law, Leadership 3 – Administrative Processes, Instructional Leadership 1, Instructional Leadership 2, Legal Frameworks for Schooling		
<b>ACTIVITIES</b>		
<b>Observe</b>	<b>Participate</b>	<b>Lead</b>
... at least one PTSA (PTA or PTO) meeting  ... at least one meeting where the administration meets with community members for advice.  ... an activity where parents are contacted using a newsletter or other method of communication.	... by working with principal or designee to contact parents via newsletter or other method of communication concerning registration, information, times and possible school events.	... by creating, in consultation with the principal, a report to be distributed to the parent community..  ... by delivering the intern-created report at a parent meeting.
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Technology Use:</b> Use technology tools to communicate with this important group of stakeholders.</li> <li>• <b>Networking:</b> Spend time with PTA or PTA leaders. Talk to them about how they get communication out to parents and the community. Find out about any specific programs or needs they have had in the past.</li> <li>• <b>Consultation:</b> Discuss this with those administrators who have been successful in or have knowledge of successful strategies for parent communications.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Intern will present the memos, agendas, minutes, and event items used for the SAF meeting and other meetings/activities the intern participated in, including parent meeting report.</li> </ul>	

<b>ACTIVITY #:</b> 5	<b>TASK DESCRIPTOR:</b> School Safety Plans and Drills.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Managing the Learning Environment; Decision Making Strategies	
<b>FELE COMPETENCIES:</b> 1.10; 1.11; 2.2		<b>SKILLS:</b> 1.10.1; 1.10.2; 1.11.2; 2.2.3
<b>Supporting EDL Coursework:</b> Legal Frameworks for Schooling, Managing School Operations		
<b>ACTIVITIES</b>		
<b>Observe</b>	<b>Participate</b>	<b>Lead</b>
<p>... school safety meeting where the school safety plans and evacuation drills are discussed.</p> <p>... the year's first school evacuation drill by shadowing the administrator in charge of initiating and coordinating the drill.</p>	<p>... School Safety Committee meeting where the school safety plans and evacuation drills are discussed.</p> <p>... Safety Committee meeting where the safety plan and evacuation drills are decided.</p>	<p>... the process that will plan and execute a safety drill (excluding fire and tornado) that involves the local police and fire departments (when possible).</p> <p>... the post-drill evaluation meeting.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Networking:</b> Spend time with the assistant principal, head custodian, and school security personnel to determine the best course of action for planning and executing safety drills.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Formal documentation of activities conducted including recommendations for improvement.</li> </ul>	

<b>ACTIVITY #:</b> 6	<b>TASK DESCRIPTOR:</b> Create and implement plan for improving Level 1-2 FCAT readers.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Learning, Accountability, and Assessment; Community and Stakeholder Partnerships	
<b>FELE COMPETENCIES:</b> 1.1, 1.2, 1.41.15, 1.16, 1.17, 2.1, 2.14, 3.2		<b>SKILLS:</b> 1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.2.1; 1.2.2; 1.2.4; 1.2.5; 1.2.6; 1.2.7; 1.4.3; 1.4.4; 1.15.1; 1.15.2; 1.15.4; 1.15.5; 1.16.1; 1.16.2; 1.17.1; 2.1.1; 2.1.2; 2.14.1; 2.14.2; 3.2.1
<b>Supporting EDL Coursework:</b> Instructional Leadership 1, Instructional Leadership 2, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
<p>... Level 1-2 reading classes/groups.</p> <p>...an instructional leadership team meeting where discussion takes place on the progress of struggling readers and the current strategies being implemented.</p> <p>... a parent conference led by Guidance/Reading Coach specific to the issues of reading, and how the specific measures for student improvement were discussed.</p> <p>... attend data chats/conferences to determine students' academic needs for the school year.</p>	<p>... in a meeting with the Reading Coach or Language department head to discuss a school-wide reading plan.</p> <p>... in meetings with the department/grade level chairs concerning the methodology each discipline and grade uses to support effective reading strategies.</p> <p>... in assisting the administration and instructional support personnel in disaggregating data to identify the supplemental instructional needs of students.</p>	<p>... the development and creation of a set of actions to address the reading instruction of the AYP subgroup.</p> <p>... a discussion between the administration and instructional support team to gauge AYP subgroup student progress.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Consultation:</b> Discuss with those successful in or have knowledge of successful strategies for improving school reading scores.</li> <li>• <b>Reading:</b> Read about effective reading strategies from educational publications (ASCD, Florida State Just Read website, IRA, PDK, etc.). Ask mentor and colleagues for suggestions. Discuss what you've read.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Intern will create a file of the memos, agendas, minutes, and implementation plan with supporting data.</li> </ul>	



<b>ACTIVITY #:</b> 7	<b>TASK DESCRIPTOR:</b> New teacher or employee induction and program review.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Human Resource Development	
<b>FELE COMPETENCIES:</b> 1.2; 1.4; 2.8; 3.7		<b>SKILLS:</b> 1.2.5; 1.2.6; 1.2.7; 1.4.2; 1.4.3; 1.4.4; 2.8.1; 3.7.3
<b>Supporting EDL Coursework:</b> Legal Frameworks for Schooling, Managing School Operations		
ACTIVITIES		
Observe	Participate	Lead
<p>...a new teacher orientation meeting/learning community at the school site to hear the challenges new teachers are experiencing and recommendations that are generated.</p> <p>...a meeting with a new teacher coach or mentor and a new teacher.</p>	<p>... in a new teacher meeting for newly hired teachers or an orientation for new employees.</p> <p>... in planning meetings with the new teacher program facilitator for upcoming new teacher meetings.</p> <p>...in a meeting with a new teacher coach and a new teacher to discuss recommendations for improvement based on the administrator's observation (formal or informal).</p>	<p>... a summative review of the process and implementation with the administration leadership team, including a formal presentation of recommendations for improving teacher induction.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Dialogue:</b> Discuss perceptions about the process with new employees.</li> <li>• <b>Networking:</b> Spend time with mentors for new employees to find out about the process and effective strategies to best acclimate and/or orient new employees to the school.</li> <li>• <b>Reading:</b> Read new teacher training and orientation requirements for your school or district.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Intern will produce a file documenting the induction process, including the documented summative review with recommendations for improvement.</li> </ul>	

<b>ACTIVITY #:</b> 8	<b>PROJECT DESCRIPTOR:</b> Plan and implement an appropriate staff development initiative.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Instructional Leadership	
<b>FELE COMPETENCIES:</b> 1.1; 1.2; 3.7	<b>SKILLS:</b> 1.1.1; 1.1.2; 1.1.3; 1.2.4; 1.2.5; 1.2.6; 3.7.2	
<b>Supporting EDL Coursework:</b> Instructional Leadership 1, Instructional Leadership 2		
ACTIVITIES		
Observe	Participate	Lead
<p>... a staff development workshop, noting the procedures and structure relative to effective professional development.</p> <p>... a staff development or learning community held at your school that is facilitated by one of the school's employees.</p>	<p>... in a discussion with the department chair/team leader about facilitating a learning community discussion with your team/department members.</p> <p>... in developing the activities for an adult learning community.</p>	<p>... a workshop, learning community, or other professional development for addressing a minimum of three of the strategies in Marzano's book.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Reading:</b> Read Marzano's <b>Classroom Instruction That Works</b>. Ask mentor and colleagues for suggestions. Discuss what you've read.</li> <li>• <b>Consultation:</b> Discuss this with team leader/department chair or curriculum leader who have been successful in implementing staff development activities or adult learning communities.</li> <li>• <b>Networking:</b> Spend time with your department chair/team leader. Talk to them about the dynamics of your team and logistics for conducting the learning community.</li> <li>• <b>Dialogue:</b> Discuss perceptions about your ability to facilitate a learning community among your peers with your mentor. Document their perceptions and compare them with your own perceptions about this task.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Intern will produce powerpoint, notes, and agenda from adult learning session and participant evaluation of the presentation.</li> </ul>	

<b>ACTIVITY #:</b> 1	<b>TASK DESCRIPTOR:</b> Determining instructional staffing needs; selecting and interviewing teacher candidates.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Managing the Learning Environment, Human Resource Development	
<b>FELE COMPETENCIES:</b> 1.6; 1.7; 2.3; 2.5; 2.7		<b>SKILLS:</b> 1.6.2; 1.7.1; 1.7.2; 1.7.3; 2.3.1; 2.3.2; 2.5.1; 2.7.1
<b>Supporting EDL Coursework:</b> Practical School Law, Legal Framework for Schooling, Managing School Operations		
ACTIVITIES		
Observe	Participate	Lead
<p>... an administration meeting with the discussion of the factors considered in determining available positions within the school for hiring.</p> <p>... interviews conducted by a school administrator for a vacant position and discuss with the administrator what skills and attributes surfaced from the interviews to determine the final selection.</p>	<p>... in the preliminary discussions at the school that precede the school's budget conference that is held with the appropriate district or school office.</p> <p>... by meeting with an administrator as they review resumes for vacant positions and discuss skills desired and applicant qualifications.</p> <p>... by serving on an interview team for a vacant position and offer input in selecting the best candidate for the position.</p>	<p>... by assisting in the development of the following year's budget, focusing on staffing needs.</p> <p>... the review of resumes for vacant positions and provide recommendations for candidates to interview to the administration.</p> <p>... by conducting interviews for a vacant position and offer input in selecting the best candidate for the position.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Review:</b> Find and review all documentation pertaining to projected enrollment in any databases and appropriate documents.</li> <li>• <b>Consultation:</b> Discuss this with the administration and support personnel.</li> <li>• <b>Discover:</b> Access the unassigned contract and transfer databases.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Written summary of staffing needs, resume analysis and findings, and characteristics and interview questions that were vital in differentiating the ability of the candidates.</li> </ul>	

<b>ACTIVITY #:</b> 1	<b>TASK DESCRIPTOR:</b> Preparation for Summer Program.	
Est. Time: 10-15 hours	<b>STANDARD(S):</b> Managing the Learning Environment	
<b>FELE COMPETENCIES:</b> 1.11; 1.12; 1.13; 1.14; 1.15; 1.17; 3.4; 3.5; 3.6; 3.7; 3.8	<b>SKILLS:</b> 1.11.2; 1.12.1; 1.13.1; 1.14.1; 1.15.1; 1.17.2; 3.4.1; 3.5.1; 3.6.1; 3.7.1; 3.7.2; 3.8.1	
<b>Supporting EDL Coursework:</b> Practical School Law, Managing School Operations, School Community / Partnerships		
ACTIVITIES		
Observe	Participate	Lead
<p>... a meeting at your school where summer placement options for various students are discussed.</p> <p>... the summer employment process for teachers and instructional personnel (posting of vacancies, submission of employment applications, etc.)</p>	<p>... in collecting student data, records and registration information to be forwarded to the hosting school's summer site.</p> <p>... in the collection of any special needs materials that need to be forwarded to students' summer site (i.e., assistive technology, special furniture, etc.)</p> <p>... with the school principal summer staff coverage process for the hosting site (custodial, clerical, et al.) [NOTE: each school and district deals with this differently.]</p>	<p>... in conjunction with the mentoring principal create the announcement and email (and/or the meeting agenda item) concerning the summer school program.</p> <p>... an internal or site-based audit of the summer school records that are being sent to the hosting school, verifying completion.</p>
<b>STRATEGIES:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Plan your activity and desired results beforehand, and keep the Internship Log.</li> <li>• <b>Review:</b> Find and review Summer Administrator's Handbook and Collective Bargaining Agreement for Teachers and Paraprofessionals.</li> <li>• <b>Consultation:</b> Discuss this with the administration and support personnel.</li> <li>• <b>Discover:</b> The rules that govern summer employee selection and process for identifying students who are appropriate to attend summer programs.</li> </ul>	
<b>PERFORMANCE ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• <b>Required for All Activities:</b> Activity Reflection Write-Up (see Internship Handbook).</li> <li>• <b>Artifact:</b> Copy of agenda and/or communications from meeting(s) led, items checklist from student folder audit, and staff summer schedule.</li> </ul>	

## Task Performance Assessment (TPA)

**Intern Name:** \_\_\_\_\_ **Mentor Name:** \_\_\_\_\_

**Activity #:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Name of Activity:** \_\_\_\_\_

PERFORMANCE SKILL LEVEL	DESCRIPTION	RATING  (Check One)
<b>Highly Skilled</b>	<ul style="list-style-type: none"> <li>• The intern demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by beginning assistant principals.</li> <li>• The intern's work exceeds expectations. This level of achievement has been demonstrated through effective planning, action, and response to multiple tasks.</li> <li>• The intern is able to reflect on his or her performance, and to effectively apply knowledge and skills to both similar activities and other seemingly unrelated activities.</li> <li>• The intern demonstrates a sophisticated level of understanding of process and value in completing the activity.</li> </ul>	
<b>Skilled</b>	<ul style="list-style-type: none"> <li>• The intern's work meets all expectations, and tasks are completed with appropriate knowledge and skills through counseling or advising. The intern is able to self-correct in subsequent attempts at similar activities.</li> <li>• Although performance meets expectations the intern requires continued monitoring in implementing required activities.</li> <li>• The intern demonstrates an intermediate level of understanding of process and value in completing activities.</li> </ul>	
<b>Novice</b>	<ul style="list-style-type: none"> <li>• The intern exhibits awareness of the role and skills required to complete the task to a satisfactory level with supervision, guidance, and counseling.</li> <li>• The intern demonstrates an emerging level of understanding of process and value in completing the activity.</li> </ul>	

**Mentor Comments:** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Intern Signature                      Date                      Mentor Signature                      Date                      Clinical Adjunct Signature                      Date

## Appendix D: Survey of School Districts

School District: Indian River (IR) & St Lucie County School District (SL)

Individual Completing Survey: \_\_\_\_\_

In response to new State Board of Education program approval standards for Educational Leadership programs, the FAU Department of Educational Leadership is in the process of soliciting input for area school districts regarding our approved Level I Principal Preparation Programs. This input will guide the department's decisions regarding the structure and expectations of the program. Thank you for taking a few minutes to provide us with this valuable input.

Robert Shockley

### Subtest #1: Instructional Leadership

COVERING STANDARDS ON:  
Instructional Leadership  
Managing the Learning Environment,  
Learning, Accountability and Assessment

Please rate the value of each standard/competency/skill as it applies to your perception of the skills needed to be successful in the discipline of school leadership:

	Most important	Very important	Important	Somewhat important	Not important
<b>1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process</b>	5	4	3	2	1
1. Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program.	(IR)X	(SL)X			
2. Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.	(IR)XX(SL)				
3. Given a school data set, determine an appropriate instructional improvement strategy.	(IR)XX(SL)				
4. Identify functions and implications of various curriculum designs.	(IR)X	X(SL)			
5. Given grade level data on reading, identify strategies to align curriculum, instruction, and assessment.	(IR)XX(SL)				
<b>2. Knowledge of instructional leadership standard as related to research-based best practices</b>					
1. Given school-based student assessment data on reading to performance, identify research-based reading instruction to improve student achievement.	X(SL)	X(IR)			

reading	2. Given school-based student assessment data on performance, identify instructional strategies to facilitate students' phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.	(IR)X(SL)				
integrate areas to	3. Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.	X(SL)	X(IR)			
	4. Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.	(SL)XX(IR)				
	5. Identify scientifically based research applications to effective teaching and learning methods.	(SL)XX(IR)				
	6. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.	(SL)XX(IR)				
student	7. Identify instructional delivery methods that enhance learning and achievement.	(SL)XX(IR)				
<b>3. Knowledge of instructional leadership standard as related to school culture</b>						
	1. Given data from a school climate survey, identify appropriate strategies for improving student learning.	(SL)XX(IR)				
factors	2. Given data from a school climate survey, identify contributing to morale and performance.	X(IR)	(SL)X			
<b>4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning</b>						
objectives	1. Given taxonomy of learning, identify instructional to facilitate varying levels of learning.	(SL)X	X(IR)			
	2. Identify age-appropriate learning strategies based on principles of human growth and development.	(SL)X	X(IR)			
	3. Identify practices for evaluating the appropriateness of instructional strategies.	(SL)XX(IR)				
	4. Identify practices for evaluating the appropriateness of instructional materials.	(SL)X	X			
<b>5. Knowledge of instructional leadership standard as related to instructional program for students with special needs</b>						
specific an	1. Given student special needs characteristics in a classroom and walk-through observation notes, identify appropriate instructional adaptation/modification to provide for students with special needs in that classroom.		(SL)XX(IR)			
made	2. Given an IEP, determine whether or not provisions are adequate to meet student needs.		(SL)XX(IR)			
<b>6. Knowledge of instructional leadership standard as related to federal and state law in education and schooling</b>						
	1. Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities.			(SL)XX(IR)		
and	2. Given a scenario, identify employee and student rights and responsibilities under federal statutes.		(SL)X	X(IR)		
<b>7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools</b>						
tort	1. Given a scenario, identify legal standards of negligent liability applicable to school employees and districts.		(SL)X	X(IR)		

2. Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.		(SL)X	X(IR)		
3. Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.			(SL)XX(IR)		
<b>8. Knowledge of managing the learning environment standard as related to funding of Florida Schools</b>					
1. Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation.			X(SL) (IR)X		
2. Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation.			X(SL) (IR)X		
3. Given a school budget, identify or apply the processes of budget planning, developing, implementing, and evaluating a budget.		(IR)X	X(SL)		
<b>9. Knowledge of managing the learning environment standard as related to financial accounting and auditing</b>					
1. Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records).		X(sl) (IR)X			
2. Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer).		X(sl) (IR)X			
<b>10. Knowledge of managing the learning environment standard as related to facilities management</b>					
1. Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).			X(sl)	(IR)X	
2. Given a school building's security plan, determine compliance with Florida Statutes and State Board of Education rules.			X(sl) (IR)X		
<b>11. Knowledge of managing the learning environment standard as related to student services</b>					
1. Given a school guidance report, determine compliance with Florida Statutes.			X(sl) (IR)X		
2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).		X(SL) (IR)X			
3. Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.		(IR)X	X(SL)		
<b>12. Knowledge of managing the learning environment standard as related to student and parental rights</b>					
1. Given the student/parent handbook, determine compliance with Florida Statutes governing parents' rights					



and responsibilities and/or student's rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).		X(SL) (IR)X			
2. Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.		X(SL)		(IR)X	
<b>13. Knowledge of managing the learning environment standard as related to federal law for education and schooling</b>					
1. Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.		X(SL) (IR)X			
<b>14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling</b>					
1. Given a scenario, identify legal standards and procedures applicable to school accountability legislation.		X(SL) (IR)X			
2. Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree.		(IR)X	X(SL)		
<b>15. Knowledge of learning, accountability and assessment standard as related to measurement of effective student performance</b>					
1. Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement.	X(SL) X				
2. Given a scenario, determine aspects of adequate progress of the lowest 25% in reading and mathematics at the school level.	X(SL) X				
3. Given school data sets with differing accountability designations compare and contrast multiple measures of data to analyze school needs.	X(SL) X				
4. Given school data, analyze or develop a plan to address statewide requirements for student assessment (e.g. FCAT science, reading, math, writing )	X(SL) X				
5. Given school data, analyze or develop a plan to address national requirements for student assessment (e.g. NCLB science, reading, math, writing )	X(SL) (IR)X				
<b>16. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications</b>					
formal 1. Given a scenario, identify the appropriate type of assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs.	X(SL)	(IR)X			
and 2. Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs.	X(SL)	(IR)X			
<b>17. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement</b>					
ESOL 1. Given a data set of reading test results for ESE or students, identify diagnostic tools appropriate for assessing student learning needs.	X(SL)	(IR)X			
ESOL 2. Given a data set of reading test results for ESE or students, identify appropriate instructional strategies to improve student performance in reading.	X(SL)	(IR)X			

## Subtest #2: Operational Leadership

COVERING STANDARDS ON:  
Human Resource Development  
Decision Making Strategies  
Ethical Leadership  
Technology

	Most important	Very important	Important	Somewhat important	Not important
<b>1. Knowledge of technology standard in the use of technology for teaching and learning</b>	5	4	3	2	1
1. Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction.			X(SL) (IR)X		
2. Given a technology plan to integrate technology to improve student performance in a subject area identify appropriate technology applications to address student performance needs.		(IR)X	X(SL)		
<b>2. Knowledge of technology standard related to school operations</b>					
1. Given a school technology plan, assess compliance with State technology goals (e.g., copyright law, Internet usage, digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support).			(IR)X X(SL)		
2. Given a scenario, select computer hardware and software appropriate to school operations.			X(SL)	(IR)X	
3. Given a scenario, identify components of a technology infrastructure related to school and student safety.			X(SL)	(IR)X	
4. Given a scenario, select Web-based communication applications.			X(SL) (IR)X		
5. Given a scenario, select presentation software applications.			(IR)X X(SL)		
<b>3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff</b>					
1. Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.	X(SL)	(IR)X			
2. Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).	X(SL)	(IR)X			
3. Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act).	X(SL)		(IR)X		
<b>4. Knowledge of human resource development standard as related to performance assessment procedures</b>					
1. Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement).	X(SL)	(IR)X			

2. Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).	X (SL)	(IR)X			
3. Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).	X (SL)	(IR)X			
<b>5. Knowledge of human resource development standard as related to managing personnel records</b>					
1. Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files.		X(SL)	(IR)X		
2. Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers).		X(SL)	(IR)X		
<b>6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees</b>					
1. Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).	X(SL) (IR)X				
2. Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).	X(SL)		(IR)X		
<b>7. Knowledge of human resource development standard as related to collective bargaining agreements</b>					
1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).		X(SL) (IR)X			
<b>8. Knowledge of human resource development standard as related to data analysis</b>					
1. Given school or classroom data, analyze teacher performance over time.	X(SL) (IR)X				
<b>9. Knowledge of human resource development standard as related to state law for education and schooling</b>					
1. Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.	X(SL)		(IR)X		
<b>10. Knowledge of ethical leadership standard as related to ethical conduct</b>					
1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel).	X(SL) (IR)X				
<b>11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling</b>					

1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1 <sup>st</sup> , 4 <sup>th</sup> , 14 <sup>th</sup> amendments).		X(SL)	(IR)X		
2. Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals.		X(SL)		(IR)X	
3. Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.		X(SL)	(IR)X		
<b>12. Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling</b>					
1. Given a scenario, identify standards and procedures applicable to federal and/or state statutory provisions for accomplished practices, student progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.		X(SL)	(IR)X		
<b>13. Knowledge of decision making strategies standard as related to change</b>					
1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).	X(SL) (IR)X				
2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.	X(SL)	(IR)X			
<b>14. Knowledge of decision making strategies standard as related to data analysis</b>					
1. Given school data, perform procedural measures for school grade calculation.	(IR)X		X(SL)		
2. Given an Instructional Leadership Plan-of-Action, identify criteria for learning gains of varying subgroups using disaggregated data.	(IR)X		X(SL)		

### Subtest #3: School Leadership

COVERING STANDARDS ON:  
Community and Stakeholder Partnerships  
Diversity  
Vision

	Most important	Very important	Important	Somewhat important	Not important
<b>1. Knowledge of community and stakeholder partnerships standard as related to community relations</b>	5	4	3	2	1
1. Select strategies to promote community cooperation and partnerships.		(IR)X	X(SL)		
<b>2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications</b>					
1. Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).		X(SL)	(IR)X		
<b>3. Knowledge of community and stakeholder partnerships</b>					

<b>standard as related to state law for education and schooling</b>					
1. Given a situation, identify reporting procedures of the Florida Department of Law Enforcement's Missing Children Program.			X(SL) (IR)X		
2. Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes.		X(SL)	(IR)X		
<b>4. Knowledge of community and stakeholder partnerships standard as related to student services</b>					
1. Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).		X(SL)	(IR)X		
<b>5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities</b>					
1. Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).		X(SL)			
<b>6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication</b>					
1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.		X(SL)	(IR)X		
2. Given a scenario, identify effective, research-based communication strategies	X(SL)	(IR)X			
<b>7. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school</b>					
1. Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.	X(SL)	(IR)X			
2. Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.	X(SL)	(IR)X			
3. Identify practices and implications of effective communication and interpersonal relationships.	X(SL) (IR)X				
<b>8. Knowledge of vision standard as related to data analysis</b>					
1. Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.	X(SL) (IR)X				
<b>9. Effective Writing and Data Analysis for a School-based Application</b>					
1. Given a scenario including data, analyze, interpret, and evaluate data for a specific target audience.	(IR)X	X(SL)			

## Appendix E: Broward Pilot Internship Initiative

### *Executive Summary*

In order to better meet the needs of both the school districts it serves and the research-based requirements of a quality program, the Department of Educational Leadership (EDL) has created a pilot internship program for the Broward County Public Schools (BCPS) in conjunction with the Teaching and Leadership Center (TLC) at FAU. The following describes the program which has been conceived to serve as a model to replace the current internship requirement in the EDL school leadership certification and masters programs.

As a part of the academic program, the internship pilot will be a three semester-long activity, requiring a minimum of 450 logged hours (minimum of 150 hours per semester) by interns on-site in Broward schools. Interns are selected by the TLC through recommendations from school principals in Broward County. These students are enrolled in either the leadership certification or masters program offered by the EDL. Instead of taking the current single semester-long internship course, this selected group is in a program under the direction of an FAU faculty coordinator, the supervision of clinical professors from the school district, and mentoring principals and assistant principals from the interns' schools.

A central feature of the pilot program is that both the university and school district have committed to provide students with varied opportunities to develop deeper expertise in competencies associated with the improvement of instruction. Procedurally, this includes placing interns in administrative roles that allow them to observe, participate in, and lead activities that prepare them for placement as a school assistant principal. Each student is required to create an electronic portfolio that will speak to their experience and learning during their internship, based on activities and requirements mapped out jointly by the BCPS Human Resources, TLC, and EDL.

The creation of this program has required significant planning and coordination between the EDL, TLC, and BCPS for the purposes of determining feasibility, budgeting, the need for external funding, and program specifics.

### *Introduction*

As a part of the department's desire to restructure its program to meet the educational needs of aspiring leaders in schools, as well as strengthen the relationship with the Broward County Public Schools (BCPS), Florida Atlantic University's (FAU) Department of Educational Leadership (EDL) has created a pilot internship program that meets all national standards for excellence and is aligned to the Florida Educational Leadership Exam (FELE), Florida Educational Leadership Standards and Indicators, as well as the Florida Educational Leadership Competencies and Skills. This program has been developed in collaboration with the Teaching and Leadership Center of FAU (TLC) and the BCPS.

BCPS is unique in many respects, notably in the fact that it is the sixth largest school district in the country and a rapidly changing and growing public school system. This growth presents opportunities for the community at large and represents challenges to the school system (see Table 1). Projections show that between 2005 and 2010, BCPS will open approximately eighteen (18) schools, three centers, and add an additional 148 classrooms to the already existing system. During that same time period, the system expects to retire approximately fifty-two (52) assistant principals and sixty-one (61) principals. Using these numbers, over the next five years there will be a forecast minimum of at least 21 assistant principal positions to be filled every school year, and in some years up to thirty-two (32).

Table 1: Chart of Projections – Broward County Public Schools On-Site Administration Needs

<i>School Year</i>	<b>Projected Assistant Principal Vacancies (Retirement only)</b>	<b>Projected Assistant Principal Vacancies (Termination, resignation, promotion, relocation—moving out of area)</b>	<b>Projected Principal Vacancies</b>
2005 – 2006	6	+ 15	14
2006 – 2007	8	+ 15	10
2007 – 2008	17	+ 15	15
2008 – 2009	15	+ 15	17
2009 – 2010	6	+ 15	5

Source: Florida Atlantic University Teaching and Leadership Center

It is clear that leadership succession and preparation is and will be one of the systems biggest challenges. This pilot program represents a major contribution to aid aspiring leaders in acquiring the knowledge, skills, and attitudes needed to lead effectively and ensure student learning.

### *Pilot Internship*

This pilot program in Broward County is being used as a prototype for the restructuring of the existing internship model and will be the basis for the internship requirement of all EDL programs in all of the school districts that FAU currently serves in Florida, as well as be a model for private school or non-Florida based students involved in FAU's school leadership programs. The Broward Pilot Internship contains the following design features:

- collaboration between the EDL, TLC, and BCPS that anchors internship activities in real-world problems principals face, that provides for appropriate structure and support of learning experiences, and that ensures quality guidance and supervision;
- joint selection of candidates based on a set of criteria and a selection process created by the BCPS, TLC, and EDL;
- an explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in Florida Educational Leadership Standards, Indicators, Competencies and Skills, FAU faculty, TLC research, and the needs of BCPS leaders - all incorporated in the preparation program's design;
- a developmental continuum of practice that progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of school leaders, with analysis, synthesis, and evaluation of real-life problems at each level;
- field placements that provide opportunities to work with diverse students, teachers, parents, and communities;
- handbooks or other guiding materials that clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, mentoring principals, and district personnel;
- ongoing supervision by faculty who have the expertise and time to provide formative feedback on interns' performance that lets them know how they need to improve;
- mentors who model the desired leadership behaviors and who know how to guide interns through required activities that bring their performance to established standards;
- rigorous evaluations of interns' performance of core school leader responsibilities, based on clearly defined performance standards and exit criteria; and

- the collection of both qualitative and quantitative data at the beginning, during, and at the end of the pilot to determine program effectiveness, areas of improvement, and to add to the scholarship currently available concerning leadership internship programs.

The majority of these items correspond directly with the findings of the Southern Regional Educational Board (SREB) Leadership Initiative, which describes the important elements needed for an effective educational leadership program.

### *Description of Pilot Internship*

The internship pilot program is delivered in three courses during three consecutive semesters (Spring, Summer, and Fall). Students are enrolled in these courses while they simultaneously complete the required academic coursework in the EDL approved School Leader's masters or leadership certification program. Each individual semester experience will contain the following components: (a) three on-campus seminars; (b) 150 hours logged in-school activities to be completed at either the intern's home school site or at another suitable school placement site; (c) the submission of an electronic portfolio for evaluation and demonstration of student learning; and (d) continuing assessment to verify the achievement of the internship learning goals. The three internship courses will be independent of each other in terms of course content. However, the resulting evaluations, demonstrations, and assessments will be combined into the single electronic portfolio of each student. In order to complete this pilot internship program, students must successfully complete all three courses.

### *Interns*

In order to effectively pilot this program, BCPS, through the TLC, identifies teacher leaders who they select as potentially strong candidates for leadership positions in the county and who have not yet entered a certification-based course of study.

Eligibility: The requirements for these students are:

1. meeting the minimum entrance requirements of the EDL;
2. commitment to take the necessary coursework for the program to which they are applying;
3. substitution of the pilot internship coursework for the current internship course;
4. currently holding a teaching or educational position in the BCPS;
5. pre-selection to the cohort by the TLC (see BCPS Selection Process below);
6. approved admission to the cohort by the EDL;
7. signed consent to participate by the intern's mentor; and
8. signed consent and commitment by intern and intern's mentor to participate in the related studies to be conducted by EDL concerning the cohort and the pilot program.

BCPS Selection Process: In conjunction with the BCPS, the TLC advertises and promotes this pilot program throughout the district as a way to promote outstanding teacher leaders into leadership positions within the district. Participants must be nominated by a principal to be eligible. Principals interested in participating as mentors are asked to recommend teachers with three or more years of experience who they think would be good candidates. A rubric is distributed to school principals that ask them to qualify their nominees using observed performance in the following areas:

- Effective use of professional development, student achievement data, and technology to improve teaching;



- Leadership positions;
- Teamwork abilities;
- Effective communication skills;
- Initiative;
- Positive student interaction;
- Positive community interaction;
- Knowledge of curriculum, instruction, and assessment; and
- Minimum of 5 years successful teaching experience.

The principals submit the names of the nominees to the TLC for review as possible candidates for the program. The TLC uses specifically developed criteria to determine eligibility. The individuals eligible are officially invited to join the program. Individuals invited who have the appropriate acceptance letters signed are admitted to the cohort.

### *Pilot Internship Course Content*

Framework: These courses were developed specifically to address the College of Education's conceptual framework concerning experiential learning:

Experiential learning implies the concept that elements of a professional's education will be gained from a practical approach in a real-world situation. It is based on the belief that insights gained through a job, internship, volunteer work, or course field work will enhance academic studies and the professional's critical reflection skills in thinking and acting upon his/her talents, aspirations, and the needs of the work setting. Experiential learning also helps the professional in setting academic, career, and personal goals. Experiential learning is integrated into the foundational requirements and professional skills components of preparation, and exposes the professional to students and families of linguistic, cultural, learning, and behavioral diversity.

The guidelines used include:

- National Council for Accreditation of Teacher Education (NCATE)
- Florida Educational Leadership Examination (FELE)
- Florida Principal Competencies (FPC)
- Florida Educational Leadership Standards (FELS)
- Interstate Leader Licensure Consortium Standards (ISLLC)
- BCPS's LEAD Program
- Southern Regional Education Board (SREB) Leadership Initiative

The tasks for each internship course include an explicit set of assignments/tasks designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader as identified in the FELS, by the TLC, by the BCPS, and by EDL.

On-campus course seminars followed a seminar format in order to allow for a personalized approach to dialogue, discussion, and feedback during the internship experience. These are run by the program faculty coordinator of the internship. The seminars are topically based, and include general feedback gleaned from the specific input of the clinical professors as well as the specific content included from BCPS's leadership preparation needs. In addition to these three content-specific seminars, an orientation and final seminar are held by the program faculty coordinator for students beginning and finishing their program.

Students are required to log hours spent in each phase of task performance (observation, participation, and leading) as well as the resulting analysis and evaluation made jointly with their mentor and with their clinical professor.

Internship Activities: Each internship course is designed taking into account five important elements:

1. Specific task areas and activities (to be determined in conjunction with TLC and BCPS) that correspond with assistant principal tasks that take place in or are most relevant to certain times in the school year. In this way each course (Spring, Summer, and Fall) will contain content that is relevant in terms of time appropriateness;
2. Focus on specific Florida Educational Leadership Standards Indicators that the EDL and the TLC determine for each internship course;
3. School leadership content, knowledge, and skills determined by EDL and TLC to be covered during each internship seminar;
4. Specific school leadership content, knowledge, and skills needed by Broward County educators (determined by BCPS) to be covered by mentors; and
5. An individual plan of development for each participant to be determined by individual assessments of needs.

The internship is designed to permit aspiring administrators to engage in three basic activities – observing, participating in, and leading schools. A total of 150 hours in all three activities is logged by the intern and signed off by their mentors during each of the three courses.

1. The first part of the internship – observing - involves shadowing mentors to develop an understanding and familiarity with the job performance of a principal and/or assistant principal.
2. The second part is performing selected “hands-on” administrative tasks that the interns have seen their mentor perform and that they have reflected on together. This activity allows the interns to perform the activity while still being supervised by their mentor.
3. The third part of the internship allows the intern to actually plan and execute a leadership activity.

Candidates also participate in three on-campus seminars held by the program faculty coordinator. During these seminars specific knowledge components are presented, interns present case studies, readings are discussed, and candidates reflect on the tasks that they are performing. These seminars are supplemented by on-line activities.

Candidates are expected to create an electronic portfolio using Blackboard that will both serve as a chronicle and a summation of their internship experience. It will be kept throughout the internship experience, each corresponding section graded at the end of each course, and will be used as an important part of the graded evaluation prepared by the program faculty coordinator with input from the mentors and clinical professors. The design of and process for developing the portfolio are specified in the on-line handbook.

Orientation Seminar: The orientation seminar serves as a venue for a review of the expectations and requirements for the entire program (masters, specialist, or certification), followed by a specific review of the expectations of the internships. All candidates selected for the pilot program are required to attend this seminar.

During the orientation seminar, there is an overview of the entire program, of each internship course's content and requirements, of the internship syllabi, and of all paperwork to be submitted over the period of the internship. Additionally, candidates engage in procedural and counseling orientation activities to prepare them for the coursework and internships. This also serves as one of the venues for collecting data for the study of the pilot program as well as any initial assessments that may be needed.

**Final Seminar:** The final seminar serves as a venue for a summative evaluation of both the program and of the candidate's internship performance. It is a required part of the third internship course that students take.

During the final semester candidates are required to present the compiled electronic portfolio that demonstrates the summation of their experiences, assessments, and evaluations in the three internship courses. It also contains all the documentation that applicants for a school leadership position would present as a part of their interview/selection process. Besides any other assessment instruments, candidates take a survey that allows for critical feedback of their experience in the program, looking at both the seminar coursework and the internship experiences.

**Feedback:** As a part of the activities process, the interns receive *reflective and critical feedback* from their mentors and are engaged in monthly summative evaluations from their clinical professors. This feedback is formally structured in meetings between the interns and mentors that take place once a week. Mentors submit oral and written evaluations of interns based on guidelines contained in a handbook that will be provided to them and the clinical professors.

Likewise, both mentor and clinical professors provide frequent formative feedback on interns' performance that lets them know how they are doing and in what areas they need to improve. This takes place in meetings *at the school site* between the clinical professor and the mentor and intern. The clinical professor uses the oral and written feedback from the mentors to monitor and facilitate these periodic meetings.

At the end of each internship course, the actual performance of students is compared with expected results and in accordance with the five elements outlined above. This data is used for program modification, student feedback, and individual candidate remediation.

### *Management of Internship Program*

**Mentors:** Each of the candidates selected are mentored by the principal or principal-designated assistant principal of the school where they are doing their internship. The mentor is given access to an on-line handbook that specifies the requirements, guidelines, forms, and surveys to be used for the internship, as well as training from BCPS in the area of mentoring. The mentor has an initial meeting with the clinical professor to establish rapport and to answer any questions that the mentor may have, as well as to set up the timelines for the monthly meetings to be held throughout the semester.

Mentors' basic role is to model the tasks for the interns and ensure that the interns are led through the process of shadowing, participating, and leading. They are asked to provide continuing feedback, reflection, and critique to the interns, as well as periodic reporting to the clinical professors. They participate in meetings held among the clinical professor, the intern, and themselves. At the end of the internship course, they complete an evaluation of the intern's performance.

Mentors may be asked to participate in studies related to the pilot internship program. However, it is understood that both paperwork and additional time commitments outside of meeting with the intern and the clinical professor are kept at a minimum.

**Clinical Professors:** Clinical professors (selected jointly by TLC, BCPS, and EDL) are individuals with the expertise to provide formative feedback and individualized supervision. They are drawn from administrators and other experienced personnel from within the BCPS. They are contracted as adjuncts and assigned a case load of seven (7) interns. Their responsibilities are as follows:

- Attend two training seminars designed to ready them in their role as supervisor, facilitator, and evaluator, as well as allowing them to participate in editing, updating, and adopting the handbook to be used for the internship;
- Meet with mentors at the beginning of each semester to direct principals and/or assigned mentors concerning the desired leadership behaviors and the program of required activities;
- Assure that the performance of the internship is being carried out in accordance to established standards;
- Facilitate on-site meetings during the course of the internship with the mentor and intern;
- Intervene when necessary based on feedback and communications from both the intern and the mentor; and
- Jointly evaluate the intern's performance with the assigned mentor.

Clinical professors are hired and paid by FAU. BCPS will identify and train individuals from both the district offices and the schools to fulfill this role, thereby guaranteeing a strong connection between the academic and internship program and the needs of the school district. BCPS is currently training its administrative staff with modules from SREB concerning the leadership skills needed for this kind of internship training and mentoring.

**Faculty Coordinator:** The EDL provides a faculty coordinator who is in charge of the entire program. Responsibilities include (a) teaching the on-campus seminars, (b) planning, implementation, coordination, and assessment of the pilot program, (c) serving as the EDL liaison between TLC and BCPS for the purposes of this pilot, and (d) participating in any relevant research opportunities that emerge.

**Steering Committee.:** The EDL, TLC, and BCPS each nominate two to three members to serve on a Steering Committee that oversees the implementation of this pilot program as well as creates subcommittees (Handbook, Recruitment and Admissions, Finance) for tasks that need to be done. The committee is chaired by a faculty representative of the EDL designated by the EDL Department Chair.

**Handbook:** An on-line handbook, devised by a subcommittee, contains all the guiding materials that clearly define the expectations, process, and schedule of the internship for interns, clinical professors, and mentors as well as any applicable forms and surveys that will be required. The Florida Educational Leadership Standards and Indicators, specific internship task areas, and any additional content or skills suggested by BCPS, was used in the creation of this handbook.

This handbook, crucial to the success of this program, was created by the program faculty coordinator of the internship in close partnership with the TLC and BCPS and their designated representatives specifically selected for this purpose

Evaluation: Participants' performance and progress, as well as the effectiveness of the program, will be evaluated by gathering multiple types of data in a variety of ways from several sources over the course of the pilot. The program will be evaluated in relation to accomplishment of both the pilot and the participants' goals.

The evaluation includes, at a minimum, the following data sources:

- Baseline information about interns' leadership capabilities;
- Evaluation surveys for each course and a comprehensive evaluation survey for the program as a whole;
- Comparison of performance of EDL participants who are enrolled in the pilot program with those who are not enrolled in the program;
- Surveys of clinical professors and mentors;
- Periodic individual and/or focus group interviews with program participants; and
- Portfolio presentation and panel interview.

Participants' performance and progress are monitored, along with their own expectations of and satisfaction with the program, as well as their recommendations for improving the program. In addition, implementation of every component of the program is documented. Curriculum and program revision are based on participants' performance and progress, on their perceptions of and satisfaction with the program, on their supervisors' perceptions of the effects of the program on their leadership, and on input from program faculty and mentors.

Accompanying Research: This pilot project will be studied using a series of both quantitative and qualitative methodologies. The collected data will be used both for the analysis of the success of the pilot as well as to add to the knowledge base concerning internship programs and mentoring. Data gathering will be done by professors and by researchers in the EDL, and, once compiled and analyzed, the results will be shared with the TLC and with any other interested parties (the BCPS, grant-providers, etc.).