

COLLEGE OF WILLIAM AND MARY

Internship in Administration and Supervision

Course Description

The internship offers intensive, field-based experiences for aspiring educational leaders. Interns encounter the authentic challenges of day-to-day life in various educational settings and develop leadership abilities, administrative competencies, and personal confidence to work with and through all members of the school community to bring about better teaching and learning. Completed successfully, the internship fulfills State requirements for endorsement and licensure in K-12 school administration. Internship requirements for EPPL 586 and EPPL 587 are consistent with professional standards developed by NCATE/ELCC, the Danforth Foundation, and other professional leadership organizations. To be eligible for the internship, the prospective candidate must have completed 21 credit hours in Educational Policy, Planning, and Leadership.

Course Objectives

The primary learning objective for the intern is to develop the leadership capacity, competencies, skills, dispositions, and knowledge to successfully fulfill the challenges, demands, and professional job responsibilities of a building level and/or district administration position. Each internship is uniquely shaped by the specific educational context in which it is completed; the professional expertise and attributes the intern brings to the educational context; and the professional expertise and mentoring capacity of the field supervisor. Upon successful completion of the internship, the candidate will be able to demonstrate a high level of competency in the following areas of administrative responsibility delineated in the Virginia Uniform Performance Guidelines:

1. Planning and Assessment
2. Instructional Leadership
3. Organizational Management and Safety
4. Communication and Community Relations
5. Professional Standards and Ethics

Site selection and training of field supervisors

Internship sites and intern placement are identified and negotiated through partnerships with regional school districts. Collaboration among William and Mary supervisors, administrative interns, and field supervisors is essential to meet program and licensure requirements and to prepare dynamic educational leaders of the future. A field supervisor handbook guides this work

Activities

Internship plan:

The internship, including both the integrated and intensive phases, must include experiences under each of the five areas of administrative competency delineated above. In constructing the internship plan, students confer with their field supervisor about planning a set of activities that will benefit the school and give the intern the kinds of administrative experiences they need to enhance their administrative skill and confidence.

I. Internship Overview

- A. A brief description of your internship site, including the history and context
- B. The general focus of the internship for that semester
- C. The intern's learning goals and objectives

II. Specific administrative activities in which the intern will be involved for the semester.

Under each set of activities the plan should include:

- i. A time line for completing activities and fulfilling goals and objectives,
- ii. The specific evidence or "deliverables" that will document your accomplishments

A. Planning and Assessment

Students plan, execute and evaluate a **school improvement project** that enhances aspects of the instructional program, school operations or working conditions for school staff. The project should provide the opportunity of carrying a school improvement initiative from conceptualization to implementation and evaluation. The project should include experience in needs assessment, data collection and analysis. It may also include experience in budgeting, facilities scheduling, and staffing.

Sample Activities: Development and implementation of a program of induction and support for new teachers in the school, implementation of a peer observation program, planning and implementing a summer school, after school or remediation program.

Integrated: Action Research Project (EPPL 501)

B. Instructional Leadership

Curriculum design and implementation

Integrated: Analyze VA Standards of Learning (EPPL 534)

Integrated: Analyze a Teacher-made Test (EPPL 535)

Supervision and evaluation

Integrated: Teacher Observation (EPPL 536)

Integrated: Clinical Supervision Cycle (EPPL 536)

Sample Activities: Mentoring a novice or struggling teacher, assisting with the implementation of walk-throughs, implementing a peer observation program

Professional development

Sample Activities: Planning and implementing a professional development program, workshop, or menu of activities

Instructional Technology

Sample Activities: Planning and implementing a professional development program on the use of Blackboard, online grade books, or other programs

C. Organizational Management

School safety

Sample Activities: Review and refine school crisis management plan

Student discipline

Sample Activities: Alignment of school or district discipline policy with state policy

Administrative Technology Use

Integrated: Technology Project (EPPL 550)

Sample Activities: Assisting with the master schedule

Assessment of guidance and counseling services

Managing various time and task demands

Integrated: Interview a principal about his or her work challenges and satisfactions (EPPL 550)

Integrated: Shadowing a principal for a day (EPPL 550)

Managing human, fiscal and facility resources

Integrated: Budget Simulation (EPPL 550)

Integrated: Facilities Audit (EPPL 550)

D. Communication and Community Relations

Community relations

Integrated: Visit a local school board meeting (EPPL 642)

Integrated: Review the PR strategy of an educational entity (EPPL 642)

Sample Activities: Visit a social service, private, or community organizations that partner with the school or meet with FAPT team.

Reflect on experiences with diversity

Integrated or intensive: Conduct a “Culturally Competent School Self-Assessment” of your school or internship site (EPPL 642)

E. Professionalism

Reflection on your role and responsibilities as an administrator, as well as ethical dilemmas you may face.

Pursue and log experiences that foster your own professional development and growth

Sample Activities: Attend a district level meeting of principals, attend a state or national conference of school leaders

Write a thorough analysis of your internship site, including elements of the structural, human resources, political, and symbolic/cultural frames (Bolman & Deal, 1997). Suggest a change or improvement process based on your diagnosis. A set of guiding questions is included in the Internship Handbook Appendices. If the internship covers more than one site across two semesters, students may choose just one site for analysis. Suggested length: 25 pages.

Log:

Students must maintain a detailed log of these administrative internship activities. The log includes the date, number of hours, location, a brief description of the nature of the activity, and the area of administrative competency. The coding gives the intern and supervisors a sense of the breadth and depth of your internship experiences and is helpful in planning future internship activities. **Students must log a minimum of 360 internship hours**, generally over two consecutive semesters. Up to 120 hours can be logged as part of the integrated internship, documenting field-based experiences of coursework at William and Mary or other leadership roles occupied. Integrated internship hours must be verified by a professor or administrator.

Reflection:

Students **maintain a reflective journal** that captures the nature of daily activities as well as their thoughts on the impact of observed leadership styles and skills (problem-solving, decision-making, communication, conflict management, etc.) on teaching, learning, and community-building within this educational setting. The journal may also provide a safe place where students

can speculate on alternative approaches they might have employed. Students are required to make entries at least twice a weekly, and email these to the university supervisor each weekend.

The reflective journal becomes the basis for a more public **Reflective Essay** about what was learned during the internship experience, due at the end of each internship semester. The Reflective Essay addresses the value of the internship experience as well as the personal and professional growth that have resulted. In the second or final semester of the internship, the intern writes a longer essay that becomes the preface for the preparation portfolio. In this essay interns introduce themselves and summarize the major insights about school leadership and about themselves as a leader gained during the leadership preparation program at William and Mary. In addition, they assess how their academic coursework reflected and prepared them for the internship and ultimately for the practice of school leadership; describes their personal and professional growth as a result of the course of study at William and Mary, including the internship experience; discusses the impact of their academic preparation and internship experience on their professional development planning and career decision-making; directs the reader to the portfolio artifacts that they think best demonstrate their strengths as a school leader; and gives their suggestions for future students, interns, and new administrators based on their experience.

Support from the University Supervisor:

Response to weekly journals, general availability by phone or email.

Coaching Calls: Students are encouraged to schedule three half hour coaching call sessions throughout the semester. Students are invited to submit a coaching call preparation form in advance to add focus and productivity to the call.

Site visit: The site visit offers the university supervisor a chance to meet with the intern and the field supervisor to review progress, to engage in problem solving around any difficulties and to talk informally about the internship experience.

Three **leadership seminars** offered throughout the semester

Portfolio:

In the final semester of internship, students complete their **Leadership Preparation Portfolio**. The portfolio includes reflections on administrative experiences and evidence of knowledge development and activities in each of the areas of administrative competency, as outlined by the Virginia Uniform Performance Standards. To complete the portfolio, the interns will:

- Update their resumes to highlight their experiences as a leader.
- Create an index (a sample is provided on the BlackBoard site).
- Add captions on colored paper to provide a brief explanation of each artifact and to separate artifacts within the same section.
- Include their portfolio preface (reflective essay).
- Update their professional bibliography.

Optional:

- Revise their educational platform to convey any changes they may have made in their thinking and values about education, schools, and teaching and learning since coming to

William and Mary. The leadership platform is an evolutionary document, based upon what they have gleaned from readings, people, and experiences during their professional journey.

- Update their professional development plan.
- Add documentation of leadership activities carried out during the internship.

At the conclusion of the final semester of internship, students arrange to meet with the university supervisor to present their portfolio.

Evaluation:

Evaluation is Pass or Fail based on the successful completion of course requirements within timelines and acceptable standards of quality, and satisfactory evaluation by the field and university supervisors.

Student Response (from Internship Critiques)

This internship experience was invaluable for me. As a beginning administrator, there is little doubt that the internship, the support of the college, and the coaching from the university supervisor made the difference in this first year being a solid learning experience rather than an isolated, bumpy year of debasement and cooptation! (A.C.2001)

My internship has allowed me to have an authentic experience in administration, I have been able to apply many of the theories that I have learned in class and see them at work. Administration is no longer a vague topic but one that I have been able to investigate and fully understand on my own through observation, study, and practice. (Y.D. 2002)

The variety of internship activities in which I have been involved have given me experience in the broad scope of responsibilities required to be a principal. I have had a well-rounded exposure to all aspects of the job. I now have a broader view of the total school curriculum and organizational structure. I have had the opportunity to observe and compare different leadership styles within the organization. I have been included in a variety of administrative planning sessions at the top level. I have gained insight and perspective of the larger organizational focus. (P. D. 2001)

I have learned many things from my internship, not the least of which is, that it is extremely important to remain flexible. Change is the only constant and often has a ripple effect in organizations. I have also learned that advance preparation and organization is absolutely essential for a successful school program. ...The role of the administrator as instructional leader, as defined in the ISLLC standards, is very apparent. Teachers need to know and feel that the administrator is knowledgeable and involved in instructional issues. Teachers need to feel that we are all in this together. Time management issues have also become clearer in importance to me. (R.G. 2001)

Perhaps the greatest insight I would share with other interns or new administrators is to involve as many stakeholders as possible and involve them early in the planning process. This provides opportunity for many minds and many points of view to work toward a common goal. As a result, there is greater ownership of the program, greater collaboration, building of trust between subgroups, and a better end results. In addition, the manner in which the administrators deal with conflict within organizational is critical. When administrators deal with conflict by ignoring it, animosity breeds between members of the organization. (H. J. 2002)

In reflecting upon the value of the internship, I would have to say that experience has been a good teacher because of the solid foundation of theory and practice from which I am able to draw to make meaning from the experience itself. My experience has been enriched because I brought to it the knowledge base from which to see and interpret the events that occurred with the setting. Without that insight, the experience would not have extended my skills and knowledge base as significantly. The coursework strongly supported my preparedness for this experience and has been invaluable in giving greater meaning to the opportunities I have been so fortunate to have. (L.T. 2001)