Dear Principal:

_________________________ will be taking the FAU Principal-Internship Course this Summer 2010 semester. In addition to attending seminars where the student will discuss their experiences and case studies, s/he is required to do a 100+ hours of “hands-on” administrative duties, normally assigned to assistant principals. We expect that interns will engage in tasks and dialogue with their mentors that will give them initial exposure to the Early Career Key Indicators listed in the Florida Principal Standards (see subsequent pages). Mentors will be asked to evaluate their interns based on these standards.

This letter is to request and demonstrate approval for our graduate student to do the 100 “hands-on” hours at your school. Your approval indicates that you will facilitate that these course requirements be met:

1. You (or an assistant principal you assign) will take on the role of supervisor/mentor who will (a) provide the student with opportunities to perform AP-like tasks from the 10 Florida Principal Leadership Standards (either of your choice or using the recommended tasks listed); (b) provide the student with regular constructive feedback on her/his performances and plan future tasks based on this feedback; and (c) participate in e-mail communications with the FAU professor of record when needed.
2. The student’s hourly log of “hands-on” activities will be verified. The summative and formative logs for this course can be found at http://www.leadership.fau.edu/principal_internship.htm. The mentor will simply sign off on each task’s completion and make additional written comments if appropriate.
3. A short assessment survey of the student’s overall performance will be completed at the end of the course by the mentor.

It is recommended that mentors meet with their interns on a weekly or bi-weekly basis to discuss and comment on the tasks that have been performed as well as assign and preview the tasks that are next to be done. The “signing off” on the intern’s log can take place at that time. It should be noted that none of the Principal-Internship tasks relieves the student from fulfilling obligations of the School District’s employment contract. **If you agree, please complete the blanks on the lower portion of this letter with your intern. Your intern will provide you with a copy of this document.**

I agree that the above named FAU student can do her/his internship at my school. I have read this letter of agreement and will fulfill the above responsibilities. I have assigned: __________________________ to be the student’s supervisor/mentor.

(Name of Principal or Assigned Internship Mentor)

________________________ (Signature of Principal)          _________________ (Signature of Mentor)          __________________________ (Mentor’s e-mail)

________________________ (Signature of Intern)          __________________________ (Date Signed)
FLORIDA PRINCIPAL LEADERSHIP STANDARDS
Sample Key Indicators at the Early Career Principal Level
Sample Internship Tasks for Each Standard

1. VISION

High performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

<table>
<thead>
<tr>
<th>INDICATORS:</th>
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</thead>
<tbody>
<tr>
<td>• Describes how to develop and implement a shared vision and strategic plan for the school</td>
</tr>
<tr>
<td>• Works with staff, students and families to achieve the school’s vision</td>
</tr>
<tr>
<td>• Describes how instructional objectives, curricular goals and the shared vision relate to each other</td>
</tr>
<tr>
<td>• Allows time for the achievement of goals</td>
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<tr>
<td>• Identifies needs that will be targeted in the shared vision and strategic plan</td>
</tr>
<tr>
<td>• Communicates the school’s vision, mission and priorities to the community</td>
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<tr>
<td>• Understands the basic concepts of the change process</td>
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<tr>
<td>• Is aware that external influences have impact upon the school</td>
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<tr>
<td>• Establishes plans to accomplish goals</td>
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<tr>
<td>• Relates the vision, mission, and goals to students</td>
</tr>
<tr>
<td>• Understands the effect of having a community of learners working together</td>
</tr>
<tr>
<td>• Articulates and reinforces the vision in written and spoken communications</td>
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</tbody>
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<table>
<thead>
<tr>
<th>TASKS:</th>
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<tbody>
<tr>
<td>• Visit another school site and bring back innovative ideas</td>
</tr>
<tr>
<td>• Take part in the development of the vision/strategic planning for the school.</td>
</tr>
<tr>
<td>• Make a presentation to the staff concerning the vision and/or strategic plan of the school.</td>
</tr>
<tr>
<td>• Create a calendar with specific evaluation dates for the implementation of the school’s strategic plan.</td>
</tr>
<tr>
<td>• Run an environmental scan to discern possible impact the community and the environment could have upon the school and create a report for possible action.</td>
</tr>
<tr>
<td>• Create a written piece for use as a flyer and/or on the website to further enhance the promotion of the school’s vision within the school and out for the general community.</td>
</tr>
</tbody>
</table>
### 2. INSTRUCTIONAL LEADERSHIP

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills

#### INDICATORS:
- Sets annual learning gains, school improvement goals and other targets for instructional improvement
- Uses data as a component of planning for instructional improvement
- Includes provisions in the instructional program for students with special needs
- Engages staff in ongoing study of current best practices
- Reads research, applied theory, and informed practice related to the curriculum
- Works to create high expectations and standards among the staff, teachers, and community members
- Relates content and instruction to the achievement of established standards by students
- Provides instructional leadership
- Is aware of research on instructional effectiveness and will use it as needed
- Demonstrates knowledge of student performance evaluation
- Has identified skills necessary for the planning and implementation of improvements of student learning
- Assesses the curriculum needs in a particular setting
- Works to relate state standards, the needs of the students, the community and the school’s goals
- Understands the effect that a positive school culture has on student learning
- Recognizes differences in the staff’s desire and willingness to focus energy on achieving educational excellence
- Identifies teaching and learning needs among the staff and teachers
- Communicates the instructional program to the community, the staff, and district personnel
- Models professionalism, collaboration and continuous learning
- Understands and recognizes the benefits for students in:
  - balanced reading instruction
  - curriculum integration
  - active teaching and learning strategies
  - standards-based instructional programs
  - the use of technology for instructional purposes
  - aligning classroom assessments to standards

#### TASKS:
- Help create and/or reviews School Improvement Plan (SIP) with specific goals for instructional improvement
- Create an analysis of school-wide FCAT data to plan for instructional improvement
- Disaggregate FCAT data and present the results to school improvement committee
- Design and/or facilitate a workshop/professional development activity for teachers with special needs and/or inclusion students.
- Research and distribute best practice information to the teaching staff.
- Review a subject or level specific curriculum to discover if it meets the established school, district, state, and federal standards and create plan for further improvement and/or compliance.
- Conduct an instructional leadership in-service.
- Conduct a faculty survey to determine professional growth needs.
- Chair a specific school action learning committee with a specific product to presented.
- Research, design, and submit a plan for reading improvement.
- Design and implement a cross-curricular project involving three or more subject areas and/or grade levels.
- Review and edit school report card format and content to align assessment to adopted standards.
### 3. MANAGING THE LEARNING ENVIRONMENT

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment

**INDICATORS:**
- Administers policies that provide a safe school environment
- Plans for the accomplishment of strategic goals
- Manages the daily operations of the school
- Is aware of the various fiscal and non fiscal resources for the school including business and community resources
- Manages the school to promote and encourage student learning
- Uses financial resources and capital goods and services to support school priorities
- Uses an efficient budget planning process
- Uses school resources to achieve curricular and instructional goals
- Understands techniques and organization useful in leading and managing a complex and diverse organization
- Plans and schedules one’s own and others’ work so that priorities and goals can be met
- Conforms to legal and ethical standards in the management of the learning environment

**TASKS:**
- Work in the disciplinarian’s office for an extended period of time; learn codes and computer data bases.
- Volunteer to administer the school’s in-school, after-school, or Saturday detention.
- Walk a purchase order through the system from beginning to end.
- Modify an item in the school’s operating budget.
- Using the most inclusive democratic method, budget an item for the next year’s school year.
- Monitor spending by the day, week, and month.
- Monitor the cash flow and make recommendations if needed.
- Close out a school or activity account.
- Open a school or activity account.
- Conduct a building inspection and report concerning whether everything up-to-date/code.
- Meet with custodians and complete requests for repairs
- Review safety procedures with faculty: Fire Drills, Lock-downs, etc.
- Coordinate a safety audit with the local fire and/or police departments.
- Plan and coordinate an emergency evacuation based on different scenarios.
- Enter student and course data into a software program
- Design an individually modified schedule for a new student
- Register and orient a new student and the student’s family

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
4. COMMUNITY AND STAKEHOLDER PARTNERSHIPS

High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

INDICATORS:
- Understands how student and family conditions affect learning
- Identifies opinion leaders in the community and their relationships to the school
- Communicates the school’s vision, mission and priorities to the community
- Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
- Uses shared leadership and decision-making model in the operation of the school
- Identifies resources of families, business, and community members that could support the school
- Understands the benefits of having and using a variety of partnerships, coalitions, and networks
- Is establishing relationships within and external to the school
- Actively engages the community to promote student and school success
- Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
- Provides opportunities to involve family and community in a broad range of school activities

TASKS:
- Create and implement a parent survey for input on school-wide concerns.
- Engage in a school fund drive soliciting from community members for contributors to a specific school project.
- Plan and implement a school beautification and/or image promotion project.
- Chair a committee charged with making a decision on a local school policy and/or procedure.
- Write a grant proposal.
- Meet with and engage in a dialogue with external agencies that are also involved in reaching the school’s student population in order to communicate and coordinate efforts (e.g., department of health, department of social services, family planning).
- Create a community campaign to address a social issue that students and community can be involved in (e.g., recycling drive, litter clean-up campaign, after-school tutoring club).

5. DECISION MAKING STRATEGIES

High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

INDICATORS:
- Establishes goals and targets
- Is developing a set of problem solving techniques and decision making skills
- Understands that events and problems can have a variety of explanations
- Explains and defends decisions made
- Uses data to inform decisions
- Uses others to assist in the accomplishment of organization goals
- Supports student learning when making curricular and instructional decisions
- Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
- Conforms to appropriate legal standards
- Makes decisions in a timely fashion using the best available information
- Provides opportunities to involve family and community in a broad range of school activities

TASKS:
The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
6. DIVERSITY

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community

INDICATORS:
- Has skills necessary for interactive and interpersonal situations
- Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
- Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
- Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
- Provides opportunities to involve school community in a broad range of school activities
- Interacts effectively with diverse individuals and groups
- Conforms to legal and ethical standards related to diversity
- Is perceptive and tactful in dealing with diverse populations
- Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
- Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- Has a plan for the hiring and retention of a diverse staff
- Has a plan to develop ways to improve relations with various cultural, ethnic, racial, and special interest groups

TASKS:
- Create a report assessing the need for diversity among the current staff within the school.
- Create and implement a plan for promoting the recruitment and retention of a more diverse staff.
- Create and implement a community “out reach” program to inform the school community concerning goals and important issues facing them concerning their students’ education.
- Disaggregate school data concerning the current ethnic make-up of the student population and make recommendations for any needed professional development to sensitize teachers to the population that they are dealing with.
- Disaggregate school data concerning the current socio-economic status of the school population and implement an appropriate professional development program to sensitize teachers to their students needs (e.g., Ruby Payne’s “A Framework for Understanding Poverty,” Gorski’s Multicultural Pavilion, et al.)
- Conduct a family needs assessment survey to determine the kinds of language spoken at home and determine the need, if any, for language translation and improved school communications.
- Plan and conduct an event that strengthens multicultural awareness within the school.
- Meet with a special interest groups within the school to determine if there are any possible program modifications that need to be addressed.
- In conjunction with the Guidance Office, conduct an internal audit of multicultural programs and counseling available, and create a plan for recommended implementation if there are deficits detected.
7. TECHNOLOGY
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**INDICATORS:**
- Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
- Communicates and gets feedback on a plan for technology integration for the school community
- Works with tech-savvy staff to plan for increased technology usage
- Models the use of technology as a tool in support of both educational and community activities
- Develops an effective teacher professional development plan to increase technology usage
- Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
- Within the available resources, increases access to educational technologies for the school
- Has a plan for the provision of support to increase the use of technology already in the school/classrooms
- Uses technology to support the educational efforts of staff and teachers

**TASKS:**
- Review and edit school’s strategic plan for the use of technology, making recommendations for implementation if needed.
- Participate in the school’s technology committee.
- Create or enter data into a spreadsheet format for use with reports.
- Provide colleagues with results of an ERIC or Internet search concerning areas of school improvement.
- Learn District or School databases.

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.

8. LEARNING, ACCOUNTABILITY, AND ASSESSMENT
High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

**INDICATORS:**
- Uses data to assess and monitor school improvement
- Uses multiple sources of data to inform decisions and improvement processes
- Monitors and assesses student progress
- Monitors and assesses the progress of activities
- Demonstrates an understanding of the methods and principles of program evaluation
- Develops and demonstrates skills in evaluating instructional strategies and materials
- Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
- Works with staff to identify strategies for improving student achievement appropriate to the school population

**TASKS:**
The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.
### 9. HUMAN RESOURCE DEVELOPMENT

**High Performing Leaders** recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

**INDICATORS:**
- Uses multiple data sources as they work with teachers to plan for individual professional development
- Utilizes a variety of supervisory skills to use to improve teaching and learning
- Understands adult learning strategies useful for assisting staff in professional development
- Demonstrates an understanding of the methods and principles of personnel evaluation
- Operates within the provisions of each contract as well as established enforcement and grievance procedures
- Sets high expectations and standards for the performance of all teachers and staff
- Empowers others to achieve personal, professional and organizational goals
- Connects professional growth plans and professional development to individual teacher and school learning goals
- Understands the processes necessary for use in the hiring and retention of high quality teachers
- Sets expectations that will ensure that all students are engaged in active learning
- Provides opportunities for teachers to think, plan, and work together
- Pursues improvement of his/her own professional development

**TASKS:**
- Shadow the mentor as s/he conducts a teacher classroom visitation.
- Participate in the interview process of a prospective teacher.
- Chair a department, grade level, or ad hoc school committee.
- Develop a professional development program for this internship jointly with your mentor.

Some indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.

### 10. ETHICAL LEADERSHIP

**High Performing Leaders** act with integrity, fairness, and honesty in an ethical manner

**INDICATORS:**
- Manifests a professional code of ethics and values
- Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
- Creates, models and implements a set of values for the school
- Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
- Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
- Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Demonstrates ability to make decisions within an ethical context

**TASKS:**
The indicators in this standard are all developed through activities listed under other standards. Please refer to the other performed activities to look for a demonstration of these indicators.