

Date:

From: Division of Educational Administration, School of Education

To: Administrative Interns

Subject: Preparation of Administrative Internship Portfolio

Each student engaged in an administrative internship is expected to develop a portfolio documenting the experience. This portfolio will be the focus of a presentation that you make to a panel of practitioners and a professor at the conclusion of your experience. Within the portfolio, the following elements should be included:

- An introduction to the experience and site
- A reflective journal
- A matrix of internship activities and the leadership competencies
- A detailed description of each of the internship activities including a reflection and appropriate supporting artifacts

The portfolio should be presented in a three-ring binder with tabs separating the sections. Copies should be prepared for each of the panel members.

A partial sample portfolio is included with this memo for your use. Your portfolio should be constructed in a similar manner.

If you have any questions regarding registration and placement for your internship, expectations for your internship, or the preparation of a portfolio, please contact your advisor or the EDAD Division office right away.

EVENTS ASSOCIATED WITH THE ADMINISTRATIVE INTERNSHIP

1. Student requests and receives an internship packet of information from the EDAD office.
 - Student completes internship application
 - Student registers for three semester hours of credit
 - Student receives portfolio requirements and sample document
2. Student is assigned to a faculty member for internship supervision.
 - Normally, this would be by the student's advisor
 - The Division may group interns for visitation purposes
3. University faculty member contacts the intern to arrange for a conference between the intern, the site supervisor, and the USD supervisor.
 - Most visitations will be on-site or over interactive television
 - Distant internship visitations may be by telephone, e-mail, or Internet Chat
 - The visit will address the basic requirements for internship experiences at USD, the development of a portfolio, and the portfolio review session
4. The faculty will arrange for internship portfolio review panel presentations to be held at locations around the state.
5. EDAD faculty members will be assigned to coordinate specific portfolio review presentations. Each faculty member will be assigned a specific site.
 - Each panel will consist of two practicing school administrators and one USD faculty member
 - The faculty member will be responsible for orienting the practitioner panel members
 - The faculty member will arrange a site and schedule for the reviews
6. The portfolios will be presented to the panel by the intern.
 - Each presentation will be scheduled for 45 minutes, 15 minutes will be allowed for additional panel questions, and 15 minutes for panel discussion on feedback to be provided to the intern: The total review time will be 90 minutes. This process will be much like a doctoral dissertation defense.
 - A portfolio analysis will be provided to the intern on a common form used for all reviews. The analysis will address strengths of the internship as well as suggestions for future professional development.
7. Letters of appreciation will be issued to the practitioner panel members.

This is a sample partial portfolio

ADMINISTRATIVE INTERNSHIP PORTFOLIO

August 2004-May 2005

Fred Levendowski

Prepared in Partial Fulfillment of the Administrative Endorsement Program
Division of Educational Administration
University of South Dakota

**ADMINISTRATIVE PORTFOLIO
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INTRODUCTION

This internship is part of my preparation program in the elementary school principalship. The internship is my attempt to put into practice the theory from my course work, an opportunity to actually be involved in school-wide decision making and planning. I have been a classroom teacher for five years and have been engaged in graduate work leading toward my Master of Arts degree in educational administration for the past 18 months. The principalship has seemed to me as the next step in developing my career as an educator. While I have very much enjoyed my experiences as a classroom teacher, I am anxious to work with other adults and the community in the task of developing the most effective programming for young people.

My internship has taken place at Holgarth Elementary School in Holgarth City, South Dakota. Holgarth is a city of approximately 2500, and Holgarth Elementary School has an enrollment of 735 students in grades K-6, plus a pre-school of 27 students. Nearly each grade has four sections of students, and the average class size is 26. There are 30 classroom teachers; 3 special education teachers; an art teacher; a music teacher; a physical education teacher; 2 Title I teachers, a speech therapist, and a counselor on staff. Specialists in band, orchestra, and gifted education are shared with other schools. In addition, there are 8 non-certified teacher aides, 2 clerical staff, and 2 custodians. Among the student body, there are 87 students on Individual Education Plans, 10 in English as a Second Language program, and 58 students identified as gifted and talented. There are both a principal and an assistant principal assigned to the building.

I am presently assigned as a fifth grade teacher at Holgarth. My internship experience began in August, during the week before the staff was expected to report for duty. During this time, I was involved in registering students, distributing supplies, and developing schedules. During the school year, I averaged about three hours per week in administrative activities associated with my internship. I also spent one day shadowing the middle school principal. In addition, I served as acting assistant principal during a total of four days during the school year while either the principal or assistant principal was away from the school. Finally, I spent two days after the school year working on activities associated with closing the school year. My total hourly commitment to the internship was 190 hours, and a detailed description of the activities and my reflections

of the work are found in the Reflective Journal and in the Activities sections of this portfolio.

I am very appreciative to Dr. Frank Lorenzo, principal at Holgarth Elementary School, and Ms. Lucinda Gomez, assistant principal, for the opportunity to have worked with them on this internship. It has been my pleasure to have been associated with them; I have learned a great deal during this experience.

REFLECTIVE JOURNAL

August 14, 2000 (Monday)

This morning I began my internship at Holgarth Elementary School. My first task of the day was to register new students for the coming school year. There were 10 families that came in during the day. In addition, Dr. Lorenzo asked me to think about the special teachers schedule. During times where there were no families coming into the school, I moved books and other instructional materials to the various rooms. The principals took me with them at mid-morning for coffee with the other district principals.

Reflection: I can see how anxious the new families are with the movement into a new school. Children were nervous about the coming experience. I think that we have to be very personal in our approach to new families so that they feel as comfortable as possible in starting at a new school.

Total Time: **8 hours**

August 15, 2000 (Tuesday)

I worked with Dr. Lorenzo and Ms. Gomez on the schedule for art, music, and physical education. We tried to arrange these specialized classes so that teachers who wish to work as a grade level team have common planning, and so that all teachers have their specialized classes spread out evenly during the week. After finishing the first draft of this schedule, we began arranging a recess and lunch schedule.

Reflection: Teachers are very touchy about the way their specialized classes are spread throughout the day and week. The balance between meeting all the conflicting needs of teachers and maintaining continuity with the instructional program is more difficult than I imagined. I wonder if it would be possible to get these schedules developed in the Spring before the close of the school year. It seems to me as though it would be smoother if the teachers had an opportunity to see the complexities of the schedule and to offer their contribution. Perhaps there would be fewer complaints if this took place.

Total Time: **8 hours**

August 16, 2000 (Wednesday)

Most of today was spent in matching the invoices of instructional materials with purchase orders. This process is necessary so that the principal can certify to the business office that the materials have been received and the account can be paid. Once the materials were checked off, they were then moved to a distribution point so that they could be put in classrooms, storerooms, or offices. I actually moved all these materials to the various locations.

Reflection: I did not realize the heavy “warehouse” type of work that was required in this job. I used a hand truck, but the work was still heavy. I went home exhausted from all this really physical work. Holgarth has two floors, and I never thought too much about the lack of an elevator. My back was killing me at the end of the day. I wonder if the district might consider hiring a couple of college students during this time of moving materials. I would much rather direct strong young people on where to put the materials than to actually by the mule and carry them all myself. I guess I am feeling my age. I wonder if I could do this type of moving of materials if I were 60 years old.

Total Time: **8 hours**

August 17, 2000 (Thursday)

The problem of not having an elevator became critical today. We received a new 5th grade student in a wheelchair, and all the 5th grade classrooms are on the second floor. Dr. Lorenzo teamed me up with the custodians, and we had to move an entire classroom from the second to the first floor. Luckily, both classroom that we moved are scheduled for new teachers and there was no need to try to smooth feelings about who gets moved and who doesn't. The buildings and grounds department arrived today to paint lines on the playground, and I was assigned the task of communicating the plans to the workers and overseeing the task. In the evening, the district and building administrators gathered for a dinner and retreat with the superintendent. Part of the evening was social, and part was a frank presentation of expectations for performance this year.

Reflection: I think that we should anticipate the enrollment of students with mobility problems and ensure that there is at least one classroom for each grade on the ground floor. This last minute moving had the potential to get the year off to a negative start with teachers being suddenly reassigned. I want to bring this up to the principals when we have an opportunity to reflect upon the start of the year. The evening with the superintendent was an “eye-opener” for me. I really felt as though I were on the team during this evening, and I enjoyed the feeling. It seems to me as though discussion of this sort, with a clear message about the role of leadership in the district, is a great way to build a sense of collegiality among the administrators.

Total Time: **10 hours**

August 18, 2000 (Friday)

I spent much of the day making sure that the building is ready for teachers on Monday. All the materials are placed in the rooms, the names of all teachers are on the doors, class lists are prepared, schedules are ready for distribution, and the treats for the morning are all arranged. I also prepared a schedule for the open house next week. Finally, I drafted a letter to all parents for Dr. Lorenzo that will go home with children on the first day of school. The principals gathered for a final coffee in the afternoon.

Reflection: Most teachers are unaware of the careful preparation that takes place in getting the school ready for the first day. I think that all of this effort pays off in reduced stress for the teachers and children on the first days, and doing all these things in advance should free the principals for more interpersonal work on those critical first days.

Total Time: **8 hours**

September 8, 2000 (Friday)

Each Friday afternoon, the principals meet at the end of the day to assess the events of the past week and look ahead at major issues anticipated for the coming week. This meeting takes about an hour, and I have been invited to take part in these meetings over this school year.

Reflection: This is a great way to reflect upon events just concluded and a proactive look at up-coming events. I think that it is a superb way to bring some analysis into the flow of events. It makes me feel like a real "insider" to take part in this discussion.

Total Time: **1 hour**

September 12, 2000 (Tuesday)

Dr. Lorenzo has asked that I develop a web site for Holgarth with information that parents would find useful. He has asked that the web site be operational by Christmas vacation. I am going to spend time at home researching web sites maintained by schools across the nation so that I might build upon the best of practice. I think that I will need to assemble a group of parents to discuss the kinds of information they would find most useful on a web site.

Reflection: I am glad that I attended the TTL Academy last summer and learned how to develop a web site. I think that this technology offers great potential for enhanced communication between home and school. Setting the web site up is certainly something that an intern can accomplish. I wonder, though, how such a site can be maintained over time. Perhaps there will have to be an extra assignment pay schedule developed to compensate for this work.

Total Time: **On-going, to be calculated at the end of the project.**

September 15, 2000 (Friday)

This was the regular Friday afternoon review and planning meeting with the principals.

Total Time: **1 hour**

September 22, 2000 (Friday)

The regular Friday afternoon review and planning meeting with the principals.

Total Time: **1 hour**

September 28, 2000 (Thursday)

Dr. Lorenzo is at a reading conference in Chicago today and tomorrow, and I was asked to work with Ms. Gomez as an acting assistant principal today. We have school photographs today, and the complexity of moving all the classes into the lunchroom for

photos was too much for Ms. Gomez to do along with all the other administrative tasks. So, I spend nearly all day arranging for classes to come for their photos with a minimum of disruption to instruction. I also supervised the lunchroom during our three shifts.

Reflection: Some of this work is pretty low level: moving groups, keeping order, ensuring routine. Still, if this doesn't come off smoothly, our instructional program suffers. This is also a good time to mingle with all kids and be seen. I guess that photo day is one of the events of the school year, and I was given the opportunity to play a major role in bringing it off.

Total Time: **9 hours**

September 29, 2000 (Friday)

The normal Friday meeting with the principals. On this occasion, Ms. Gomez and I did the review and planning.

Reflection: I think that a good assistant principal has to be ready to assume any task at the school. Those principals who give only limited tasks to the assistant principal instead of working on a partnership relationship are neglecting their responsibility of leadership training.

Total Time: **1 hour**

The above is a sample of how a reflective journal should appear. A chronological flow of events is best. Each entry should include the event, your reflection, and the time allotted for the day. The journal should continue during the entire course of the internship. The reflective journal will be an important part of the portfolio.

ACTIVITY 1: EVALUATION OF STAFF

Description

In order to prepare myself for the evaluation process, I met with the assistant superintendent for human resources for the district to review the evaluation policy and documents used in the Holgarth School District for both certified and non-certified staff. In addition, I met with the president of the Holgarth Education Association (HEA) to further understand the perspective of the teachers toward evaluation. Through this process, I developed a thorough understanding of the policies, the forms used, and the procedures for evaluation.

Dr. Lorenzo provided me the opportunity to do a formal evaluation using the district-approved forms on two student teachers: a kindergarten teacher and a fourth grade teacher. I conducted both evaluations in a modification of the clinical supervision model that was presented at USD. In both cases, I had a pre-conference in which I asked for some specific area of need to be identified.

The kindergarten teacher wanted me to examine the level of engagement of all students in centers that had been set up around the room. We agreed upon a data collection process, and I conducted the classroom visitation in accordance with this request. After gathering the data, I had a post-observation with the teacher, and we looked for conclusions that might be drawn related to the lesson observed. Following the post-observation conference, I wrote up the evaluation in the format expected by the district.

The fourth grade student teacher did not have any specific need that he wanted addressed; and during the pre-conference, I simply reviewed the lesson plan that had been developed. During this observation, I used a time-line to capture the events of the lesson. In the post-observation conference, we examined the objectives that the teacher had for the lesson and the data collected. In this discussion, we focused upon the degree to which stated objectives had been reached. I wrote up my analysis of the lesson on the district forms and had a final short conference with the teacher.

One of the custodians agreed to have me conduct a simulated evaluation of his work. The district has a standard format for non-certified evaluations, and I used that format. First, the custodian did a self-evaluation of his work. I discussed perceptions of the work of the custodian with teachers and the principals and filled out the district evaluation form (the same form as used by the custodian). I then met with the custodian and compared the ratings he had given himself with those that I developed. In most cases, our evaluations were the same. In three areas, he rated himself lower than I did, and in one he rated himself higher. There were no areas of dissatisfaction on either evaluation form. We discussed the ratings that each of us wrote and concentrated upon areas of difference.

Dr. Lorenzo reviewed my observations, my analysis, and the recommendations that I made for each of these evaluations. He offered me tips on the process that I might incorporate into future evaluation responsibilities.

Reflection

These evaluations were draining. I had not realized the tension that a person feels when sitting in judgment of another. The evaluation process as used at Holgarth

really does place the administrator in a “quality control” position, and I found this more uncomfortable than I had envisioned. Working with student teachers was relatively easy, I would think, when compared with doing an evaluation on a master teacher. There is a certain amount of anxiety with the need to find something of substance to say after observing a lesson. I think that doing a “developmental evaluation” in which I work with someone in an area of self-described need would be more engaging. I want to feel as though I am making a positive contribution to instructional improvement, and the quality control aspect of the process is not very encouraging in that respect. I wonder what it would be like if I had to place a teacher on a plan of assistance. And, I wonder what it would be like to become a principal at Holgarth and be involved in evaluating teachers who have been my colleagues over the years.

The custodian evaluation made an impact upon me. I know that custodians have the same sensitivity as all of us, and sometimes it seems to me as though these evaluations are more perfunctory in nature. I want to be sure that I approach such evaluations with the same rigor used with the teacher. Above all, I want to ensure that all employees are treated with dignity. There are so many non-certified evaluations, and I would like to have teacher input to the observations that I make. Still, I sense a reluctance among teachers to engage in evaluations, even when it is an aide working in their classrooms. More thought needs to be applied to this process. It’s too bad that we have such a hard time doing staff evaluations, especially since the great majority of them are really affirmation of good work.

Artifacts

Appended, I have included the district policy regarding evaluation, the forms used for various types of evaluation, and the completed evaluation documents that I used for the three evaluations described.

Total Time: **10 hours**