



School of Teacher Education  
&  
Leadership

EDUCATIONAL LEADERSHIP  
PROGRAM

EDEL 690 - Internship  
Field Placement Manual (revised 1/14)

***Educational Leadership***  
***Field Placement Manual***  
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## **EDEL 690 – Internship Overview**

The Radford University Educational Leadership Program believes that the internship experience is an extremely valuable component in the formal training of educational leaders. It is an opportunity for students to engage in leadership work in schools and community agencies alongside experienced mentors. Students are to work with their advisor in determining placements and in establishing placement mentors.

### **Direct Internship Hours:**

The internship experience is a minimum of 360 hours (6 semester hours credit) spread across elementary, middle, high school, central office, and agency work. Students will complete work at each of the five aforementioned levels working with diverse student populations. Students will register for internships in increments of two credit hours with each two credits requiring 120 clock hours of activities.

### **Embedded Internship Hours:**

The internship experience is not limited to the direct internship hours. There are additional hours of embedded activities that supplement university curricula and provide additional opportunities for students to interact with school and district administrators as well as agency personnel in the community. For specific information on these embedded activities and the course associated with each activity, refer to the Internship Embedded Activities Chart (see table of contents for page number).

### **Mentors:**

Mentors are the supervising personnel working with an intern in a field placement. Mentors must be school or division level administrators or supervisory personnel in an agency setting. University staff in the Educational Leadership Program will work directly with students to acquire field placements and field mentors.

Mentors are required to complete evaluations of interns. Mentors are also in communication with RU Educational Leadership staff during the intern's placement to ensure that interns are receiving a rich experience and that the intern is performing duties and activities successfully.

### **Documentation / Record Keeping and additional Internship Requirements:**

#### **Seminar Meetings:**

During each two semester hour segment of internship (120 hours of direct internship hours) the intern will also attend two Saturday seminars or will complete the alternative activities provided. Dates and times of the seminars or activities will be made available to students at the

beginning of each semester in which interns are serving in field placements. During the seminar meetings or in the activities, interns will reflect on and share placement experiences, work with student data, respond to case studies, and work with school improvement models focusing on direct connections between placements and improving student learning.

### **Intern Documentation:**

#### Internship Application:

Once the intern has worked with their University Advisor and/or the Internship instructor on a placement and selection of a mentor, the intern must submit an Internship Application. This provides documentation of the intended placement and intended mentor. Following submission of this form, Educational Leadership staff will contact the placement mentor.

#### Time Log:

Interns are required to keep a time log of field placement activities. The time log should be detailed and specific so that the minimum 120 hours of placement work can be documented and activities can be clearly understood.

#### Reflection Paper and Reports:

Each intern will submit a reflection paper at the end of the intern experience. This paper is an opportunity for the intern to learn through reflection on the overall experience, to consider how internship experiences are directly connected to student learning, and to provide a forum for student feedback on the experience, which helps mentors and Educational Leadership staff to continually improve internship field experiences.

Each intern will also submit four detailed reports via email to the internship instructor during the 120 hour direct internship placement. The reports should provide specific information regarding student / mentor relations and specific information on placement experiences. The reports should be sent to the internship instructor at approximately quarter points across the placement. The reports supplement communications with the mentor and site visits by the instructor.

### **Mentor Documentation:**

***It is the combined responsibility of the intern and mentor to complete and submit the following documentation by the date identified by the University Faculty member near the end of each semester.***

#### Candidate Dispositions Form:

The mentor will complete the Candidate Dispositions Form regarding the intern. This documents the professional characteristics demonstrated by the intern.

Professional Characteristics Form:

The mentor will also complete the Professional Characteristics of Candidates form evaluating the level to which the intern exhibits 12 professional characteristics.

Recommendation Letter:

Each mentor will send a letter to the university supervisor (internship instructor). This letter is the mentor's opportunity to reflect on the overall experience and provide additional feedback on the intern if needed. This provides university staff with feedback to ensure the program is successful in developing future educational leaders.

## Internship Program Course Embedded Activities Table

<b>Course Index Number</b>	<b>Course Title</b>	<b>Total Embedded Hours</b>	<b>Student Activities</b>	<b>Assessments</b>
EDEL 612	Introduction to School Administration	20	Shadow or observe your school leader for at least 4 hours per week for five weeks or for a total of twenty hours. During this twenty hour period the student will identify leadership characteristics displayed.	Develop either a report, presentation, or artifact portfolio to display/report on actions that were observed demonstrating leadership characteristics.
EDEL 614	Supervision and Evaluation of Instruction	20	Working with school administrators, counselors, and other agency personnel, students will examine the direct connection between staff evaluation and improvement in student learning. Students will also conduct instructional walkthroughs and complete a practice instructional observation cycle including an observation and pre and post observation conferences.	Working with school administrators, counselors, and other agency personnel, students will compare and contrast formal evaluation processes from schools focusing on the processes' relationship to improved instruction and student learning, providing a descriptive report. Students will prepare a reflective essay describing learning from the practice activity.
EDUC 615	Principles of Curriculum Development	20		
EDEL 621	Organization and Management of Public Schools	20	Students will conduct interviews with school level and central office level personnel on personnel, finance, and facility issues and will compare/contrast findings with those of other students as well as school division policy and state regulations.	Students will complete reflective essays describing learning that has occurred through the activities.
EDEL 624	Technology for School Administrators	20	Students must inventory their school division for specific technology devices providing specific data and images and must also interview multiple division staff (school level and central office level) with a	Instructors will assess these embedded activities through the reports, seminar discussions, presentations, and or additional methods determined by the instructor.

			focus on technology and student learning.	
EDEL 626	The School and Community Relations	20	Students will work with agency personnel (DARE, Community Counseling Services, Community Health organizations, etc.) and school level administration to assess learning needs of school staff and community members.	Students will develop and present in class a learning activity framework, based on the needs assessment conducted with agency and school personnel, that will incorporate school staff, community members and students.
EDEL 630	Legal and Ethical Dimensions of School Administration	10	Students must meet with outside of school agencies (such as social services, police, community counseling services, etc.) and develop an understanding of the legal connection between their agency services and students in the local school.	Instructors will assess these embedded activities through the assignment of reports, seminar discussions, presentations and or additional methods determined by the instructor.

RADFORD UNIVERSITY  
School of Teacher Education and Leadership  
EDUCATIONAL LEADERSHIP PROGRAM

Application for an Internship

**Part A: INFORMATION ABOUT THE STUDENT**

Student's Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Student Address \_\_\_\_\_

Telephone (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

E-mail: \_\_\_\_\_ Anticipated Date of Program Completion: \_\_\_\_\_

Student's EDEL Program Advisor \_\_\_\_\_

Note to Students: All IP grades must be corrected before you apply for graduation. For any IP grade, you will be charged tuition for one graduate credit hour each semester the IP remains unchanged.

**Part B: INFORMATION ABOUT THIS FIELD PLACEMENT**

Semester of Proposed Internship \_\_\_\_\_

Placement (Circle one): Elementary Middle High Central Office Agency

Name of Administrator who will be your On-Site Supervisor:

(Mr.) (Mrs.) (Ms.) (Dr.) \_\_\_\_\_

Name of his/her school/Agency: \_\_\_\_\_

Address of this school: \_\_\_\_\_

Tel. # for this school / agency: \_\_\_\_\_

**Part C: SIGNATURES**

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

*Note: Students must apply for internships at least four weeks prior to the semester in which they plan to enroll in the internship. A separate form must be completed for each field placement. Students cannot enroll in internship without permission of their advisor. It is the student's responsibility to obtain this form and complete it **before** registration.*

**Part E: REGISTRATION**

Once students have completed this form and obtained their advisor's signature, they should then register for internship by emailing their advisor a request to be registered for a field placement. The email should include the students ID number and the requested number of internship hours.







# Candidate Dispositions Educational Leadership



Candidate: \_\_\_\_\_ Student #: \_\_\_\_\_ Date: \_\_\_\_\_

School or Class: \_\_\_\_\_ Person Completing Form: \_\_\_\_\_

**Dispositions** are the internal forces or tendencies that cause people to act in certain ways under given circumstances. Radford University expects successful professional education candidates to exhibit behaviors that demonstrate dispositions apparent in effective educators. **Dispositions** are the willingness of candidates to engage in positive, professional behaviors that support and advance the education and health and well being of students, and the productive functioning of programs, schools, and agencies. Circle the appropriate rating.

<b>"O"</b>	<b>Observed Behavior</b>	<b>"U"</b>	<b>Unobserved Behavior, Opportunity Provided</b>	<b>"NP"</b>	<b>Unobserved Behavior, Opportunity Not Provided</b>
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The candidate engages in behaviors that demonstrate: (Behaviors listed on following pages.)

- **Willingness to recognize, understand and support human differences.**

O	U	NP
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Behavioral Indicators:

	Demonstrate consideration for diversity of learners and learners’ needs in articulating support for school vision to all stakeholders [ISLLC 1.1, 1.2, 4.2]
	Demonstrates the ability to assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community [ISLLC 2.1]
	Engages staff in research based instructional conversations which involve cultural sensitivities of a diverse community [ISLLC 2.3]
	Demonstrates sensitivity to culture differences, respect for the rights of others, and confidentiality when working directly with all students and parent [ISLLC 5.1]
	Demonstrates sensitivity to human differences, respect for the rights of others, and confidentiality when working directly with staff [ISLLC 5.1]

Comments:

- **Willingness to investigate, examine and apply characteristics of successful professional educators.**

O	U	NP
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Behavioral Indicators:

	Seeks professional growth opportunities to enhance the development of administrative skills and demonstrates commitment to life long learning [ISSLC 2.4]
	Demonstrates the ability to manage time effectively and deploy resources in ways to maximize instructional leadership and student achievement [ISSLC 3.1]
	Demonstrates the ability to organize and manage decision-making processes including delegation of authority to maintain a focus on teaching and learning. [ISSLC 3.1]
	Demonstrates the ability to seek new resources to facilitate learning [ISSLC 3.3]
	Demonstrates willingness to examine and stay current with policy, laws, regulations enacted by local, state and federal authorities that impact schools’ abilities to improve educational and social opportunities. [ISSLC 6.1, 6.3]
	Demonstrates a willingness to support students and staff in public and private arenas to actively support positive school climate [ISSLC 2.1]

Comments:

see other side for additional items

<ul style="list-style-type: none"> <li>• <b>Willingness to collaborate with families and include their role as a major and positive component of teaching and learning.</b></li> </ul> <table border="1" style="margin-top: 10px; width: 100px; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 33px; height: 20px;">O</td> <td style="width: 33px; height: 20px;">U</td> <td style="width: 33px; height: 20px;">NP</td> </tr> </table> <p style="text-align: center; margin-top: 20px;">Behavioral Indicators:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Involves family and other stakeholders in school decision-making processes focusing on instruction and learners diverse needs while demonstrating an understanding that schools are integral to the larger community [ISSLC 4.1, 2.2]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Involves families in the education of their children demonstrating a belief that families have the best interests of their children in mind [ISSLC 4.1]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Involves families, staff, students and community in collaborative efforts to support a vision focusing on learning for all students [ISSLC 1.3, 1.4, 1.5]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Support staff in the development of communications that promote family and community collaboration [ISSLC 4.1]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Demonstrates ability to bring together the resources of family members and the community to positively affect student learning through such applications as work with PTO / A's, Six year planning committees, school improvement teams, and other community service agencies. [ISSLC 4.3]</td> </tr> </table> <p style="margin-top: 10px;">Comments:</p>	O	U	NP		Involves family and other stakeholders in school decision-making processes focusing on instruction and learners diverse needs while demonstrating an understanding that schools are integral to the larger community [ISSLC 4.1, 2.2]		Involves families in the education of their children demonstrating a belief that families have the best interests of their children in mind [ISSLC 4.1]		Involves families, staff, students and community in collaborative efforts to support a vision focusing on learning for all students [ISSLC 1.3, 1.4, 1.5]		Support staff in the development of communications that promote family and community collaboration [ISSLC 4.1]		Demonstrates ability to bring together the resources of family members and the community to positively affect student learning through such applications as work with PTO / A's, Six year planning committees, school improvement teams, and other community service agencies. [ISSLC 4.3]	<ul style="list-style-type: none"> <li>• <b>Willingness to reflect on professional practice.</b></li> </ul> <table border="1" style="margin-top: 10px; width: 100px; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 33px; height: 20px;">O</td> <td style="width: 33px; height: 20px;">U</td> <td style="width: 33px; height: 20px;">NP</td> </tr> </table> <p style="text-align: center; margin-top: 20px;">Behavioral Indicators:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Demonstrates consideration and sensitivity to student diversity when working with others [ISSLC 5.2]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Demonstrates respect for the rights of others, confidentiality, and dignity through honest interactions with others [ISSLC 5.1]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Demonstrates professional reflection when debriefing decision-making processes impacting professional growth with field placement personnel [ISSLC 2.4]</td> </tr> <tr> <td style="width: 50px; height: 100px;"></td> <td style="padding: 5px;">Demonstrates the ability to understand political ramifications of instructional / management decisions [ISSLC 6.1]</td> </tr> </table> <p style="margin-top: 10px;">Comments:</p>	O	U	NP		Demonstrates consideration and sensitivity to student diversity when working with others [ISSLC 5.2]		Demonstrates respect for the rights of others, confidentiality, and dignity through honest interactions with others [ISSLC 5.1]		Demonstrates professional reflection when debriefing decision-making processes impacting professional growth with field placement personnel [ISSLC 2.4]		Demonstrates the ability to understand political ramifications of instructional / management decisions [ISSLC 6.1]
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Candidate Signature: \_\_\_\_\_ Evaluator Signature: \_\_\_\_\_



## Professional Characteristics of Candidates



### Educational Leadership

Candidate's Name: \_\_\_\_\_ RUID #: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Person Completing Form: \_\_\_\_\_

Candidates in professional education preparation programs demonstrate the following characteristics. These characteristics contribute to their success in the program. Please evaluate the above candidate on these characteristics by placing a check in the appropriate column.

	Poor	Marginal, Needs to Improve	Meets Basic Expectations	Above Basic Expectation	Exemplary	Insufficient Information to Evaluate
• Effective oral communication skills						
• Effective written communication skills						
• Articulates clearly						
• Punctual: Attends regularly, on time						
• Demonstrates appropriate grooming and dress						
• Accepts and uses constructive criticism						
• Work indicates effort and care						
• Works well with others						
• Effective leader						
• Supports administrative decisions positively						
• Maintains confidentiality, publicly and privately						
• Demonstrates self-motivation in task						

**Comments:**

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Internship Activities

Below, you will find sample activities for each of the six ISLLC Standards. You are not expected to complete all activities. Neither are you limited to just these activities. These are simply samples of activities. Over the course of your 360 hours, you must demonstrate and document learning within each of the six Standards. Work with your internship mentor, internship instructor, and advisor to plan activities and document those activities

### **ISLLC Standard 1**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Some sample activities for Standard 1:

- Plan and participate in the development/revision of the school mission, vision, or goals with a stakeholder group.
- Develop and conduct a survey of school stakeholders to gather information related to developing a shared vision of learning.
- Plan and participate in the development of a school improvement plan including analysis of data, identification of measureable goals, and development of strategies to achieve goals.
- Plan and participate in the monitoring of implementation of strategies and the evaluation of desired school improvement outcomes.
- Develop and implement a plan to keep all stakeholders informed of the school's progress in meeting goals and achieving its vision.
- Evaluate the alignment of the school's master schedule, budgeting, and personnel/resource allocation with the school's stated vision and goals and make recommendations where necessary.
- Participate in the development, implementation, and/or monitoring of the school division six-year strategic plan.

### **ISLLC Standard 2**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Some sample activities for Standard 2:

- Conduct, analyze, and report the results of a school or school division culture survey administered to staff, students, and parents
- Analyze curriculum documents and instruction in relation to the Standards of Learning to ensure alignment between written, taught and tested curriculum
- Complete instructional walkthroughs, compiling and analyzing data to identify schoolwide trends in instruction
- Complete an instructional observation cycle with a faculty member including a pre-observation conference, an observation, and a post-observation conference
- Develop a plan for collecting and analyzing a variety of data to assess and monitor student progress
- Analyze student formative and summative assessment data with a faculty member, grade level/department, or school to identify student strengths and needs and develop plans for remediation and enrichment
- Develop a professional learning plan at the teacher, grade level/department or school level designed to build the capacity of faculty in order to achieve a school improvement goal related to academic achievement
- Analyze the master schedule, individual classroom schedules, and instructional practices to assess and make recommendations regarding time spent on quality instruction
- Evaluate the use of instructional technology by teachers and students to enhance instruction, engage students, and meet individual needs and make recommendations for improvement
- Identify instructional support resources at the school division level available to schools

### **ISLLC Standard 3**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Some sample activities for Standard 3:

- Supervise students including arrival to and dismissal from school, hallways and other common areas, school grounds, field trips, and co/extra-curricular activities beyond the instructional day
- Participate in the screening of applications and interviews for instructional staff
- Participate in the development of the school or school division annual budget
- Become familiar with building operations such as heating, cooling, electrical, plumbing, and technological systems including maintenance schedules and procedures for repair requests
- Handle office discipline referrals working with students, parents and faculty
- Analyze discipline data to identify areas for improvement based on trends in behaviors, locations of infractions, or times of infractions and work with faculty, students, and parents to develop a plan for improvement
- Work with staff to review and make recommendations for revision of school crisis plans
- Conduct safety drills – fire, tornado, lockdown, etc.
- Participate in an inspection conducted by the fire marshal and a safety audit conducted by local law enforcement personnel
- Analyze the master schedule, individual classroom schedules, and instructional practices to assess and make recommendations regarding time spent on quality instruction
- Participate in the development of the teacher duty schedule

### **ISLLC Standard 4**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.



Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Some sample activities for Standard 4:

- Conduct, analyze, and report the results of a school or school division culture survey administered to staff, students, and parents
- Conduct a community audit to determine availability of resources that can support the school or school division's mission and to identify how the school or school division can enhance the community
- Participate in parent/family organization meetings
- Work with a faculty group to identify strengths in parent/family involvement and areas of need and to plan activities in response to findings
- Work with a faculty group to identify strengths in community partner involvement and areas of need and to plan activities in response to findings
- Work with local organizations, i.e. Chamber of Commerce, to identify community partners and plan appropriate activities
- Develop a volunteer orientation packet/program
- Develop communication materials such as newsletters, website articles, robo call alerts, and school sign messages

## **ISLLC Standard 5**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Some sample activities for Standard 5:

- Develop a plan for collecting and analyzing a variety of data to assess and monitor student academic and social success
- Analyze a variety of data with a faculty member, grade level/department, or school to identify student strengths and needs and develop plans for instructional remediation and enrichment or behavioral support and improvement
- Analyze a variety of data with the intention of identifying any issues that may relate to diversity or social justice, i.e. over identification of certain subgroups of students for special education services, disproportionate number of out of school suspensions for certain subgroups of students, trends of low attendance or low academic performance for certain subgroups of students
- Maintain a reflective journal of internship activities that includes responses to specific situations and consideration of future actions based on learning

### **ISLLC Standard 6**

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Some sample activities for Standard 6:

- Develop presentations to parent or community organizations or governing bodies that highlight successes and/or needs within a school or school division
- Attend local school board and local governing body (city council or county board of supervisors) meetings
- Participate in the activities of professional associations such as elementary, middle, or secondary principals' associations
- Read professional publications and identify possible implications for or actions to be taken by the school or school division in response
- Follow state legislative sessions to identify new legislation that will impact schools and school divisions and identify actions that need to be taken
- Read Virginia Department of Education Superintendents' and Principals' memos on a regular basis identifying actions that need to be taken at the school or school division level