University of Phoenix®

College of Education
Master of Arts in Education/ Administration and Supervision Handbook

Uploaded January 2026

Table of Contents

Administration & Supervision Handbook

Welcome

Welcome to the Advanced Program Handbook. This resource provides students, faculty, and staff with information and documents designed to assist in the successful completion of advanced programs. You will find information, instructions, and required forms related to program requirements.

Conceptual Framework

The University of Phoenix College of Education Conceptual Framework provides a structure for all our education programs. It is the guiding structure for the design, implementation, and evaluation of our programs, and sets expectations for teaching and learning by our faculty and candidates. It focuses on the elements shared by quality educational professionals.

College of Education Conceptual Framework Summary Document

Conceptual Framework is the basis for all coursework in College of Education programs.

Click the Conceptual Framework image below to learn more and explore each theme.

Administration & Supervision Handbook

MAED/Administration and Supervision

The Master of Arts in Education/Administration and Supervision (MAED/ADM) program educationally prepares candidates for principal licensure in select states. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with field-based experience in the various aspects of school administration and supervision.

The MAED/ADM is a graduate program intended to prepare candidates for P-12 school principal licensure. As outlined in program policy, candidates for this program have already earned a bachelor's degree, have completed a traditional teacher preparation program, and are **required to hold a current teaching certification with a minimum of 3 instructional years** (a minimum of 18 months of full-time instructional experience for admission into the program) in a P-12 setting. (Some states require more experience. Visit the State Licensure Requirements page to verify individual state requirements.)The program includes a required field experiences and an administrative internship; both of which are completed in addition to program coursework. This ensures candidates will need continuous access to an approved school site and a qualified mentor where these practicum-based requirements can be completed.

Licensure Information

Licensure requirements vary by state. To learn more about your state's licensure requirements, please visit the State Licensure Requirements page. UOPX's Master of Arts in Education/Administration and Supervision program educationally prepares candidates for principal certification and is offered in select states.

What happens if I move to a new state?

If at any point in the program you move to another state, your ability to continue in the program could be impacted. You are encouraged to contact your Education Program Specialist (EPS) upon contemplating an address change to understand the effect of the change on your ability to progress in the program. You must immediately update your current address with the University whenever a change occurs and notifies your assigned Academic Counselor (AC) and Education Program Specialist.

Requirements and Prerequisites

MAED/ADM v20

This section is for students who are completing version 20 of the MAED/ADM program (enrollment on or before 12/31/2025) only. You'll need 38 credits to complete this program, which may be earned from a combination of required and elected courses. However, the courses required may vary based on previous experience, training, or transferable credits.

Preferred Course Sequence

Take note of how the ADMIN/591A, ADMIN/591B, and ADMIN/591C are spaced within the preferred course sequence. In these classes, there will be Internship deliverables due, so it is important to give yourself adequate time to complete your internship work. These courses are not designed to be taken back-to-back.

- ADMIN/500: Orientation to Administration and Supervision
- COM/516: Professional Communications
- ADMIN/518: Leadership and Collaborative Processes
- EAD/570: Prioritizing Equality of Opportunity in Education
- ADMIN/555: School Policy and Law for Principals
- ADMIN/524: Supervision of Curriculum, Instruction, and Assessment
- ADMIN/591A: Principal Internship Part I: Instructional Leadership
- ADMIN/528: Administration of Special Programs
- ADMIN/536: School Finance and Facilities Management
- ADMIN/560: Human Resources Leadership and Management
- ADMIN/591B: Principal Internship Part II: Organizational Management
- ADMIN/575: Family, Community, and Media Relations
- CUR/535: Research for Improved Practice
- ADMIN/565: School Improvement Process
- ADMIN/591C: Administrative Internship Part III: Professional Practice

Elective Courses

- AET/560: Facilitating Change
- AET/562: Social Media for Professional Learning
- CUR/550: Engaging in Communities of Practice
- CUR/555: Professional Learning for Continuous Improvement

MAED/ADM v21

This section is for students who are completing version 21 of the MAED/ADM program (enrollment starting 1/1/2026) only. You'll need 33 credits to complete this program. However, the courses required may vary based on previous experience, training, or transferable credits.

Preferred Course Sequence

Take note of how EAD/591A, EAD /591B, and EAD/591C are spaced within the preferred course sequence. In these classes, there will be internship deliverables, so it is important to give yourself adequate time to complete your internship work. These courses are not designed to be taken back-to-back.

- EAD/500: Orientation to Administration and Supervision
- EAD/518: Leadership and Collaborative Processes

- EAD/570: Prioritizing Equality of Opportunity in Education
- EAD/555: School Policy and Law for Principals
- EAD/524: Supervision of Curriculum, Instruction, and Assessment
- EAD/591A: Administrative Internship Part I
- EAD/528: Administration of Special Programs
- EAD/536: School Finance and Facilities Management
- EAD/560: Human Resources Leadership and Management
- EAD/591B: Administrative Internship Part II
- EAD/575: Family, Community, and Media Relations
- EAD/535: Research for Improved Practice
- EAD/565: School Improvement Process
- EAD/591C: Administrative Internship Capstone

Elective Courses

Elective Courses are not required in this program version.

Course Resources

ADMIN Interview Videos

Administrator interviews have been recorded to support you as you progress through your MAED/ADM program and to provide you with multiple perspectives related to key educational leadership topics.

Academic Progression

The Academic Progressions process provides a supportive, efficient remediation pathway for students who earn a non-passing grade (NPG), ensuring they receive guidance to continue their program while maintaining academic standards and minimizing barriers to progression.

Students must earn a "B" or better in all internship courses (591A, 591B, and 591C) in order to complete this program. Students who fail to receive a minimum grade of "B" will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or internship. If students do not receive a grade of "B" or better on the second attempt, the candidate will be administratively withdrawn from the program and placed in Scholastic Suspension.

This process ensures students develop the foundational skills necessary to successfully complete the program.

Supplemental Standards & Professional Standards

Students in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, students who will be interacting with members of the community, i.e., students, patients, families, clients, or participating in off-site activities as part of their academic program, are expected to represent the University as professionals

and adhere to the ethics and standards of their intended profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, students are also subject to the Supplemental and Professional Standards for their respective program (Standards), as both address a student's affective attributes and disposition for the chosen profession. Adherence to these standards includes off-site activities and locations when the student's behavior affects the reputation of the University and/or the integrity of the program.

A student's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure students refrain from unsafe or unprofessional practices.

Definitions

Academic Judgment: The College's assessment of whether the student's behavior demonstrates the attributes and disposition to be in the chosen profession.

Off-Site Activities: Field Placement, Clinical, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the student's program at a location other than the university classroom.

Supplemental Standards: Guidelines designed to address unique program needs, goals, and emerging trends not covered by university policies and professional standards.

Professional Standards: Established core expectations and requirements that define knowledge, skills, behaviors, and ethical practices.

Supplemental Standards

1. Adheres to College, clinical, and site policies and procedures within the scope of authority.
2. Maintains state-mandated requirements for certification and/or licensure as applicable.
3. Demonstrates ethical judgment and confidentiality.
4. Demonstrates professional communication and conduct.
5. Maintains active engagement in all components of their program.
6. Demonstrates effective listening, writing, and speaking skills.
7. Demonstrates cultural sensitivity and respect for diversity.
8. Actively contributes to a collaborative and supportive learning environment.
9. Demonstrates critical thinking and problem-solving skills.
10. Engages in reflective learning and professional growth.
11. Practices professional and ethical use of technology and stays current with industry and technology trends.
12. Demonstrates a level of responsibility and ethical judgement appropriate for a professional in the field.

Administration & Supervision Handbook

Professional Standards

Students in a program leading to certification or licensure as school administrator must adhere to the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA)'s Professional Standards for Educational Leaders (PSEL) Standards, which emphasize student-centric leadership, equity, and continuous improvement to create supportive learning environments. These standards guide effective school leadership, focusing on academic rigor and equitable outcomes. Students may locate the NPBEA's PSEL Standards at: https://www.npbea.org/?page_id=6518.

Supplemental and Professional Standards Process & Procedure

If a student is reported for exhibiting behavior that may not meet one or more of the Standards, the Supplemental & Professional Standards Administrator will review the reported behavior, student history, and any additional relevant information. This inquiry will result in one of the following outcomes:

1. Unsubstantiated: If the reported student behavior does not violate the Standards, the report will be determined unsubstantiated, and no action will be taken.
2. Coaching: If the reported student behavior is of concern and/or may lead to a violation of Standards if continued, the student may receive coaching from the Supplemental & Professional Standards Administrator.
3. Referral: If the reported student behavior does violate Standards, a referral will be issued. The referral process provides the student and the College the opportunity to collaborate to identify the most appropriate path forward. The process is designed to be supportive and remedial in nature, helping students understand the expectations necessary for success in their chosen profession.
4. Retention Committee Referral: If after remediation efforts, a student engages in repetitive behavior, OR a behavior is considered egregious to necessitate bypassing the initial referral process, the matter will be referred to the Retention Committee, and a referral from the Committee will be issued. The Retention Committee is comprised of college leadership and faculty members and facilitated by the Supplemental & Professional Standards Administrator.

A detailed outline of the Supplemental and Professional Standards Referral Process & Procedures can be found in the Academic Catalog (Online Catalog, starting on page 84).

Clinical Experience/Field Experience

Purpose of Clinical Experience

Clinical experience is designed to provide you with the opportunity to observe and interact with experienced administrators, teachers, P-12 students, and support staff in diverse school environments and to participate in professional development activities.

Requirements

You are required to complete 30-40 hours of fieldwork by the end of the MAED/ADM program. These hours are outside of and in addition to the hours required for the administrative internship. The clinical/field experiences and administrative internship are designed to provide you with the opportunity to observe experienced administrators in the field and to participate in professional

development activities. In addition, specific courses in the MAED/ADM program will provide opportunities for you to interact in real principal settings.

Table 1. MAED/ADM v20 Field Experiences Matrix

Course	Description of Clinical (Field) Experience
ADMIN/518 Leadership and Collaborative Processes	Leader School Observation and Interview (3 hours) **Conduct** an observation of a school leader (e.g., principal, assistant principal) and **note** the following: • The leadership style of the school leader • The management style of the school leader • The communication style of the school leader • The school climate and any evidence of collaborative cultures • The rapport that the school leader has with different stakeholders, including students, parents, staff, and faculty • The use of technology and its purpose in the school • How they model and promote the frequent and effective use of technology for learning • How they inspire and lead the development and implementation of a shared vision for comprehensive integration of technology After completing the observation, **interview** the school leader on the following topics: • Type of leader the person would describe themself as • Major challenges of their role • Rewards of their role • Their most influential educational reform movement • Actions they take to be an educational change agent • Advice that this person would share with someone who was a new administrator **Record** your observation and interview time as field experience in My Time Log.
ADMIN/570 Equity, Diversity, and Access in Education	Barriers to Student Learning Stakeholder Consultation (3 hours) **Develop** 2 to 3 discussion prompts or questions regarding how diversity is addressed at your school and how this impedes or benefits student learning. **Meet** with several stakeholders, either individually or in a group setting, to discuss diversity in your school. These individuals can include parents, teachers, and/or administrators. **Record** your consultation time as field experience in My Time Log.
ADMIN 555 School Policy and Law for Principals	Emergency Preparedness Interview (3 hours) **Review** your school or district's emergency preparedness or response plan and **compare** it to the guidelines set by the U.S. Department of Education in the *Guide for Developing High-Quality School Emergency Operations Plans*.

Course	Description of Clinical (Field) Experience
	Formulate at least 5 questions that you believe are important about emergency preparedness or response planning and interview your school principal or administrator about your school's plan. In your interview reflection include your learning from your review of your school's emergency preparedness or response plan and the interview you conducted with your school principal or administrator on the topic. Include the following in your reflection: • Explanation of the national preparedness efforts that are now informed by Presidential Policy Directive (PPD) 8 • Summary of your findings from reviewing your school's emergency preparedness or response plan • Summary of what was learned from your interview and how it will be applied **Record** your interview time as field experience in My Time Log.

ADMIN/524 Supervision of Curriculum and Instruction	**Professional Development Session and Reflection (4 hours)**
	
	Part 1: Professional Development (PD) Session Planning
	Consider the vision of your school, state curriculum standards, school improvement goals, and student achievement data and **integrate** your own vision of student learning into a PD session that will help a selected group of teachers increase the academic gains of their students.
	Identify a group of teachers that you feel would benefit from a PD session related to the following instruction and assessment topics:
	• Incorporating curriculum standards into instruction
	• Using assessments to measure student achievement
	• Using assessments to facilitate school improvement
	
	Create a needs assessment, electronic or written, and **distribute** to the group of teachers to determine the specific learning needs related to your pre-selected instruction and assessment areas.
	
	Write an outline for the session that includes the following:
	• Vision statement that integrates your vision of student learning with the school's
	• Session objectives that align with the specific learning needs identified in your needs assessment and that address each of the instruction and assessment topics
	• Additional materials to be accessed during the session, such as:
	  ○ Applicable curriculum standards
	  ○ Various assessment types currently used
	  ○ Assessment data collected
	  ○ Student achievement and demographic data
	• Instructional content related to the preselected instruction and assessment areas
	• Research-based activities for attendees that support the topics

Course	Description of Clinical (Field) Experience
	• Formative and summative assessments for in-session or post-session use • List of resources, and their locations, that support the topics of the professional development session and that you can provide to the attendees • Plan for ongoing evaluation and monitoring Part 2: Professional Development (PD) Session Facilitation Consider any necessary preparations for your PD session, such as: • Scheduling an appropriately sized and equipped (technology needs) venue for the session • Handouts or other nonelectronic resources and materials for the session related to: Create a presentation that communicates the information from your outline and guides your PD session. Facilitate your professional development session. *Note:* The professional development session must be facilitated by you and must be a minimum of 1 hour in length. Part 3: Professional Development (PD) Session Reflection After facilitating the professional development session, write a reflection. Document the hours spent consulting with others and facilitating the professional development session in My Time Log.
ADMIN/528 Administration of Special Programs	RTI Model Evaluation Interview (3 hours) Part 1: Model Evaluation Locate your school's response to intervention (RTI) model. If your school does not have an RTI model, obtain one from another local school. Evaluate the school's RTI model using the following criteria: • Which of the 3 RTI models does the school's model represent? • Does the model have all the essential elements and principles of RTI? • Is the model appropriate to the school's needs? Part 2: Interview Interview a teacher or administrator from the school that uses the model you have evaluated. Ask the following questions: • How was this model developed at your school? • Who was involved in its development? • In your opinion, is this model effective? • In your opinion, how could this model be improved?

Course	Description of Clinical (Field) Experience
	• Are the benefits of this RTI model represented in the performance of your students? • What role does your administrator play in the school's RTI program? • What RTI resources are available from the district office, and how can they be accessed by an administrator? • How is your school's RTI program integrated with your school's professional learning community (PLC)? **Document** the time spent conducting the interview in My Time Log.
ADMIN/536 School Finance and Facilities Management	School Administrator Interview (3 hours) **Conduct** an interview with a school administrator who works in the area of school finance. **Ask** about the specific financial management responsibilities of the position, the impact of outside influences on the district's financial situation, and what he or she predicts will happen regarding the financing of education in the next 10 years. **Use** the following questions for the interview and **add** 2 additional questions of your own: • As an administrator, what influence do you have in developing the district budget? • What is the most difficult task in your job that relates to school finance? If given the opportunity, what changes would you make to improve school finance? • Would you describe the present state funding formulas as adequate? Why or why not? • How have legal issues such as school equity and federal mandates affected your school's finances? • How does federal aid affect public school programs? What are some pros and cons of receiving federal aid to support public school programs? • What do you feel is the return on educational investment, with respect to student achievement and societal benefits? • What do you think will be the future impact of school finance on education? • How does a strategic school intervention plan meet the needs of the school population and/or community? *Note*: Remember to document the time spent on interviews in My Time Log.
ADMIN/560 Human Resources Leadership and Management	Teacher Performance Evaluation (3 hours) **Arrange** to shadow an administrator through a formal or informal observation of a teacher performance evaluation. Complete the following during the observation:

Course	Description of Clinical (Field) Experience

	• Consider how the teacher approaches the following areas of teaching practice:
	  ○ Understanding central discipline concepts
	  ○ Linking curriculum to prior learning
	  ○ Engaging students
	  ○ Using interdisciplinary practices
	  ○ Using methods of inquiry
	  ○ Gauging student understanding and performance
	• Use the school's evaluation form to evaluate the teacher's performance.
	• Meet with the administrator to compare evaluation forms and discuss with the administrator how this observation fits into the overall evaluation process.
	
	Document the hours spent shadowing and consulting with the administrator in My Time Log.

ADMIN/575
Family, Community, and Media Relations
	Family and Community Outreach Program (4 hours)
	<u>Part 1: Interviews or Focus Group and Summary</u>
	
	Determine the platform you will use, individual interviews or a focus group, for involving other individuals (e.g., teachers, parents, community members) in the development of your Family and Community Outreach Program and **select** the individuals you wish to participate.
	Prepare the questions and/or discussion prompts you plan to use. Consider the following topics:
	• Areas of need
	  ○ What are some areas of need you would like to focus on related to family and community involvement?
	  ○ How will you determine those needs?
	  ○ Existing strategies or programs
	  ○ What are some strategies or programs that have been implemented at your school site to increase family and community involvement?
	  ○ Were these strategies and goals effective? Why or why not?
	• Suggested opportunities for family and community involvement at your school
	• Anticipated issues or challenges you foresee or have experienced, including those related to technology, in developing this type of program
	• Stakeholders involved, both internally and externally, and their roles
	• Logistics and implementation of the program
	  ○ What resources or supplies are needed?
	  ○ Will any school facilities be used?
	
	Conduct individual interviews or focus group session documenting responses or highlights of the discussion.

Course	Description of Clinical (Field) Experience
	Collect at least 2 specific examples and a brief explanation of *qualitative* data related to the results from your interviews or focus group, such as examples of successful partnerships with the community and parents. **Collect** at least 2 specific examples of *quantitative* data related to the results from your interviews or focus group, such as data related to the number of community partners, parent volunteers, time spent, donations acquired, and so on. Document the hours spent preparing and conducting interviews or focus groups in My Time Log.
CUR/535	N/A
ADMIN/565 School Improvement Processes	School Improvement Plan and Feedback Session (4 hours) Part 1: Data Evaluation and Goal Setting **Select** a school for which you will be able to access the appropriate information to create a school improvement plan. **Examine** the demographics of the school you selected and its community. Relate how community and school demographics impact student learning. **Create** a school profile that includes the following information: • The school's name (create a pseudonym) • Location and description of the school and its community • Grade levels • Student enrollment • Student demographics • Number of teachers **Refer** to the school profile and relevant assessment data and **analyze** the most recent reading and mathematics standardized test data for all grade levels tested at the school. *Note: If possible, use the school databases to extract and analyze data, go to the school district website or state department of education, or request the data from the school principal.* **Complete** the following steps once you have obtained the appropriate data: • **Create** a graphical representation of the reading and mathematics testing data for each grade level tested to summarize the data interpretation. • **Analyze** the patterns, strengths, and weaknesses related to reading and mathematics achievement. • **Select** either the reading or mathematics subject area to focus on and **explain** the rationale for your selection, including the specific aspects of this subject area that are of concern. • **Identify** your major goals for the reading or mathematics improvement plan and **align** them to the data and analysis.

Course	Description of Clinical (Field) Experience
	Create a presentation to communicate your data evaluation and goal setting conclusions from Part 1 to your selected group of teachers at your school site. **Consider** the following in your presentation: • Synopsis of school profile information • Graphical representation of the reading and mathematics testing data for each grade level tested to summarize the data interpretation • Rationale for your selection of subject area, including specific aspects that are of concern • Major goals for the improvement plan aligned to the data and analysis Part 2: Feedback Session and Summary **Conduct** a feedback session with your selected group of teachers in which you share the presentation of your data evaluation and goal setting conclusions from Part 1. Provide a sign-in sheet for the attendees. **Collect** feedback from the teachers about their interpretation of the data and their insights on your goals for improvement. **Document** your hours spent consulting with others and conducting your feedback session in My Time Log.

Table 2. MAED/ADM v21 Field Experiences Matrix

Course
Phase 1: Foundation
EAD/518 Leadership and Collaborative Processes
EAD/570 Prioritizing Equality of Opportunity in Education
EAD 555 School Policy and Law for Principals
EAD/524 Supervision of Curriculum and Instruction
Phase 2: Management
EAD/528 Administration of Special Programs
EAD/536 School Finance and Facilities Management
EAD/560 Human Resources Leadership and Management
Phase 3: Leadership
EAD/575 Family, Community, and Media Relations
EAD/535 Research for Improved Practice
EAD/565 School Improvement Processes

My Time Log

My Time Log is a web tool for logging, reviewing, and approving field/clinical experience hours. This tool provides enhanced experience for you, faculty, and staff and allows for better data tracking.

Administration & Supervision Handbook

Review the Student: Administration Tk20 User Guide to learn more about My Time Log. Contact your Education Program Specialist if you have any questions.

Administrative Internship

Overview of Administrative Internship

Each candidate in the MAED/Administration and Supervision program is required to complete an administrative internship for a minimum of 240 hours (or more as required by their state of residency) in an approved school setting. Please refer to the Principal State Licensure Requirements page for more information on your state's requirements.

To be a suitable setting, the internship must take place at a traditional P–12 public school or an accredited private school with a minim of 100 students in attendance. A suitable onsite mentor must be a current administrator, who holds a current administrator licensure, a master's degree, and a minimum of 3 years of administrator role experience. Throughout the administrative internship, an intern will be under the direct supervision of a university supervisor and a licensed school administrator who will act as their mentor.

The internship is divided into three courses (591A, 591B, and 591C) that coincide with the course work completed in the MAED/Administration and Supervision program. Hours for the internship cannot begin until placement and approval have been received from the appropriate staff within the College of Education and the internship orientation meeting has been conducted with the university supervisor and school site mentor. Please note, our program does not lead to licensure in every state and moving during the program could result in them not being eligible for principal licensure.

Internship Milestones/Timing

There are key milestones you must meet to begin your internship course work.

To be eligible to begin the 591A, you must have school site and mentor approval from the university and complete the orientation meeting with your university supervisor and site mentor. During the course, you will be required to submit a screenshot of your completed Orientation Meeting Log as evidence the meeting took place. No internship hours are required to be completed or logged during the 591A administrative internship course.

Prior to beginning the 591B administrative internship course, you must have at least 120 hours logged on your intern learning plan, two of the required internship projects from the handbook completed and evaluated by your university supervisor and mentor and held your midterm meeting. During the course, you will be required to submit your signed intern learning plan (ILP), a screenshot of your completed Midterm Meeting Log, intern notebook (v20 ONLY), and the ADM Grade Form-Midterm (591B) as proof of your progress.

To meet the requirements of the 591C administrative internship course, you must have all 240 hours logged on your intern learning plan (ILP), all four of the required internship projects from the handbook completed and evaluated by your university supervisor and mentor and held your final meeting. During the course, you will be required to submit your signed intern learning plan (ILP), a screenshot of your completed Final Meeting Log, intern notebook (v20 ONLY), and the ADM Grade Form-Final (591C) as proof of your progress.

Evaluations and Grade Requirements

Candidates will be evaluated on a grading scale of A or F for their internship. To complete the program successfully, candidates must obtain a "B" or better in their internship and in each of the internship courses (591A, 591B, 591C). If a candidate fails to attain the expected level of competency or does not fulfill all the required assignments, the candidate will be given an opportunity to repeat the internship and demonstrate the deficient competencies and required assignments at the expected level of performance.

If, after repeating the internship, a candidate is still unable to demonstrate the required competencies or complete the required assignments at the expected level, the candidate will not receive a passing grade for the internship course and will not be recommended for licensure. Interns are evaluated during the internship by the university supervisor and the mentor. Both the university supervisor and the mentor are required to complete a formal evaluation of the candidate at the mid-point and end of the internship.

Midterm and Final Project Evaluations by Mentor and University Supervisor

During the administrative internship, the candidate is required to complete specific projects that will be evaluated by their university supervisor and site mentor at the mid-point and the conclusion of the internship. There are four total projects that may be completed in any order; however, it is important to note that two must be completed by the midterm of the internship (591B course) and the remaining two by the end of the internship (591C course). Below are the project instructions and rubrics for each internship project:

- Student Discipline Project Instructions and Rubric
- Teacher Observation and Professional Development Project Instructions and Rubric
- Management of Resources and Operations Project Instructions and Rubric
- Community Relation Plan Project Instructions and Rubric

The projects must be submitted and will be graded in the candidate's Tk20 Admin Binder. The university supervisor and mentor will collaborate on the grading and use the following scoring scale to rate the candidate's skills or performance based on a scale of 1–3. Candidates must earn a mean score of at least a 2 or higher on each project. The project grade will be based on 50 points, and candidates who earn at least a 2 (Meets) or a 3 (Exceeds) for the project will receive all 50 points.

1. Does Not Meet: The administrative intern is working at a fundamental level, without an understanding of underlying knowledge, skills, and dispositions required for an effective principal; this person is below the licensing standard of "do no harm."
2. Meets: The administrative intern is considered to be "capable"; understands the underlying knowledge, skills, and dispositions required for an effective principal and consistently implements them well.
3. Exceeds: The administrative intern functions at a higher level and has full understanding of underlying knowledge, skills, and dispositions required for an effective principal is apparent.

Placement

Candidates will complete a "Site Approval and Agreement Form: COE" (located in Tk20) and submit the form to their EPS. Once your internship site and mentor are approved, a university supervisor will be

assigned. Final placement is dependent on the university's assessment of the site to ensure that the site meets the University of Phoenix standards.

To be a suitable setting, the internship must take place at a traditional P–12 public school or an accredited private school with a minimum of 100 students in attendance. The setting must also be school-aged students and follow a typical P-12 curriculum. A suitable onsite mentor must be a current administrator, who holds a current administrator licensure, a master's degree, and a minimum of 3 years of administrator role experience.

Prior to the start of the internship, an orientation meeting must be conducted with the candidate (intern), site mentor, and university supervisor in attendance. The orientation meeting will introduce the site mentor to the University of Phoenix and will help ensure that all parties have a clear understanding of the university's program and requirements for successful internship completion.

Important Note: If the internship site or site mentor changes during the experience, the candidate must submit new paperwork for review and approval prior to accumulating internship hours at the new site or with the new site mentor.

Supervision

Supervisory responsibilities for the internship are assigned to the university supervisor and to the site mentor. The university supervisor will represent the University of Phoenix and will hold faculty status. The site mentor will represent the school/school district where the internship is being completed. It is the role of both the university supervisor and the mentor to assess and provide feedback to the intern on a continual basis.

University Supervisor

The university supervisor serves as an ongoing resource for the mentor, and monitors and evaluates the intern's progress. university supervisors maintain bi-weekly communication with interns to problem-solve and share best practices. The university supervisor must have a master or a doctoral degree, hold the applicable state administrative license (or evidence of a retired license), and have supervisory experience.

Site Mentor

The site mentor is also an integral part of the internship. The experience and knowledge that the mentor shares with the intern are essential to the success of the internship. The mentor needs to be available to oversee, evaluate, and provide feedback to the intern on a consistent basis and without conflict of interest involving other district-assigned duties and responsibilities. The mentor must have an applicable state license for their current position, possess a master's degree, and have at least three years of administration and supervision experience.

The site mentor is responsible for providing systematic and intensive on-site supervision of the intern's performance. The internship will provide an opportunity for the intern to perform administrative projects and tasks that relate to programmatic and career goals. Assigned tasks will allow the intern to initiate and organize projects and see them through to completion, gain practical experience, apply problem solving and critical thinking skills, and strengthen leadership skills.

Both the mentor and the university supervisor are trained in the use of evaluation instruments and standard observation, feedback, and coaching strategies to assist interns in developing their skills. The university supervisor and the site mentor will jointly determine if the intern has met all competencies.

Administration & Supervision Handbook

Roles and Responsibilities

Review the roles and responsibilities of the intern, the mentor, the university supervisor, and the school district below.

Intern

The intern will arrange for a suitable internship site(s) and obtain site approval from the College. Internships cannot begin without official approval from the appropriate university personnel. For more information, please contact your Education Program Specialist.

1. Attend the orientation meeting with your mentor and university supervisor before the internship begins.
2. Contact the mentor before beginning the internship to discuss initial plans for the internship.
3. Understand all University of Phoenix, district, and state requirements for interns.
4. Comply with all legal and ethical procedures that apply to the practice of school administration.
5. Take an active role in planning and implementing the Intern Learning Plan.
6. Be proactive and assertive in arranging time for conversations, direction, feedback, and coaching from the mentor and university supervisor.
7. Document progress toward meeting standards and competencies.
8. Seek support and advice.
9. Be professional, efficient, and dependable.
10. Be responsible for completing internship activities and notifying appropriate people of any obstacles that the intern cannot overcome alone.
11. Be a reflective practitioner and keep a journal of reflections that is aligned with the standards and competencies.
12. Maintain the electronic portfolio (Tk20 Binder).

Site Mentor

The mentor is a licensed school administrator who will be responsible for providing systematic and intensive on-site supervision of the administrative intern. The internship will provide an opportunity for the intern to perform administrative projects/tasks that relate to their administrative career goals.

Assigned tasks will allow the intern to initiate and organize projects and see them through to completion, provide opportunities to explore and analyze the administrative structure, apply problem-solving and critical thinking skills, and strengthen leadership skills.

Mentors attend an orientation to provide information and share expectations regarding their role. The mentor is required to complete the following:

1. Participate in an internship orientation with the university supervisor.
2. Welcome the intern to the school and socialize the intern to the community and school culture. Help the intern form relationships with people in the school.

3. Help the intern decide on the sequence of developmental activities most appropriate for the internship (creating the Intern Learning Plan), given the intern's and the school's needs.
4. Work with the intern to develop a schedule of responsibilities and provide the intern with opportunities to participate in a variety of meaningful administrative projects/activities.
5. Provide coaching for skill development.
6. Engage in conversations about activities and daily events; promote self-reflection and problem-solving.
7. Allocate time for frequent, regular contact with the intern. Establish time to talk with the intern about their activities, impressions, reflections, suggestions for goals, and areas of improvement. Assist candidates in maintaining the Meeting Log.
8. Provide emotional support to the intern. Listen to the intern with sympathy without necessarily condoning or condemning what may seem to be ineffective or inappropriate actions.
9. Model leadership competencies and make one's leadership choices explicit.
10. Track the intern's progress in meeting standards and competencies.
11. Consult with the university supervisor to assist the intern in developing identified skills and knowledge deficiencies throughout the internship.
12. Immediately inform the university supervisor of any concerns regarding the intern. The university supervisor can be reached directly and will provide contact information and times of availability.
13. Conduct formal mid-term and final evaluations of the intern in cooperation with the university supervisor.

Both the mentors and university supervisor are trained in the use of evaluation instruments and standard observation, feedback, and coaching strategies to assist interns in developing their leadership and management skills. The university supervisor and the mentor will jointly determine if the intern has met all competencies specified for the administrator license.

University Supervisor

The university supervisor serves as an ongoing resource for the mentor and monitors and evaluates the intern's progress. University supervisors meet regularly and maintain weekly communication via telephone or email with interns under their direction to problem-solve and share best practices. The university supervisor must have a master's or a doctoral degree, hold the applicable state administrative license, and have supervisory experience. Click on the buttons below to learn more about the role of the university supervisor and the mentor, as well as information about evaluations.

One of the roles of the university supervisor is to work collaboratively with the intern and mentor to provide quality internship experience. The university supervisor is critical to the successful completion of the internship. The goal of the internship is to assist the intern in developing skills that will have an impact on student learning. The experience will provide the intern with opportunities to perform administrative tasks under the direct supervision of a mentor and under the tutelage of a university supervisor.

It is important that the university supervisor maintains regular contact with the intern and the mentor. Leadership advice and guidance are of great value to the intern and will enhance the extent to which the intern will master the required outcomes. The responsibilities of the university supervisor are to:

1. Meet with the intern before the internship to identify needs, contemplate appropriate placement, explain internship procedures, and set expectations.
2. Help the intern decide on the sequence of developmental activities most appropriate for the internship (creating the Learning Plan), given the intern's and the school's needs.
3. Assist the intern in maintaining the TK20 Binder, documenting all contacts of any form with the intern, the mentor, or other school personnel involved in the internship.
4. Provide the intern with ongoing feedback and written formative/summative evaluations. Assign internship grades, with input from the mentor.
5. Communicate clearly and directly with the intern at all times. If the university supervisor has concerns about the performance of the intern at any point in the experience, they should immediately report these concerns to the University designee.
6. Provide emotional support to the intern. Listen to the intern with sympathy without necessarily condoning or condemning what may seem to be ineffective or inappropriate actions.
7. Track the intern's progress in meeting standards and competencies.
8. Communicate positive accomplishments and comments by school personnel about the intern to the University of Phoenix designee.
9. Provide the intern and mentor with contact information and times of availability.
10. Conduct initial, mid-term, and final visits with the intern and mentor. The evaluations are due during the internship courses: the mid-term evaluation of two projects during 591B for a minimum of 120 completed hours and the final evaluation of the remaining two projects during 591C for a minimum of 240 completed hours. Some states require more than a 240-hour internship (please refer to your state on the State Licensure Requirements page).

Internship FAQs

What's my first step in beginning an internship?

Site Approval

Candidates will complete a "Site Approval and Agreement Form: COE" (located in Tk20) and submit the form to their EPS. Final placement is dependent on the university's assessment of the site and the mentor's qualifications. All internship sites and supervising mentors must meet University of Phoenix standards and requirements.

As a reminder, to be a suitable setting, the internship must take place at a traditional P-12 public school or an accredited private school with a minimum of 100 students in attendance. A suitable onsite mentor must be a current administrator, who holds a current administrator licensure, a master's degree, and a minimum of 3 years of administrator role experience.

Once the site mentor and placement are approved, a local university supervisor is assigned.

When am I ready for my internship orientation meeting?

Once the site mentor and placement are approved, and a university supervisor has been assigned, an intern is ready for an Orientation meeting.

The university supervisor will conduct an initial meeting before the start of the internship for the intern and the mentor. This meeting will introduce the mentor to the University of Phoenix and will help

ensure that all parties have a clear understanding of the university's program and requirements for successful completion of the internship.

General Resources

1. Internship Orientation Guide
2. Suggested Internship Activities
3. Initial Visit Checklist
4. Intern Learning Plan
5. Example Coaching Project
6. Example Community Relations Project
7. Example Management of Resources Project
8. Example Student Discipline Project
9. Student: Administration TK20 User Guide

FAQS

1. How do I get my site and mentor approved for the internship?

- *Please be advised that your administrative internship cannot begin until your site and mentor are approved by the University and they are assigned to a university supervisor. Your Education Program Specialist will notify you once your site and mentor are approved.*

2. How do I change my site or mentor during my internship?

- If your mentor or site changes during your internship, you must obtain a new administrative internship site approval. Please contact your assigned Education Program Specialist for the site approval paperwork that you will need to fill out and send in for site/mentor approval.

3. What is the recommended schedule for the administrative internship?

- Administrative Interns must complete a minimum of 240 internship hours during the administrative internship (some states require more hours to be eligible for principal licensure. Visit the State Licensure Requirements page for more specifics about your state).
- Students may begin accruing hours upon university site approval and being assigned a university supervisor. Students should complete half the required hours at minimum by the time they begin the second internship seminar course (Seminar B). Students must have all the required hours completed before beginning the final internship seminar course (Seminar C).
- Interns, please refer to the Midterm and Final Project Evaluations by Mentor and University Supervisor section above to learn more about the specialized projects that need to accompany your internship hours and be completed at the midpoint (two projects) and the conclusion (two projects) of your internship.

4. How will I be evaluated during the administrative internship?

- All evaluations for the internship process will be submitted via TK20. The evaluations are completed by the approved mentor and university supervisor. The grade form is a collaborative effort but is submitted only by the UOPX Faculty Supervisor.
- Please refer to the following sections for specific information about the administrative internship evaluations:
    - Evaluations and grade requirements
    - Midterm and final project evaluations by mentor and university supervisor

5. How will I evaluate my administrative internship intern?

- All evaluations for the internship process will be submitted via TK20. The evaluations are completed by the approved mentor and university supervisor. The grade form is a collaborative effort but is submitted only by the university supervisor.
- Please also see the sections above titled Intern Documentation and Supervision for more specifics.
- Helpful items:
    1. Community Relations Rubric
    2. Management of Resources Rubric
    3. Student Discipline Rubric
    4. Teacher Observation Rubric

6. When will I receive the TK20 email?

- You should receive a link to the TK20 student binder at least two weeks before the first scheduled evaluation date for your administrative intern.

7. What do I do if I do not get the email?

- Please check your spam since sometimes it goes there. The subject will say "field assessment." If you still don't see it, please contact your EPS.

8. What forms am I required to complete as an administrative mentor?

- W-9 Form

The College of Education has made a determination as to whether program requirements in your home state meets, or does not meet, that state's teacher licensure requirements, or has made no such determination. Please regularly check your home state as listed to review our determination of your state's requirements through the State Licensure Requirements page.