![University of Washington Tacoma School of Education logo]

Educational Administration Internship Handbook

2025-2026

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UW Tacoma School of Education

The mission of the UW Tacoma School of Education is to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity. Please visit the School of Education website for information about the Conceptual Framework, the Philosophies, Purposes and Goals and more critical information about our programs.

Educational Administration Program and School of Education Contact Information

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Maria Hamilton **Director of Operations** West Coast Grocery 324B mariaham@uw.edu 253-692-4432	• Field Supervisor, Teaching Associate and Part Time lecturer position applications, reappointments, and contracts
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Roles and Responsibilities of the Administrative Intern, Mentor principal, and Field Supervisor

Administrative Intern
An administrative intern is a currently enrolled student in the Educational Administrative certification program placed in a K-12 school setting, arranged by the program, field office, and

district to fulfill the field requirements established by the state of Washington for the Administrative Certificate. The administrative intern will be responsible for meeting all school district and university requirements. Interns will assume the same calendar year as their mentor principals. Because the program is offered for the interns' benefit, their classroom preparation will be outside the regular school day. Time not spent on normal duty may be devoted to the internship program. Interns are expected to spend time beyond the regular school day and year as requested by the mentor principal or mentor principal program administrator.

Under normal circumstances interns will perform administrative tasks and will be treated as a member of the building's management team. The evaluation of the intern's performance will be the responsibility of the mentor, principal/administrator, and field supervisor. Abuse of any information or policy accessed throughout the internship program may be grounds for immediate removal from the program.

Mentor Principal / Mentor Principal Program Administrator
A mentor principal or mentor principal program administrator is the designated mentor to the administrative intern, as assigned by the program, in accordance with WAC 181-78A-236 to ensure that the intern is provided meaningful learning experiences in all areas of the field. The mentor principal/administrator will meet with the intern to select appropriate activities and establish a recommended schedule for completion of a variety of field experiences on an annual plan that will be continuously monitored and updated. The mentor principal/administrator and the field supervisor are responsible for monitoring an intern's progress and providing regular feedback to support leadership capacity and growth. The mentor principal/ administrator will present the intern to staff in a manner which supports the intern's ability to function in an administrative role, maintain contact with the field supervisor, and help the intern become involved in experiences which enable meaningful interaction with a variety of people and programs within the district and community.

Field Supervisor
The program-assigned field supervisor provides the link between the intern, mentor principal/administrator, and the University. The field supervisor assures that the intern is exposed to a wide variety of administrative activities and may identify specific activities for the intern in addition to those identified by the mentor principal/administrator. The field supervisor provides the intern with guidance in developing a time log of hours and activities experienced, quarterly reports, and the finalization of an annual plan cooperatively developed with the intern and mentor principal/administrator.

The field supervisor schedules a meeting with the intern every two to three weeks each quarter. The field supervisor meets with the mentor principal/administrator to identify the intern's strengths and areas requiring additional experiences and provides regular feedback. The field supervisor coordinates the evaluation by the mentor principal/administrator during the spring quarter.

I Am an Administrative Intern - Deal Me In!

On the whole, administrative interns tend to be quickly embraced into the administrative culture of the building or district. This is well and good, but this embrace is often accompanied by unwritten codes of conduct and/or operating principles that govern administrative behavior and ultimately determine administrative relationships. Moreover, interns are expected to align their behaviors with the UW Tacoma School of Education's unit-wide disposition policy.

Within the administrative culture, administrators "deal in" those interns who comply with these unwritten codes or standards. They "deal with" and in some cases even "deal out" those interns who do not. The difference between being "dealt in" and "dealt with" hardly requires elaboration. The difference is being accepted as a respected colleague and peer versus being viewed as a mere associate; it can be the difference between engaging in trustful dialogue and a lesser dialogue involving banter.

Consider the following fact: Administrators expect and are expected to be part of the "solution set," not part of the "problem set." Their energies and actions must be devoted, and be perceived to be devoted to solving problems, not contributing to them. Accordingly, administrators "deal in" those interns who are perceived as objective solution-minded individuals. They will avoid or "deal with" those interns viewed as impeding solutions for whatever reason, e.g., egocentricity or defensiveness.

As a candidate for a future administrative position and membership in the community and culture of administration, each intern's goal should be to conduct oneself in a manner to be "dealt in" versus "dealt with."

On the following page are items to contemplate as an administrative intern who seeks to be "dealt in." The list is not exhaustive. How many violations must occur before critical mass is sufficient to place one in a "dealt with" or "dealt out" category? The startling answer is as few as one. Review the list below; how many violations would be required for you to not "deal in" an individual?

Deal In or Deal Out

- Employing a global perspective incorporating a sense of "we" and "us" versus a narrow "me-first" egocentric one.

- Addressing concerns confidentially, professionally, and at the source versus parading issues "behind the back" or "over one's head."

- Addressing problems face-to face (or phone call or Zoom if in-person is not possible) versus emails or memoranda copied to "the world."

- Seeking first to understand, then being understood (reflective listening) versus listening only with the intent to reply with one's own agenda.

- "Attacking" the issue or problem versus the person or persons involved.

- Displaying respectful behavior versus gossiping, publicly criticizing, or backstabbing.

- Displaying overt and honest focus versus covert manipulation and scheming.

- Employing candor versus half-truths and deceit.

- Offering consistency of message versus personally or politically targeted responses.

- Demonstrating tolerance for ambiguity versus unraveling in the face of it.

- Displaying humility and "open-mindedness" versus arrogance and an "I know best" attitude.

- Meeting timelines, commitments, and expectations, including work quality, versus offering excuses for not doing so or not completing quality work.

- Listening and attending to the people and focus in the room versus cursorily hearing or focusing upon other matters not relevant.
- Being organized and prepared for meetings versus unorganized and ill-prepared.

- Displaying objectivity and remaining cool under pressure versus becoming defensive, tense, angry, threatened, or flighty.

- Accepting and responding reflectively to constructive criticism and feedback versus reacting defensively or "shutting down."

- Taking initiative in asking what can be done to help versus waiting around for guidance or being told what to do.

- Assuming responsibility for any errors or oversights committed versus finger pointing or making excuses.

Introduction to the NELP Standards

The National Educational Leadership Preparation (NELP) standards are the basis of our ED ADMIN program, including all coursework and internship activities, as noted below:

STANDARD I: MISSION, VISION, AND IMPROVEMENT. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community.
Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation

STANDARD II: ETHICS AND PROFESSIONAL NORMS. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

STANDARD III: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
Component 3.1 Program completers understand and demonstrate capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to <u>educational resources, technologies, and opportunities </u>that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive, and <u>culturally responsive instruction and behavior support practices</u> among teachers and staff.

STANDARD IV: LEARNING AND INSTRUCTION. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement <u>high-quality, technology-rich curricula programs</u> and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement <u>high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services</u> that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement <u>formal and informal culturally responsive and accessible assessments</u> that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate capacity to collaboratively <u>evaluate, develop, and implement</u> the school's curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable, and systematic manner.

STANDARD V: COMMUNITY AND EXTERNAL LEADERSHIP. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively <u>engage diverse families </u>in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to <u>collaboratively engage and cultivate </u><u>relationships</u> with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to <u>communicate through oral, written and digital means</u> within the larger organizational, community and political contexts when advocating for the needs of their school and community.

STANDARD VI: OPERATIONS AND MANAGEMENT. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and

improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop and implement <u>management, communication, technology, school-level governance, and operation systems</u> that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a <u>data-informed and equitable resourcing plan</u> that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement <u>laws, rights, policies, and regulations </u>to promote student and adult success and well-being.

STANDARD VII: BUILDING PROFESSIONAL CAPACITY. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in <u>recruiting, selecting and hiring staff</u>.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to <u>promote school improvement, teacher retention, and the success and well-being of each</u> <u>student and adult</u> in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, <u>professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement and student success</u>.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement <u>systems of supervision, support and evaluation</u> designed to promote school improvement and student success.

STANDARD VIII: THE INTERNSHIP. Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

> **Component 8.2** Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
>
> **Component 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

<u>Required Internship Forms</u>

Form Descriptions

Internship Self-Assessment
(On Canvas TEDADM 580)
Interns will complete this NELP-based self-assessment during the summer and use the results in planning internship experiences. Instructions and the form are provided on the TEDADM 580 Canvas site.

Internship Experience Planning Document
(On Canvas TEDADM 580)
The purpose of the document is to provide a list of potential activities that interns might be involved in during their internships. This document can support the intern, mentor principal/administrator, and field supervisor in the planning of the internship. In planning the internship, growth areas specific to the individual candidate are identified, and activities are selected to address these growth areas.

Internship Experience Verification Form
(On Canvas TEDADM 580)
The field supervisor will initial items listed on the form as the intern satisfactorily completes each of the items. Field supervisors submit an electronic copy of this form for each intern to the ED ADMIN program office at the end of the year. The document is an excellent reference to help interns, mentor principals/administrators, and field supervisors assure that common experiences occur for all interns regardless of placement. Interns are encouraged to review this form and frequently discuss their progress with the mentor principal and field supervisor.

Quarterly Internship Plan and Reports
(On Canvas TEDADM 580)
Interns submit quarterly internship plans and reports at the completion of the fall, winter, and spring quarters. These reports are divided into seven sections, one section per Standard. Goals are provided for the interns; interns develop activities for each standard in conjunction with their field supervisors and mentor principals/administrators at the onset of each of the three quarters. Interns then reflect on their chosen activities that support the development of proficiency and independence as related to each goal as the quarter's end. Interns express in writing how these activities positively impact their learning. They reflect on how these activities have shaped their awareness of educational issues and central beliefs related to leadership and management, and they list activities to further their learning and growth within each standard. This evaluation indicates the level of competency demonstrated by the UWT interns in their administrative leadership placement.

Field supervisors evaluate interns each quarter on this form as well. Mentor principles formally

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evaluate interns on a separate form at the completion of the spring quarter. Due dates for these evaluations are included on the program calendar.

Formal instruction on completion of the quarterly report, as well as report examples, occurs in August.

Time Log
(On Canvas TEDADM 581)
Principal interns must log a minimum of 720 hours, while program administration interns must log 360 hours. Half of those hours must be completed while school is in session and may be counted beginning on May 1. Specific instructions regarding intern completion of the time log occur in August of the program year. Due dates for submission of the time log appear on the annual calendar. Interns are required to identify and sort activities by standard. Interns must indicate which hours were completed while school was in session with students and/or staff present. Field supervisors will review the logged hours for relevance throughout the year.

Common Performance Tasks (CPTs)
All interns are required to complete four Common Performance Tasks during their course of study. Each task is centered on a specific area within the NELP standards:

Task 1 **TEDADM 576**	**Developing a Vision and Improvement Plan:** The intern will develop a school vision and improvement plan for one school-based priority area.
Task 2 **TEDADM 578**	**Fostering a Culture of Learning**: The intern will demonstrate their capacity to foster a professional learning culture using structured learning activities
Task 3 **TEDADM 573**	**Teacher Observation, Analysis, and Feedback:** The intern will demonstrate instructional leadership through lesson observation, review, and feedback on district forms.
Task 4 **TEDADM 574**	**Equity-Focused Leadership:** The intern will research and then develop a research-based proposal to create a more equitable learning experience for students and staff.

Professional Growth Plan
(On Canvas TEDADM 580)
Each intern is responsible for developing a professional growth plan (PGP) before exiting the program. The PGP is a state-required component of the portfolio. Instructions on developing the professional growth plan are provided in the Spring Quarter and can be found on the TED ADMIN 580 canvas site.

Form Purposes and Due Dates
Forms further described below the following table of purposes, due dates, and important information.

Form	Purpose	Due Dates/Important Information
ISLLC/NELP Self-Assessment	Interns assess their skills and experience against national standards, using that information to inform their internship activities. Assessments and results are shared with the EDADMIN	Due to field supervisor on Tuesday August 6, 2025. TEDADM internship self-assessment 25-26

	Coordinator as well as the field supervisor.	
Internship Experience Planning Document	Interns review this document, in conjunction with the mentor principal and field supervisor, to plan and implement potential activities each quarter.	This document provides activity suggestions throughout the year; no due dates are required. TEDADM internship experience planning document 25-26
Internship Experience Verification Form	Field supervisors document major activities which are not aligned with specific coursework throughout the year.	Interns should be familiar with the activities listed on this document and prepare to discuss their progress toward these activities, which should be signed off at the end of each quarter. TEDADM internship experience verification form 25-26
Quarterly Internship Plan and Report	These forms provide interns with a tool to reflect on their self-selected activities as well as provide field supervisors space to note areas of success and growth for the coming quarter period these reflections will support the required portfolio listed below.	The quarterly report is due to the field supervisors on the following dates: December 7, 2025 March 8, 2026 May 31, 2026 TEDADM quarterly internship plan and report fall 25-26 TEDADM quarterly internship plan and report winter 25-26 TEDADM quarterly internship plan and report spring 25-26
Mentor Principal Required Evaluation	The mentor principal/administrator reviews, based on the standards, the work that in turn has completed by the end of the year.	This form is due to the field supervisor, via the intern, on May 31, 2026. TEDADM mentor principal required spring evaluation 25-26
Time Log	Interns identify and document the total required 720 hours (or 360 hours for program candidates) for activities by standard throughout the year. These hours should be spread as evenly as possible across the standards.	These logs are due to the Administrator of the Office of Field Placements and Partnerships, Chelsea Bailey chelsba7@uw.edu, field supervisors, and Canvas on the following dates: September 7, 2025 December 7, 2025 March 8, 2026

		May 4, 2026
Professional Growth Plan	This form, required by the State of Washington, documents the growth continuation of the candidate upon completion of an administrative program.	This form is due electronically to the ED ADMIN Director by April 19, 2026.

Curriculum Layout

Curriculum for this four-quarter program is divided into four domains: Instructional Leadership, Management and Operations, Leadership, and the Internship/Reflective Seminar:

	Summer	**Autumn**	**Winter**	**Spring**
Instructional Leadership	**TEDADM 570: Curriculum and Instruction (4)** ■ Research evidence of best instructional practices ■ Common Core standards ■ Curricular and instructional resources	**TEDADM 573: Supervision of Instruction (3)** ■ TPEP ■ Instructional frameworks ■ Observation skills ■ Delivery of feedback ■ Designing interventions to improve instruction ■ Legal and contractual compliance **TEDADM 576: School-Wide Assessment (3)** ■ Data collection, interpretation, communication ■ WA educational reform ■ School wide improvement initiatives ■ Narrowing achievement gaps between diverse populations		

Management and Operations	**TEDADM 572: School Law for Educational Administrators (3)** ▪ Federal and State law ▪ Specifics (e.g., SPED, 504, IEP, abuse, discipline, discrimination)		**TEDADM 579: Human Resources (4)** ▪ Selection processes ▪ Performance evaluation ▪ Remedying performance issues ▪ Employee discipline ▪ Labor/collective bargaining ▪ Communications and conflict resolution	**TEDADM 577: School Finance and Educational Policy (3)** ▪ Legal, organizational foundational aspects of Washington State school finance ▪ Principal as fiscal leader ▪ Current development in national, state, district finance policy ▪ Budget planning
Leadership	**TEDADM 571: Intro to Leadership (2)** ▪ Self as leader ▪ Team building ▪ Leadership models/ theories ▪ Ethical leadership **TEDADM 575: Leadership in a Changing Society** ▪ Leadership theory ▪ Human motivation ▪ Organizational development ▪ School climate ▪ Cultural issues/change		**TEDADM578: Group Leadership in Educational Administration (3)** ▪ PLC leadership group dynamics ▪ Group facilitation ▪ Conflict resolution	**TEDADM 574: Equity-Focused Leadership (3)** ▪ Ethical leadership and social justice ▪ Meeting the needs of all students
Internship and Reflective Seminar	**TEDADM 581:** Internship (2)	**TEDADM 580:** Reflection and Learning from the Field (1) **TEDADM 581:** Internship (4)	**TEDADM 580:** Reflection and Learning from the Field (1) **TEDADM 581:** Internship (4)	**TEDADM 580:** Reflection and Learning from the Field (1) **TEDADM 581:** Internship (4)
Total Credits: 48	14	11	12	11

Confidentiality, Reporting, and Issues of Concern

FERPA for university students

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the privacy of university student education records. FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Details of the law can be found on the U.S. Department of Education website. Information about university policies regarding protection of university student information can be found on UW Office of the University Registrar website.

FERPA and Educational Access Protections for PK-12 students

Interns placed in PK-12 settings must familiarize themselves with and follow privacy and access protections of the students in their field placement setting. This is inclusive of all PK-12 students in their placement classroom, their school and any other school buildings they may visit. Please review the materials provided at events on the OFPP website. Expectations and legal rights of PK-12 students will be discussed at pre-placement events. Detailed information about protecting PK-12 student rights and information can be found on the Office of Field Placement and Partnerships webpage.

Bias, discrimination, & retaliation

If you believe you have experienced bias, discrimination, retaliation, and/or sexual harassment while at the UW Tacoma or in your field placement, please file a report with the UW Civil Rights Compliance Office at https://www.washington.edu/civilrights/

Mandatory reporting

Please find specific information and instructions regarding mandatory reporting under the "Clinical/Field Placements" and the "Reporting Bias, Discrimination, and Retaliation" tabs on the School of Education website.

Field/off-site incident reporting

All field or off-site incidents must be reported immediately (within 24 hours, or as soon as able) to the candidate's field supervisor, the Program Coordinator of Clinical Field Experiences, or the Administrator of the Office of Field Placements and Partnerships. When able, please report using the field/off-site incident form. If time is limited, contact the Administrator of the Office of Field Placements and Partnerships. Specific information about reporting an off-site incident can be found on the Office of Field Placement and Partnerships webpage.

Field placement issues of concern

Interns in field placements may encounter a variety of challenging situations involving K-12 students, and university and district-based educators, supervisors, and staff. Following the School of

Education's guiding principles, interns with concerns who are placed in a school or site should make every attempt to directly resolve the issues with the parties involved. Please follow the school and district protocols, including communication channels and conflict resolution procedures.

If additional support is needed, please follow the guidelines provided on the Office of Field Placement and Partnerships webpage.

Inclement weather

Check your placement school district website for information about possible closures or delays due to weather conditions. Check the Campus Safety and Security website for information about UW Tacoma campus closures and delays.