

UNIVERSITY OF PHOENIX

Options for ADM Internship Hours During Pandemic

August 17, 2020

Dear Administrative Interns,

Our views and guiding principles about how to lay a pathway for great administrators have not changed. We believe that the best way to prepare new principals is by conducting your field work and internship in live, dynamic school settings. However, as we move into an uncertain semester, in terms of your access to school sites and administrators, we plan to provide you with the flexibility required in your local area to ensure that you are able to progress to graduation.

Below are the updates to assist you in planning out your administrative internship hours and projects, and clinical field experience for the foreseeable future. As you review the information, please do not hesitate to contact me with questions. We will continue to monitor these accommodations as COVID-19 developments warrant.

- The modifications for the four internship projects may be utilized for administrative internships as needed. Please work with your faculty supervisor for guidance on this option if you need it.
- Regarding virtual internship/clinical field experience hours, the decision was made to extend the virtual/alternative experience allowance. Interns will be allowed to complete any combination of alternative/virtual/in-person hours that meet with the joint approval of their mentor and University supervisor. This change lasts for the foreseeable future. Therefore, interns will need to proactively consult with their mentors and supervisors to ensure the appropriateness of the virtual experiences. **BELOW** [\[make this a link to the below\]](#) are some general recommendations for alternative activities that may be assistive.
- Alternative experiences are defined as activities not completed in conjunction with the mentor; whereas virtual experiences are defined as activities completed in conjunction with the mentor but remotely.
- Students, mentors, and supervisors preparing for a capstone seminar course (ADMIN/591A, ADMIN/591B, and ADMIN/591C) are encouraged to conduct the meeting virtually via teleconference, phone conversations, Zoom, Skype, TEAMS, Collaborate, or another virtual, synchronous platform.
- Students, mentors, and/or supervisors who do not have printer or scanner capabilities during this period may submit electronic signature or typed name on the meeting log, ILP, and checklist. In these instances, we ask that the supervisor email the seminar faculty with cc to Ashley Crane verifying/validating that all deliverables are complete.
- Students completing alternative/virtual hours should clearly document these as such on the ILP both within the log and on the signature page where the total hours are noted. This documentation is required.

- For the 30-40 clinical field experience hours logged in My Time Log that are separate from the ILP internship hours and tied to course assignments, we are asking faculty members of the associated courses to be flexible in providing alternatives to students as needed. You may log these hours in My Time Log, denoting them as alternative/virtual hours.
- We strongly suggest you meet with your supervisor at least twice a month in order to receive support in navigating the internship completion deliverables.

If you have any questions or concerns, please reach out to me or your faculty supervisor for help.

Sincerely,

Ashley Crane

Education Program Specialist
Center for Educator Preparation (CEP)
College of Education

University of Phoenix

4025 S. Riverpoint Pkwy Phoenix, AZ 85040 Mail Stop: CF- K410

Phone 602.387.6744

Fax 6023080764@edocs.phoenix.edu

Email Ashley.crane@phoenix.edu

Intern Learning Plan Accommodation Directions for Intern

As administrative interns work to complete their requirements, they may continue to encounter situations where, due to limitations in accessing school buildings, it may be difficult to complete activities related to some of the standards on the Intern Learning Plan (ILP). Every effort should be made to search for activities that with minimum modification can meet the description of a standard. For example, Standard 2.1 reads, "Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students."

If the intern has participated in any virtual meetings where plans have been developed to create approaches to implement quality distance learning experiences for students, the time spent in that work could be described and recorded for this standard.

Additionally, as a reminder, the time spent on activities related to the completion of the four required projects should be described and recorded on the ILP. In some cases, the activities could span more than one standard. For example, the work on Project Two: Management of Resources and Operations fits under Standard 3.2. And if the project related to efforts to improve school safety, some of that time could be recorded under Standard 3.3.

In those cases where this is not possible to complete an “in person” or “on site” activity the attached ILP document describes alternatives that can be used to meet program requirements for a standard. These alternatives are suggestions. It may be that they will prompt the intern to think of a different activity that meets the description of the standard. The university supervisor and mentor may approve such a change. When such changes are made, they should be annotated with an A = the assignment was an alternative to the originally scripted activity in the text of the ILP.

It should also be noted that, while the most valuable internships involve activities that cover all the standards, the minimum requirement is that there be an activity under at least two of the sub-standards for each of the six standards. For example, under Standard 1.0 related to the school’s vision, there are four sub-standards. An intern needs to complete an activity that satisfies at least two of these sub-standards.