



The College of Saint Rose

432 Western Avenue
Albany, N.Y. 12203-1490

Educational Leadership Program

GUIDE TO THE INTERNSHIP

Coordinated through the Center for Integrated Teacher Education

**Where Theory Meets Practice
To Serve Students**

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EDUCATIONAL ADMINISTRATION PROGRAM INTERNSHIP GUIDE

TABLE OF CONTENTS	Page
The Internship Proposal Process	1
Purpose and Prerequisites.....	1
Internship Planning Checklist	2-3
Writing the Proposal.....	3
Supporting Letter from School District.....	4
Application Form	5
Description of ELCC Standards, Possible Activities, Tasks and Documentation	6
Suggestions for Possible Leadership Activities Linked to ELCC Standards.....	6-15
Sample Proposal for Standards 1 & 2 (Six Standards Required in Proposal)	16-17
Internship Roles and Responsibilities	
Guide for the College Internship Coordinator	18
Guide for the Site Supervisor	18-19
Guide for the College Supervisor.....	20
Guide for the Internship Seminar	20
Expectation for Completion of the Internship.....	20
Modifying the Proposal	21
Documenting and Evaluating the Internship.....	21-25
The Final Portfolio	26-27
Portfolio Checklist.....	28
Words of Wisdom about Your Educational Administration Internship	29-30
Appendix with Templates	
Internship Application Form.....	32
Internship Proposal Template	33-36
ELCC Standards & Elements for Proposal Development	36-38
Daily Log	39
Monthly Report	40
Leadership Hours Charts (Building & District Levels)	41-42
NCATE Assessment #3 (SBL) #7 (SDL)	43-71
NCATE Assessment #4 (SBL and SDL)	72-98
Request for Extension to Submit Portfolio.....	99
New York State Essential Knowledge and Skills for Effective School Leadership.....	100
College of Saint Rose Conceptual Framework and Unit Standards	101
Internship Scheduling and Grading Guide.....	103

THE INTERNSHIP PROPOSAL PROCESS

Purpose of the Internship

The Educational Administration Internship should help the intern:

apply concepts, knowledge, and skills from study and previous experience to actual problems and day-to-day administrative duties;

become involved in the real administrative life of educational organizations, and learn from administrative colleagues; and

grow and mature, through the internship's challenges, disappointments, and rewards, into a competent and independent educational administrator.

For these reasons, the internship experience is designed to be substantial, diverse, and deep.

SUBSTANCE: The internship must include a minimum of 600 hours including 100 hours at district level of administrative experience. The actual length will depend on meeting the objectives of a proposal submitted to the Educational Administration Internship Committee. Once accepted, this proposal is a contract between the intern and the school site, and the intern and the College. Interns are expected to fulfill this contract even if more hours are necessary than originally anticipated.

DIVERSITY: The internship should provide practice and experience *in all of the standard elements* of the six ELCC Leadership Standards (25 total standard elements). Certain internship activities may address multiple standard elements. However, an intern shall submit a minimum of 20 separate internship activities covering the entire range of the standard elements.

DEPTH: The internship should place the intern in an active, administrative role. There should be opportunities for the gradual assumption of real responsibility (within the legal limits of delegated authority). For these reasons, full-time internships during the regular school year (based on leaves of absence or sabbaticals) are most desirable. If the intern must maintain some other job responsibilities, a reduced load should be considered, to enable the intern to take on actual administrative responsibilities during the regular school day. Internships involving summer activities can be arranged in some circumstances but, in most cases, they will require additional activities during the Fall or Spring semesters.

Prerequisites for the Internship

Students seeking an administrative internship at the College of Saint Rose must:

have been accepted into either the School Building Leader (SBL), School District Leader (SDL) Certification Program or the Master's Program in Educational Administration at the College; and

have completed the prerequisite **twelve credit hours** (four courses) in Educational Administration at the College, with a minimum grade of B in each course.

Administrative Internship Planning Checklist

BEFORE YOUR INTERNSHIP---

Think about your short and long term career goals.

Attend an Internship Orientation Meeting to get the EDA program's Guide to the Internship. Read it carefully.

Begin to discuss a possible internship with your supervisors and/or other potential internship sponsors (AT LEAST 6 MONTHS BEFORE YOU HOPE TO START).

Determine whether you are doing a full time internship. If you are working on the internship work full time, the internship may be completed in one semester. If you are doing the internship while teaching (working another job) full time, you **must** take two semesters to complete the internship.

Meet with the EDA Internship Coordinator if you need help drafting your proposal.

Decide with your supervisors about when you will start your internship, what possible internship activities you will be working on to address the leadership standards, what hours you will work (600 total including 100 hours of district level work), and who your site supervisor will be.

Write a letter of intent to the EDA Internship Coordinator, specifying the expected dates and location of the internship.

Complete at least 12 EDA credits at Saint Rose.

Review NCATE/CAEP assessments #3 and #4 found elsewhere in this guide.

Review sample internship proposals.

Draft your proposal and get input from your site supervisor. Consult the Internship Coordinator if you have questions.

Arrange for a **letter of support** for your internship to be sent by your superintendent, board of education or Principal to the EDA internship coordinator. (see sample letter)

Make final revisions in your proposal, and submit it to the Internship Coordinator, along with the application form (AT LEAST 6 WEEKS BEFORE YOUR STARTING DATE).

After receiving approval of your proposal, register for EDA 546, Internship Seminar, immediately. (If you intend to complete the internship in one semester, you must register for EDA 546 and 547 concurrently.)

Begin your internship on the scheduled starting date.

Complete fingerprinting requirements. Fingerprinting clearance is required prior to the educational leadership internship. Fingerprinting information is available on the New York State Education Department "TEACH" website at <http://www.highered.nysed.gov/tcert/teach>.

DURING YOUR INTERNSHIP--

Meet at least twice with your college supervisor, and as often as called for in the proposal with your site supervisor.

Register for EDA 547 for second semester.

Attend the scheduled internship seminars at the college during the first and second semesters of your internship. If you are doing a full-time internship and intend to complete the internship in a single semester, you will need to continue to attend the seminars until completion and submittal of all internship materials.

Maintain your daily log and complete your monthly reports promptly.

Consult your college supervisor if problems arise or if you need to revise your proposal.

BEFORE THE END OF YOUR INTERNSHIP--

Complete your Portfolio, including the Final Reflective Paper, Evaluations, and NCATE Assessments.

Meet with your college supervisor to review your total internship.

Complete any unfinished business raised at that meeting.

WRITING THE PROPOSAL (See Sample pages 16-17 and Appendix pages 33-38 for template)

The internship proposal consists of the following seven parts:

1) An application form (see page 5, should be the first page of the proposal); 2) Introductory material; 3) a philosophical statement; 4) summary of the prospective intern's background (or resume); 5) a list of coursework completed; 6) an overall description of the internship activities and evaluation including an outline of the internship activities the intern undertakes in each of the ELCC Standards, broken down into the standard elements for each, with the method for documenting each assignment/activity, and 7) a statement of how the sponsoring district or organization will benefit from the internship.

Introductory Material

The following information should be provided in the proposal after the application form:

PHILOSOPHICAL STATEMENT: The intern's philosophy of education and educational leadership, and how that philosophy will shape the internship. (Approximately one page, typed, single-spaced)

SUMMARY OF BACKGROUND: a description of the intern's background as an educator (in an up-to-date resume).

COURSEWORK: A list of all educational administration courses taken, and whether they were taken at CSR or elsewhere.

OVERALL DESCRIPTION OF THE INTERNSHIP ASSIGNMENTS AND EVALUATION PLANNED: A brief overview of the internship, mentioning the ELCC Standards, broken down into the standard elements (Approximately a page, typed, single-spaced)

BENEFITS TO THE SPONSORING DISTRICT: An explanation of how the assignments, and the intern's development, will benefit the district sponsoring the internship. (Approximately a page, typed, single-spaced)

THE SUPPORTING LETTER FROM THE SUPERINTENDENT OR BOARD

A letter of support from the Superintendent or Board of Education or Building Principal that has jurisdiction over the prospective internship is required by the College; ***IT MUST BE RECEIVED BY THE COLLEGE BEFORE THE INTERNSHIP CAN BEGIN.*** This letter may typically be obtained from the Chief School Officer (Superintendent), and should be submitted with your internship proposal. This letter often includes a copy of the resolution approved by the Board of Education appointing the intern (NOTE: Some districts do not require Board of Education action appointing interns).

The letter of support must be on school district letterhead and should contain the following:

1. Verification that the internship experience has been approved by the school district or educational organization.
2. Length of time the internship is to cover, including beginning and ending dates.
3. Time allotted each day specifically for administrative duties.
4. Job title of the internship and brief description of the activities.
5. Identification of the administrator who will serve as the site supervisor.

The letter of support should be submitted with your internship proposal and mailed to:

CITE
College of Saint Rose Internship Coordinator
3678 Oceanside Road West, Suite 202
Oceanside, NY 11572

NOTE: OCCASIONALLY AN INTERNSHIP TAKES PLACE IN MORE THAN ONE DISTRICT OR AGENCY. IN THESE CASES, A LETTER OF SUPPORT MUST BE OBTAINED FROM EACH JURISDICTION.

DUE DATES FOR ALL INTERNSHIP MATERIALS

If beginning internship in the Summer: Prior to the conclusion of your fourth class or April 15th,
whichever is earlier

If beginning internship in the Fall: July 30th

If beginning internship in the Spring: December 1st

THE COLLEGE OF SAINT ROSE EDUCATION ADMINISTRATION PROGRAM

INTERNSHIP APPLICATION FORM

SUBMIT WITH PROPOSAL TO: CITE
 College of Saint Rose Internship Coordinator
 3678 Oceanside Road West,
 Suite 202
 Oceanside, NY 11572

Name of Student: Student Name		ID #: Student ID.
Street: Type Street		Cell Phone: () -
City: Type in City	State: State	Zip: Zip
School/Agency:		Phone:
Work Address:		
Street: Type Street		Phone: Type Street
City: Type in City	State: State	Zip: Zip
E-mail: E-mail Address		
Present certification(s) held: Certifications		
Years of teaching: Years of teaching, subjects/grades		
Years of Administrative Experience: Years of administration		
Experience: List Experience		
Name of school district/agency in which internship will be carried out:		
Name of school district/agency		
School or Building: School or building <u>and address</u>		
Superintendent or person in charge: Superintendent		
Site supervisor (name and title): Site supervisor		
Title of internship position: Title of internship		
Daily schedule: a. Internship: list daily hours		
B. Other work: list daily hours		
Internship dates:	Enter Starting Date	Enter Ending Date
Student Signature: Student Signature	Date: Click to enter date.	

All pieces of the internship application must be completed before it is submitted.

Note: Internship hours must total a **minimum** of 600 hours, of which 100 must be completed at the district level.

Description of the ELCC Standards, Possible Internship Activities, Tasks and Documentation

The following are some suggested activities that generate artifacts for the Internship Portfolio and ensure the administrative intern experiences a comprehensive internship consistent with the six Educational Leadership Constituent Council (ELCC) leadership standards listed below. After each activity, the applicable *standard element* (or multiple elements) linked to the activity are identified. Also provided is the level of the activity - building level (BL) or district level (DL). A single internship activity may apply to more than one standard element. The internship candidates should be strategic in also selecting or proposing activities that *could apply to both the building and district level*. Candidates may propose other activities that are linked to one or more of the standards as listed below. Any internship leadership activity listed in **bold** *must be included in the proposal*.

ELCC Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

ELCC Standard 1 Internship Activity Examples

- a. Review the school's or district's vision, mission, and goals and develop an informative article for the district newsletter. (1.1, 1.3) BL/DL
- b. Select a specific K-12 discipline, examine and evaluate the curriculum regarding consistency with the Common Core standards, share a written report with the site supervisor. (1.1-1.4) BL/DL
- c. Serve on a school or district curriculum team reviewing and implementing curriculum changes. (1.1-1.4) BL/DL
- d. Review recent literature on school improvement and "best practices" that support the school or district vision and share with administration, faculty, and the site supervisor. (1.1, 1.3) BL/DL
- e. Select a best instructional practice supported in the literature and consistent with the school vision, and develop a plan for its implementation and use in the school building. (1.1-1.3) BL
- f. Help plan for or coordinate transitional activities for students as they progress to higher grade levels. (1.1, 1.3) BL/DL
- g. Develop and/or coordinate academic recognition programs that celebrate student success in the building or district-wide. (1.1, 1.3) BL/DL
- h. Develop and/or coordinate school or district activities that support raising achievement for all students. (1.3) BL/DL
- i. Identify all state, national and local assessments at either elementary, middle or high school and evaluate how the results of these assessments are used to inform instruction. (1.1 – 1.4) BL/DL

- j. Collaborate with others and facilitate the creation and development of authentic assessments of student work through the use and/or evaluation of rubrics, end-of-course tests, projects. (1.2) BL
- k. Design a detailed process for the development, articulation, and implementation of a building or district vision, share the plan with your site supervisor and seek feedback. (1.1) BL/DL
- l. Along with the principal, participate in reviewing the school or district mission and vision with the faculty and staff. (1.1) BL/DL
- m. Present the school or district vision, mission and goals to the Parent-Teacher organization, and other local school partners (business, agencies, etc.) (1.1) BL/DL
- n. Monitor/assess the school's progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor. (1.4) BL
- o. Design a collaborative process for developing and implementing a school vision and share it with your site supervisor. (1.1, 1.2) BL
- p. Develop a comprehensive plan for communicating the school or district vision to appropriate school constituencies. (1.1) BL/DL
- q. Review three years of state assessment data (e.g. grade 3-8 math, Regents biology, etc.) and compare to two other school districts that share similar attributes. Analyze the results and identify the greatest need for action within the school and/or districtwide. (1.2, 2.2) BL/DL
- r. Review the school or district improvement plan, compare efforts being made at the school level and share your observations with the administration and/or the site supervisor. (1.2) BL/DL
- s. Review the literature on school organizational change processes and assess in writing the school building for challenges to collaborating, assessing, and implementing processes requiring change. (1.3) BL
- t. Collaboratively design a comprehensive, building-level or district level professional development program for a school or district. (1.3) BL/DL
- u. Research models for instructional program assessment and evaluation, select one or more that would be helpful in your school or district, and share results with the site supervisor. (1.4) BL/DL
- v. Compare/contrast methods of teacher supervision used in your current district and compare with at least two other districts. (1.3, 2.3) DL
- w. Study the district's APPR Program. Research creative ideas for Professional Growth Plans to share with teachers. (1.3, 2.3) BL
- x. Conduct informal observations of teachers/walk-throughs with principal and compare results. (1.3, 2.3) BL
- y. Serve as an instructional coach for teachers. (1.3, 2.3) BL
- z. Research pertinent professional articles to be able to discuss with teachers during the APPR evaluation process what will promote good teaching; summarize in writing. (1.3, 2.3) BL

ELCC Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: 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.

ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 2 Internship Activity Examples

- a. Research data on school or organizational climate and analyze any previous recent climate data collected for the school or district and share with the site supervisor. (2.1) BL/DL
- b. Conduct an assessment through observations, discussions, 1:1 interviews, or a survey regarding how the school culture promotes and supports diversity within the school. (2.1) BL
- c. Collaborating with others, select a school improvement goal, and develop a plan for action. (2.1) BL
- d. Observe school programs and activities and identify and document observation of differentiated learning opportunities and share with the site supervisor. (2.1) BL
- e. Recognize and celebrate diversity in programs, curriculum, and instructional practices. (2.1) BL/DL
- f. Research use of appropriate content based learning materials and learning strategies and share with faculty. (2.1) BL
- g. Develop a plan/strategy for promoting trust, equity, fairness, and respect among students, parents, and school and district staff. (2.1) BL/DL
- h. Research theories on a personalized learning environment or on motivation and share with others in the school. (2.1) BL/DL
- i. Collaborate with faculty or participate on a school or district team to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum (2.2) BL/DL
- j. Review three years of state assessment data in a curricular area (e.g. grade 3-8 math, Regents biology, etc.) and compare to two other school districts that share similar attributes. Analyze the results and identify the greatest need for action. (2.2, 1.1) BL/DL
- k. Review three years of school report card data and link to school or district goals, develop a written communication that is shared with staff, and parents. (2.2) BL/DL
- l. Investigate and review theories and literature on curriculum development and instructional delivery and develop a written summary – share with others including the site supervisor. (2.2) BL/DL
- m. Review the teacher performance evaluation system in the district and select another district and compare the differences and similarities.(2.2) DL
- n. Observe how technology is utilized within the school to enhance instruction and student learning, identify the effectiveness of its use and obstacles. Share the observations with the Technology Director/site supervisor. (2.2, 2.4) BL/DL
- o. Review and assess the type, frequency, and content of professional development in the school or district and evaluate the link between the development and school goals or identified needs. (2.3) BL/DL
- p. Through interviews, conversations, 1:1 or survey, collect school or district data on teacher perceived needs regarding high quality professional development. (2.3) BL/DL
- q. Review various standards for high quality effective leadership practices and develop a personalized set of leadership standards that can be articulated with the site supervisor. (2.3) BL/DL
- r. Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards. (2.3) BL/DL
- s. Conduct an APPR (Annual Professional Performance Review) assessment of a teacher or student teacher including the pre-observation conference, observation, written evaluation, and post observation conference. (2.3) BL
- t. With involvement of facilities and technology staff, conduct a review of the infrastructure capacity of the school regarding supporting technology for learning and management. (2.4) BL/DL
- u. Serve/participate on a technology planning committee for the school or district that is involved in planning for and implementation of technology tools to enhance instruction. (2.4) BL/DL
- v. Use technology and performance management systems to monitor, analyze, and evaluate school or district assessment, and data results for accountability reporting. (2.4) BL/DL
- w. Present to the faculty or department, technological strategies for promoting student learning. (2.4) BL
- x. Survey the literature on effective practices for the design, implementation and evaluation of high quality professional development; compile and report on same. (2.3) BL/DL
- y. Review the literature on school or organizational climate and culture and its impact on student learning including model programs that create professional learning communities that engage administrators and teachers in ongoing discussions on continuous improvement of instruction; compile and report on same. (2.1-2.4) BL/DL

- z. Create a report to be presented to the superintendent and Board of Education that includes recommendations for improving/enhancing the overall quality of existing professional development initiatives, a rationale for each recommendation, a proposed budget, a timeline and a means for evaluating the impact of the recommendations. (2.3) BL/DL
- aa. Work closely with an administrator to plan and deliver professional development on a specific topic. Include a needs assessment and evaluation instrument. (2.1, 2.3) BL/DL
- bb. Conduct opening day staff orientation, superintendent's conference days, new staff mentoring, meetings, substitute teacher orientation sessions, etc. (2.1 – 2.3) BL
- cc. Design and participate in various activities designed to increase and encourage parental involvement. (2.1) BL/DL
- dd. Analyze school and district instructional data in order to develop appropriate instructional activities and set instructional goals (2.2, 1.2) BL/DL
- ee. Review the literature for best practices in relation to data management, compile and report on same. (2.1-2.3; 1.2-1.3) BL/DL
- ff. Review the literature for best practices in relation to curriculum mapping; compile and report on same. (2.1-2.3; 1.2-1.3) BL/DL
- gg. Review the literature for best practices in relation to differentiated learning; compile and report on same. (2.1-2.3; 1.2-1.3) BL/DL
- hh. Work closely with a group of teachers to assess instructional data (building or district-wide) over time, identify problem areas and propose solutions. (2.1-2.3) BL/DL
- ii. Build capacity of teachers to engage in curriculum mapping and improve instructional practice by providing professional development sessions to them. (2.1,2.3) BL/DL
- jj. Organize a curriculum study and review of a particular topic. (2.1-2.3) BL/DL
- kk. Chair a curriculum council/writing committee. (2.1-2.3) BL/DL
- ll. Conduct above work in ELA/Math/Interdisciplinary Areas/Special Education/Content Area other than the one intern is certified in. (2.1-2.3) BL/DL
- mm. Chair a committee that focuses on improving instruction for struggling learners (AIS/dropouts/GED, etc). (2.1-2.3) BL/DL
- nn. Required: Conduct an APPR assessment—pre-observation, observation, and post-observation for a teacher or student teacher. (2.3) BL**
- oo. Compare/contrast methods of teacher supervision between the current school district and at least two other school systems. (2.3, 1.3) DL
- pp. Study the district's APPR Program. Research creative ideas for Professional Growth Plans to share with teachers. (2.3, 1.3) BL/DL
- qq. Conduct informal observations of teachers/walk-throughs with principal and compare results. (2.3) BL
- rr. Conduct informal observations of a variety of teachers, especially ELA, Math, Interdisciplinary, Special Education and Content Areas other than the one the intern is certified in. (2.3) BL
- ss. Supervise student teachers. (2.3) BL/DL
- tt. Serve as an instructional coach for teachers. (2.3, 1.3) BL
- uu. Research pertinent professional articles to be able to discuss with teachers during the APPR evaluation process that will promote good teaching; summarize in writing. (2.3, 1.3) BL

ELCC Standard 3: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 3 Internship Activity Examples

- a. Interview school administration regarding how/when external legal resources are accessed and how this resource helps guide decisions and report on same. (3.1) BL/DL
- b. Review recent school or district newsletters or other community communications and evaluate their effectiveness in communicating the school or district vision, mission and goals. (3.1, 1.1) BL/DL
- c. Select several school processes (e.g. dismissal, attendance, parent-teacher conferences, etc.) and analyze the school processes and operations to identify challenges and opportunities for improvement. (3.1) BL
- d. Review several Board of Education policies or Administrative Regulations on school operations or processes and compare these guidelines with actual operations and report on same. (3.1) DL
- e. Obtain copy of any school or district instructional, technology, facility or financial long range plan and comment on same. (3.1) BL
- f. Interview an administrator responsible for making decisions or recommendations on staffing at the school or district level. Collect any staffing lists or other data demonstrating the planning and allocation of staffing, and report on same. (3.2) BL/DL
- g. Discuss building maintenance needs with the principal and assess how needs are prioritized, communicated to others, and funded. Document a similar discussion held with the Director of Facilities, and compare perspectives. (3.2) BL/DL
- h. Collect the district policy on building use by outside groups and review the process with the site supervisor and document the process, challenges, and possible ideas to improve it and report on same. (3.2) BL/DL
- i. Interview a building or department supervisor about the budgeting process and how there is an alignment of resources to building priorities. (3.2) BL
- j. Analyze how space is currently being used in a school and develop a future space utilization plan for the school and share with the site supervisor. (3.2) BL
- k. Discuss with school staff and the principal how long-term needs of a school are determined and met. (3.2) BL
- l. Review the building and/or district school safety plan and select one of the procedures to conduct a “table top” exercise with school or district staff. (3.3) BL/DL
- m. Work with administrator in conducting a disciplinary conference with a student and report on same. (3.3, 3.5) BL

- n. Review and assess the student “sign out” process (or similar student safety issue) used by parents and evaluate its effectiveness and consistent enforcement. (3.3, 3.1) BL/DL
- o. Review the school-based discipline management policies and plans as well as the student Code of Conduct, access the VADIR report, and identify trends or issues regarding student behavior that may require special attention. (3.3) BL/DL
- p. Participate in or chair a school building safety team that meets periodically to address issues of safety and security. (3.3) BL/DL
- q. Research literature on distributed leadership and shared decision making, meet with the site supervisor to discuss how to share leadership and encourage staff to assume roles in the school. (3.4) BL
- r. Conduct or participate in a meeting and create opportunities for others to assume roles of leadership. (3.4) BL/DL
- s. Review any shared decision making plan for the school (also look at the teacher contract and Board of Education policy) and examine for language detailing the rights and responsibilities of staff to participate in decisions and report same. (3.4) BL
- t. Research leadership strategies that maximize teacher time spent delivering or collaboratively planning high-quality instruction and share this information with the site supervisor. (3.5, 3.2) BL/DL
- u. Collect school policies and written procedures that protect time and schedules to maximize teacher instructional time and student learning and report on same. (3.5, 3.2) BL/DL
- v. Work with the school person responsible for developing the school master schedule, and participate in the development of a future schedule. (3.5, 3.2) BL
- w. Research local, state and federal grant opportunities and partner with community agencies/partnerships in jointly applying for funding to solve a school or district-wide problem or issue. (3.2, 3.3) BL/DL
- x. Participate in and/or coordinate the inducting and/or mentoring of new teaching staff. (3.2, 3.4) BL/DL
- y. Assist with recruitment and selection of new personnel. (3.2) BL/DL
- z. Research/study teacher discipline issues. Prepare a draft counseling memo. (3.2, 3.3, 2.3) BL
- aa. Compare/contrast the union contract provisions of two separate labor agreements within the district, or select one labor unit agreement from within the district and one from outside the district and conduct a similar analysis. (3.1-3.5) BL/DL
- bb. Review written job descriptions for building or district paraprofessionals, interview some of the staff, and compare the job description to actual duties. Share results with the site supervisor. (3.2, 3.4, 2.3) BL/DL
- cc. Participate in or chair a building or district Crisis Response Team. (3.3) BL/DL
- dd. Participate on/observe a collective bargaining team; keep journal on same. (3.2) DL
- ee. Conduct a human resources needs assessment and prepare an action plan to solve a problem. (3.2) BL/DL
- ff. Research effective co-teaching models for teaching. Prepare fact sheet and possible professional development for staff. (3.2, 2.3, 1.1) BL/DL
- gg. Oversee/coordinate test administration including proctoring schedules and provision of accommodations for students with special needs. (3.2, 2.3) BL
- hh. Assist with daily management of the building including opening, closing, after school programs, summer school programs and extracurricular activities. (3.1, 3.3) BL
- ii. Assist with the development of master schedules. (3.1, 3.2, 3.5) BL
- jj. Research best practices/programs for improving student discipline and report on same. (3.1-3.3, 3.5) BL/DL
- kk. Handle day to day student discipline concerns. (3.1-3.3, 3.5) BL
- ll. Engage in the design, implementation and evaluation of crises management plan and responses. (3.3) BL/DL
- mm. Carry out building safety and maintenance checks. (3.1, 3.3) BL
- nn. Research and implement ways for students to be involved in shared decision-making in areas of the school that directly affect students. (3.4) BL
- oo. Prepare, implement and evaluate testing administration to ensure integrity of testing, while maximizing resources and time on instruction. (3.1, 3.2, 3.5) BL
- pp. Prepare the VADIR Report for the building/district. Look for patterns that emerge from the data to work on school climate/culture. (3.1-3.3) BL/DL
- qq. Serve as “principal for the day” or shadow the building principal at as many buildings/ levels as possible. (3.1, 3.4) BL

ELCC Standard 4: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 4 Internship Activity Examples

- a. Research the literature on best practices for identifying and mobilizing community resources. (4.1-4.3) BL/DL
- b. Select a specific issue regarding a school and analyze information relating to the issue or challenge keeping in mind the needs of students, parents, and caregivers. (4.2-4.3) BL
- c. Select a current problem or challenge in your school or across the district, identify multiple sources of evidence that you would need to utilize to inform your decision making as a school or district leader. (4.1) BL/DL
- d. Investigate various types of communication and strategies that improve the school’s or district’s educational environment and share with the site supervisor. (4.3-4.4) BL/DL
- e. Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information. (4.1) BL/DL
- f. Develop a written communication that would share information about the school or district with the community. (4.1-4.4) BL/DL
- g. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity (4.2) BL/DL
- h. Identify and use diverse community resources to improve school or district programs and services. (4.2-4.3) BL/DL
- i. Research school strategies for effective oral and written communication with families and caregivers within the district and/or other schools and record the evidence. (4.1-4.4) BL/DL
- j. Conduct a needs assessment of families and caregivers by working with parent and community groups, social services, school counselors, and social workers, etc. (4.1-4.4) BL/DL
- k. Develop collaboration opportunities and employ strategies for building effective relationships with families and caregivers and record same. (4.3) BL/DL
- l. Find and/or recognize opportunities to involve families and caregivers in the decision-making processes at the school. (4.3, 4.4, 3.4) BL
- m. Research effective parent/community involvement for best practices, especially those that positively impact student achievement. Prepare electronic resource. (4.1, 4.3, 1.1, 2.1) BL/DL
- n. Create a database of community-based organizations providing services/resources to schools. (4.1, 4.2, 4.4) BL/DL
- o. Chair a committee to draft a parent/family involvement policy for the school district based on your research and comparison to other districts. (4.1-4.3) DL

- p. Create a school publication/website to inform the community about school events, goals, vision, and opportunities for involvement on decision making. (4.1-4.3, 3.4, 1.1, 2.1) BL/DL
- q. Research/prepare a guide for students/parents/community members that identifies community resources/services available. (4.1-4.4.) BL/DL
- r. Chair a school/community workgroup to study/identify solutions for difficult problems (Ex. bullying, cyberbullying, drug/alcohol issues). (4.1- 4.4, 1.1, 3.4) BL/DL
- s. Coordinate and supervise school/community events. (4.1, 4.3-4.4) BL
- t. Survey community attitudes toward the schools. (4.1-4.2) BL/DL
- u. Attend/present at school board meetings. (4.1) BL/DL
- v. Compare/contrast school district public relations programs and make recommendations for improvement in your school district. (4.3-4.4) BL/DL
- w. Coordinate district continuing education, summer, or after school programs. (4.1-4.4, 1.1) BL/DL
- x. Develop a written proposal to actively include and engage the entire community in the school improvement process. (4.2-4.4, 1.1, 2.1, 3.4) BL/DL
- y. Analyze and communicate school progress and school achievement to teachers, partners and staff. (4.2-4.4, 1.1, 2.1) BL
- z. Develop and present a plan to the administrative team, a committee or the Board of Education recommending how to establish a closer alignment and cooperation with social services (or similar agencies) with the school district. (4.2, 4.4) BL/DL

ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.

ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 5 Internship Activity Examples

- a. Review leadership theory regarding integrity, fairness, and ethical practice and compile and discuss with supervisor. (5.1) BL/DL
- b. Identify the challenges or obstacles within the school or district that might inhibit equity of opportunity for all children and affect student accountability regarding student achievement. (5.1, 5.3, 5.5) BL/DL
- c. Research information of leadership principles of integrity and fairness and identify leadership practices and decisions demonstrating these principles. (5.1) BL/DL
- d. Review school district student policies regarding equity, social justice, or accountability and report. (5.1-5.3) BL/DL
- e. Based upon your research and observation of teaching and leadership practice, create operational definitions of accountability, equity, and social justice. (5.1-5.3, 5.5) BL/DL
- f. Study and report on basic principles of ethical leadership behavior established by legal and professional organizations including local Board of Education policy, administrative evaluation procedures, NYSSBA, NYSCOSS, SANYS, NAESP, NASSP, NYSED, etc. (5.2) BL/DL
- g. Formulate a school-level leadership belief statement grounded in ethical standards and practices, share with your site supervisor and record same. (5.2, 5.4, 5.5) BL
- h. Analyze leadership decisions within the school or district in terms of established ethical practices and document same. (5.2) BL/DL
- i. Study and analyze equity of resource distribution to students based upon need and comment on fairness and recognition of needs disparity. (5.3, 5.5) BL/DL
- j. Evaluate and report on school policies and procedures that support democratic values, equity, and diversity issues within the school or district. (5.3) DL
- k. Utilizing appropriate communication skills, advocate for democracy, equity, and diversity in a letter to a local or state political office. (5.3-5.5) BL/DL
- l. Analyze the moral and legal consequences of a particular decision you were required to make in your leadership internship experience and report same. (5.4) BL/DL
- m. Attend a student disciplinary conference analyzing the conference in view of fairness, ethical and legal aspects and report on same. (5.1-5.5) BL
- n. Compare/contrast policies from several school districts to make recommendations for improvements (attendance, discipline, student support, health-related, etc.). (5.1, 5.3, 5.4, 5.5, 3.1, 3.2, 1.1) BL/DL
- o. Compare/contrast discipline procedures for general education versus special education students; prepare a fact sheet on same. (5.3-5.5, 6.1-6.2) BL/DL
- p. Study affirmative action guidelines to design interview questions for job candidates that ensure a respect for fairness, diversity and meets legal guidelines. (5.1-5.5) BL/DL
- q. Prepare/update handbooks for students/staff/parents/community members (e.g. summer school, kindergarten, student support, health services, substitute teachers, etc.) (5.4, 5.5, 4.3, 3.3, 1.1) BL/DL
- r. Attend school law conferences and prepare summary of relevant issues for administrators and teachers. ((5.4, 6.1, 6.2) BL/DL
- s. Participate/attend a 504 meeting or Special Education IEP meeting and record observations of same. (5.4-5.5) BL
- t. Assess current procedures ensuring student and teacher confidentiality regarding disciplinary issues and develop a plan for improving the process. (5.1-5.5) BL/DL
- u. Research/evaluate professional organizations in education for personal membership. (5.2) BL/DL
- v. Attend leadership conferences at the local, state or national level (NYSSBA, NYSCOSS, SANYS, NAESP, NASSP, NYSED, NYSASBO, ESEA, etc.) and share learning and implement ideas/practices. (5.2, 6.2, 6.3) BL/DL
- w. Research/plan/conduct study circles/book clubs with other educators on the topic of integrity, equity, or ethical decision making. Report on same. (5.2, 5.5) BL/DL
- x. Commit to reading educational email services or professional journals on a regular basis and implement ideas/practices. Report on same. (5.2) BL/DL
- y. Research/collect/prepare a journal of effective leadership theories and practices. (5.2, 1.1, 1.3) BL/DL
- z. Shadow/make site visits to observe other educational leaders in their practice. (5.2) BL
- aa. Attend and contribute at administrative team meetings. (5.2). BL/DL

ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 6 Internship Activity Examples

- a. Select a state legislative proposal that would impact upon education and develop an advocacy plan that supports students, families and caregivers. (6.1-6.2) BL/DL
- b. Meet with local, regional or state political or community leaders and discuss ways to build stronger relationships to keep informed of issues. (6.1-6.3, 4.2, 4.4) BL/DL
- c. Through reading and study of emerging educational issues, identify five issues or challenges that you reasonably anticipate should occur in education (nationally, state or local) and respond how school leadership should prepare to deal with each one. (6.1-6.3) BL/DL
- d. Participate in a county-wide committee that impacts education. (6.1-6.2) BL/DL
- e. Analyze how state and federal law and policy is applied consistently, fairly and ethically within the school. (6.1) BL
- f. Create a written plan for public advocacy based on an analysis of the complex causes of poverty and other disadvantages and the amount of state and federal funding provided to education. (6.1, 5.3, 3.2) BL/DL
- g. Serve as a respectful spokesperson for students and families within the school by presenting at public school meetings or regional conferences. (6.1-6.2) BL/DL
- h. Meet with a state political leader to discuss how state laws and regulations are developed and enacted and the role of the public (and others) in influencing the legislature. (6.1-6.3) BL/DL
- i. Advocate for school policies and programs that promote equitable learning opportunities and student success. (6.1, 5.3, 5.1) BL
- j. Communicate local school policies, laws, regulations, and procedures to appropriate school stakeholders. (6.1) BL/DL
- k. Review the research on achievement data on various schooling options and analyze in general, the advantages of each regarding achievement, cost, schedule, etc. (6.3) BL/DL
- l. Study the advantages of a possible merge of two or more districts regarding impact on finance and educational opportunity. (6.3, 5.1, 3.2, 1.3) BL/DL
- m. Interview a number of school leaders regarding the managerial and leadership skills required today with those anticipated in the future. Record the list of changes and compare the list with your own skill set. Share and discuss with your site supervisor. (6.3) BL/DL
- n. Attend a Board of Education meeting and analyze the political, economic, and legal implications of selected items that were discussed by the Board of Education. (6.1-6.3, 5.4, 5.1) BL/DL
- o. Interview a local municipal planning and zoning official regarding municipal population projections and obtain projections and compare with the school district enrollment projections, noting discrepancies. Develop a plan for how to approach the discrepancy and report on same. (6.1-6.3, 4.1, 3.1) BL/DL
- p. Attend professional and community meetings in the area that support the school and school district. (6.1-6.2, 4.3, 4.4) BL/DL
- q. Attend functions and or presentations from SAANYS, ASCD, NYASCD, CASDA, BOCES, NYSSBA, NYSCOSS, NYSASBO. (6.1-6.3, 5.2) BL/DL

SAMPLE Proposal for Standards 1 & 2 (See Appendix Page XX - XX for template)

Internship Leadership Activities Linked to ELCC Leadership Standards

**THE COLLEGE OF SAINT ROSE
EDUCATIONAL LEADERSHIP PROGRAM**

STANDARDS, ELEMENTS, LEADERSHIP ACTIVITIES, TASKS, AND DOCUMENTATION

Submitted By:

**Mary/John Q. Intern, Sweethill Middle School
Summer 201X**

ELCC Standard 1 (1.1-1.4)

ELCC Standard Element	Leadership Activity	Tasks	Documentation
<p>ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p>	<p>Review the school's vision, mission, and goals and develop an informative article for the district newsletter. (1.1, 1.3)</p>	<p>1.1.1 Review school or district's vision, mission, and goals. 1.1.2 Interview school leadership and possible Board of Education regarding status of goals, and history of the development of vision and mission. 1.1.3 Review recent or previous newsletter articles that discussed topic. 1.1.4 Write draft of article. Submit draft article to site supervisor. Complete final article and submit.</p>	<p>Obtain copies of district vision, mission and goals. Document interviews with notes. Include recent articles. Include draft. Include final article.</p>
<p>ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p>	<p>Review three years of state assessment data (e.g. grade 3-8 math, Regents biology, etc.) and compare to five other school districts that share similar attributes. Analyze the results and identify the greatest need for action. (1.2, 2.2)</p>	<p>1.2.1 Select a subject and grade level 1.2.2 Discuss with school staff where to locate the data (school report card, etc.). 1.2.3 Locate 5 similar schools or districts 1.2.4 Analyze data and compare mean scores over 3 years 1.2.5 Identify issues or data differences within the school or district. 1.2.6 Explore/discuss with site supervisor causes of any variation.</p>	<p>Maintain notes of meeting and location of data. Document data collected Highlight data differences. Notes on discussion Written summary</p>
<p>ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school Improvement.</p>	<p>Same as 1.1</p>	<p>Same as 1.1</p>	<p>Same as 1.1</p>
<p>ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p>	<p>Monitor/assess the school's progress towards achieving one or more of its goals, and develop a written plan of any revisions needed, (1.4)</p>	<p>1.4.1 Review and select 1 school/district goal. 1.4.2 Analyze the progress towards goal by talking with supervisor and reviewing data. 1.4.3 Compare data to established benchmark Assess progress and explore any needed modifications or leadership adaptations .</p>	<p>Provide copy of goal. Provide notes of meeting and any data. Provide copy of goal differences and recommendations.</p>

ELCC Standard 2 (2.1-2.4)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
<p>ELCC Standard Element 2.1: 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.</p>	<p>Conduct an assessment through observations, discussions, 1:1 interviews, or a survey regarding how the school culture promotes and supports diversity within the school. (2.1)</p>	<p>2.1.1 Research data collection for attitudinal survey methods. 2.1.2 Research literature on school culture, & diversity. 2.1.3 Select process for data collection after meeting w/site supervisor. 2.1.4 Develop draft of questions for data collection. 2.1.5 Administer/collect data 2.1.6 Analyze data and summarize results 2.1.7 Share results with site supervisor and others as directed.</p>	<p>Provide notes on survey methods. Provide notes on culture and diversity. Provide copy of instrument and questions. Provide copy of data and analysis Provide notes of meeting with supervisor.</p>
<p>ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p>	<p>Review the teacher performance evaluation system in the district and select another district and compare the differences and similarities. Share the results at a faculty meeting for discussion. (2.2)</p>	<p>2.2.1 Study literature on teacher evaluation 2.2.2 Obtain copy of teacher evaluation forms 2.2.3 Select another school system 2.2.4 Obtain copy of different school's forms 2.2.5 Compare differences and similarities including philosophy 2.2.6 Develop a written analysis/comparison 2.2.7 Share with site supervisor 2.2.8 Share at a faculty or other meeting</p>	<p>Notes from review of literature Copy of both teacher evaluation systems Written analysis Notes of meeting with site supervisor Notes or handouts from faculty/other meeting</p>
<p>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p>	<p>Conduct informal observations of teachers/walk-throughs with principal or supervisor and compare results. (2.3)</p>	<p>2.3.1 Study literature on informal walk-throughs 2.3.2 Review any written APPR district process 2.3.3 Review any teacher contract language on supervision 2.3.4 Meet with site supervisor prior to discuss 2.3.5 Conduct walk-throughs together 2.3.6 Make notes on observation 2.3.7 Meet with supervisor and compare observations</p>	<p>Notes from review Notes from APPR and contract provisions Notes from meeting Notes from walk-throughs Reflection on sharing observations</p>
<p>ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	<p>Present to the faculty or department technological strategies for promoting student learning. (2.4)</p>	<p>2.4.1 Study literature on use of technology in enhancing instruction & learning 2.4.2 Discuss technology use with school or district technology staff and/or others 2.4.3 Create a presentation of strategies using technology 2.4.4 Share with site supervisor 2.4.5 Present program to the faculty or other group</p>	<p>Notes from review Notes from any meetings/discussions Copy of the presentation Notes from meeting Brief reflection assessing presentation</p>

Note: If it is necessary to change or substantially amend an internship leadership activity, notify your college supervisor and put the amended intern leadership activity in writing to your supervisor for his/her approval. Certain internship activities may address multiple standard elements. However, an intern shall submit a minimum of 20 separate internship activities covering the entire range of the 25 standard elements over the six ELCC standards.

INTERNSHIP ROLES AND RESPONSIBILITIES

The College Internship Coordinator

The College Internship Coordinator is responsible for:
Preparing students prior to the internship experience by providing information as requested.
Conducting or arranging Internship Orientation Sessions.
Assisting interns in preparation of Internship Proposals.
Collecting, reviewing, providing feedback for and approving draft Internship Proposals.
Assigning College Supervisors to interns.
Supervising College Supervisors to interns.
Conducting Internship Seminars EDA 546 and 547, as assigned.
Hiring, supervising and evaluating adjunct College Supervisors.
Maintaining all internship files.

GUIDE FOR SITE SUPERVISORS

Introduction

The Education Administration Program faculty at the College of Saint Rose appreciate the commitment that site supervisors make in helping a graduate student complete an administrative internship. The commitment is a mutual one, and the experience should be mutually beneficial.

If you have any questions or concerns, please feel free to contact the Internship Coordinator, at 516-221-2936, or your intern's college supervisor. ***IT IS VITAL THAT, IF ANY PROBLEMS ARISE REGARDING THE INTERNSHIP, YOU INFORM THE INTERNSHIP COORDINATOR AND/OR THE COLLEGE SUPERVISOR IMMEDIATELY.***

Commitments

...of the Site Supervisor to the Intern:

to provide the student with ideas for internship leadership activities consistent with the ELCC leadership standards that will result in an experience of substance, diversity, and depth, with varied opportunities for leadership;

to ensure that the appropriate letter of support is obtained from the superintendent, board of education or other governing body, or its representative;

to notify staff members of the intern's role and responsibilities, in order to smooth the entry into the new role, and to provide a formal introduction to all staff at the earliest opportunity;
to mentor the intern in every way possible, scheduling regular meetings with him or her, being available for consultation, providing opportunities for professional growth, and giving honest, open, and supportive feedback;

to provide the intern with a final evaluation based upon satisfactory completion of the six ELCC standards, and the 25 standard elements within the Standards (as described on pages 6-16 in this Internship Guide) using the formats provided by the College, and to review and discuss them with the intern;

to contact the college supervisor or program coordinator to discuss problems or concerns, or to give suggestions for the improvement of the program.

...of the College to the Intern

to assist in locating an appropriate site, if necessary;

to assist interns in designing proposals of substance, diversity, and depth;

to assign a college supervisor who will visit the intern at least three times at the internship site, and be available to confer with both the intern and the site supervisor as needed;

to provide regular intern seminars for support, discussion, and updating on important issues;

to review the intern's proposal and final portfolio with reasonable expeditiousness, so as to facilitate the timely beginning and ending of the internship or residency.

...of the Intern to the Site and the College

to design an internship experience of substance, diversity, and depth;

to devote a minimum of 600 clock hours including log to the internship experience;

to continue the internship until the concluding date on the approved proposal, and until the internship leadership activities in the proposal are completed, unless released by the site supervisor and the College;

to provide the site supervisor with a copy of the approved proposal, and to confer with both the site supervisor and the college supervisor in a timely fashion about any major modifications in the proposal;

to attend internship seminars, and participate actively;

to complete internship documentation in a timely fashion-- maintaining a daily log, filing monthly reports, and compiling a final portfolio;

to self-evaluate honestly and reflectively, and to be open to evaluative comments from both supervisors.

THE COLLEGE SUPERVISOR

Upon approval of the Internship Proposal and registration for EDA 546, CSR assigns a College Supervisor to each intern. The College Supervisor is responsible for:

Providing technical assistance, mentoring, coaching, support and advocacy

Meeting with each intern a minimum of 2 times during the internship with at least one of these meetings at the school site

Meeting with the Site Supervisor, at least once and preferably twice, to discuss the intern's performance.

Reviewing Monthly Reports and providing feedback to interns.

Determining grades for EDA 546 and 547 on a semester basis. Grades must be submitted in accordance with The College of St. Rose semester grade deadlines

Reviewing the internship portfolio

Completing all NCATE/CAEP Assessments as required through Chalk and Wire.

THE INTERNSHIP SEMINAR (Required Courses EDA 546 and 547)

A series of seven seminars are required for each intern. Seminars, along with their topics, are held throughout the year and are posted on the CITE website (www.citeonline.com). These seminars provide interns with opportunities for dialog with fellow interns, presentations, guest speakers, case studies and panel discussions technical assistance, network building, problem-solving and sharing of internship experiences discussions about critical educational issues of concern to interns.

Note: Interns must attend seven seminars during their internships in order to broaden their experience and enhance their networking skills. Students with approved full-time (one-semester) internships must complete four seminars. No internship paperwork will be processed by CITE with the College until all seminars are complete. The initial Internship Proposal Seminar is required as is attendance at one (1) Test Prep seminar. Other seminars are at the discretion of the intern. Students will receive a grade (Pass, Incomplete or Fail) for EDA 546 and EDA 547 from their College Supervisor.

EXPECTATION FOR COMPLETION OF THE INTERNSHIP

Internship students are expected to work diligently in meeting all requirements and completing all proposed leadership activities within three successive academic sessions of beginning the internship inclusive of the summer session (e.g. If a student begins in the summer academic session, they would be expected to complete all internship requirements before the end of the next spring semester: summer, fall & spring.) The student's internship academic session begins on the first day of EDA 546. Completion means all activities are completed, evaluations have been completed, and the portfolio has been submitted for review to the College Internship Supervisor. (see Appendix page 103)

If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one extension 90 days to complete all requirements. An Internship Administrative Fee will be charged. Failure of any student to complete the internship within the three successive academic sessions plus the 90 day extension will result in the student receiving an F – failing grade for the course.

MODIFYING THE PROPOSAL (Significant Changes)

It is possible that during the internship an unforeseen change in the school or organization may occur or new opportunities for internship leadership activities may arise. Such changes may call for **significant changes** in the intern's proposal. The procedure for modifying the proposal is as follows:

The intern, the site supervisor, and the college supervisor discuss and agree on any proposed changes before the changes are made.

The intern writes a letter to the college supervisor, describing the agreed-on modification, and signed by both the intern and the site supervisor.

The modification is accepted upon approval of the college supervisor, communicated in writing. In any uncertainty, it is the responsibility of the intern to communicate with the college supervisor.

The intern forwards copies of the approved modification to the site supervisor and the Internship Coordinator. S/he also inserts a copy in the final portfolio, and modifies the subsequent daily log and monthly reports accordingly.

Less significant changes in the content of internship leadership activities may be agreed upon by the intern and college supervisor in email correspondence.

Documenting and Evaluating the Internship

The intern documents the internship for review by the site supervisor and the college supervisor. It is important for the intern to organize the documentation process, start it promptly at the beginning of the internship, and maintain it throughout the whole experience.

In general, it is a wise idea for administrators to be economical in their written communications. Interns should practice saying a lot, clearly, in few words. Also, since the final portfolio includes all Daily Logs and Monthly Reports and can be very bulky, it helps to reproduce reports back-to-back to conserve space.

The Daily Log (See Sample form on Page 24, See Appendix Page 40 for Template)

The intern keeps a Daily Log which records all the activities of the internship and is included in the final portfolio. A log should be completed for every day during which any amount of time is spent on the internship. The log helps the intern to keep track of accumulated time, to review activities in meetings with the supervisors, and to write the Monthly Report. **IT ALSO PROVIDES AN OPPORTUNITY, HOWEVER BRIEF, TO REFLECT ON AND EVALUATE EACH DAY'S ACTIVITIES.** (if necessary)

The Monthly Report (See Sample form on Page 25, See Appendix Page 41 for Template)

The Monthly Report serves three purposes: to enable the intern to review progress toward completing the internship, to provide a basis for discussion of progress and problems with the site supervisor, and to update the college supervisor. The Daily Log should provide most of the material for this report.

The Monthly Report should be submitted to the site supervisor for review. The intern must **email a copy** to the college supervisor within ten days after the end of the month. The College Supervisor will review each Monthly Report and email feedback to the intern.

NOTE: THE DAILY LOG MAY BE HANDWRITTEN, BUT THE MONTHLY REPORT MUST BE TYPED AND SUBMITTED BY E-MAIL TO THE COLLEGE SUPERVISOR BEFORE THE TENTH DAY OF EACH MONTH.

The Internship Leadership Activity Hours Chart (See Sample form on Page 26, See Appendix Page 42 for template)

Interns must log a minimum of 600 hours of internship related work including a minimum of 100 hours on district related level work. Interns should aim for approximately 100 hours working within each of the six ELCC Leadership standards and the accompanying elements for each standard. In developing proposed leadership activities, interns should plan strategically to ensure that many of the leadership activities included in the proposed plan have both a building and district level orientation since each intern will be evaluated at the end of the internship on both building level and district level internship experiences within each of the ELCC Leadership standards and elements.

The purpose of the chart is to keep a monthly record of how many hours are logged under each ELCC Standard to be able to determine which Standards interns may be logging too many or too few hours. The chart of hours is required to be handed in with each Monthly Report as a management tool for both the intern and the College Supervisor. See the template for the chart at the end of this Guide.

SAMPLE PAGE FROM MARY/JOHN Q. INTERN'S MONTHLY REPORT
(Template in Appendix on Page 41)
 THE COLLEGE OF SAINT ROSE EDUCATION ADMINISTRATION PROGRAM

INTERNSHIP MONTHLY REPORT

Name of Student: Mary/John Q. Intern	Title: Administrative Intern
Internship Site: Elysium Middle School	
Month of <u>January</u> , 201 <u>x</u>	Total time accrued to date (including this month) <u>370.5</u> hours
<p>Leadership Activities by ELCC Standard Elements:</p> <p>ELCC Standard Element 1.1: Review the school's vision, mission, and goals and develop an informative article for the district newsletter. (1.1, 1.3)</p> <p>ELCC Standard Element 1.2: Review three years of state assessment data (e.g. grade 3-8 math, Regents biology, etc.) and compare to five other school districts that share similar attributes. Analyze the results and identify the greatest need for action. (1.2, 2.2)</p> <p>ELCC Standard Element 2.2: Review the teacher performance evaluation system in the district and select another district and compare the differences and similarities. Share the results at a faculty meeting for discussion. (2.2)</p> <p>ELCC Standard Element 2.4: Present to the faculty or department technological strategies for promoting student learning. (2.4)</p>	
<p>Please summarize below significant activities that you accomplished under each of the ELCC Leadership Standard Elements for this month:</p>	
<p>ELCC Standard Element: 1.1: Activities of This Month:</p>	
<p>ELCC Standard Element: 1.2:: Activities of This Month:</p>	
<p>ELCC Standard Element: 2.2: Activities of This Month:</p>	
<p>ELCC Standard Element: 2.4: Activities of This Month:</p>	
<p>Reflection: Choose TWO of the Leadership Activities that you reported on above and reflect what you learned for each and would you might do differently.</p>	

Leadership Activity Hours Accrued

(Template in Appendix on Pages 41-42 for Building & District Level Hours)

<u>ELCC Leadership Standards</u>	January	February	March	April	May	Totals
ELCC Standard 1: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	10.0	8.5	11.5	5.0	6.0	41.0
ELCC Standard 2: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.	8.5	18.0	12.5	9.5	16.0	64.5
ELCC Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	8	1.5	0	31	5.0	45.5
ELCC Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.	16	22.5	0	0	12.0	50.5
ELCC Standard 5: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.	11.5	0	21.5	23.0	10.5	65.5
ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.	7.0	5.0	4.0	20.0	0	36.0
MONTHLY TOTALS	60.0	55.5	50.5	88.5	49.5	304.0

"Name Here"

Educational Leadership Internship

"Date Here"

The Final Portfolio

The internship portfolio contains the complete documentation of the internship experience. Upon completion of the internship, it is presented to your college supervisor for review. Credit cannot be given for the internship until it is completed, submitted to the college supervisor, reviewed, and accepted.

For clarity and ease of review, the portfolio should be organized in two ring binders, (one 1", one 3") a large file box or other commercial container with sections separated by tabs and clearly marked. THE PORTFOLIO WILL BE RETURNED TO YOU; HOWEVER, SECTIONS 8 AND 9 WILL BE RETAINED BY THE COLLEGE, SO PLEASE PROVIDE TWO EXTRA COPIES. The sections to be included are the following:

Section 1: FRONT CONTENT

Title Page - "Internship Portfolio,
Internship in Educational Administration
College of Saint Rose
Albany, New York"

followed by

Intern's name, title, and site
Dates of internship
Areas of specialization (if any)
Name of site supervisor
Name of college supervisor

Internship Acceptability Page - The intern should prepare a page as follows:

"(Name of Intern) has completed his/her internship in education administration, and this final portfolio has been reviewed and is acceptable."

Signed: _____ Date: _____
(College Supervisor)

Section 2: CORRESPONDENCE WITH THE COLLEGE OF SAINT ROSE

Include all correspondence with the Internship Coordinator and the College Supervisor, including your application, final proposal, the supporting letter from the board, acceptance letter, etc.

Section 3: DAILY LOGS

Section 4: MONTHLY REPORTS

Section 5: INTERNSHIP SEMINAR MATERIALS

Include the agendas of all seminars attended. You need not include materials handed out at seminars.

Section 6: DOCUMENTATION OF ASSIGNMENTS COMPLETED

Make a tab for each Intern Leadership Activity delineated in the proposal. Place the section from your Final Reflective Paper that describes the work done for each of the elements from the ELCC Standards in front of documentation.

Section 7: MISCELLANEOUS MATERIALS

Include any other materials, correspondence, etc. that does not seem appropriate for any of the previous sections but is pertinent to your internship.

Section 8: NCATE ASSESSMENT #3: **SBL & SDL Content-Based Assessment** (See Appendix Pages 43-51)

NCATE ASSESSMENT #3 is a culminating assignment that consists of a Portfolio including artifacts that represent the authentic nature and worth of experiences over the 600+ hour internship AND FINAL REFLECTIONS on the assignments in each of the ELCC Standards representing by Leadership Activities within the ELCC standards, describing what has been accomplished and what the intern has learned. It should also contain a summary evaluation of the entire intern experience. **The College Supervisor and the Intern must complete this Assessment.**

Section 9: NCATE ASSESSMENT #4 **Education Administration Internship Evaluation Form** (See Appendix pages 52-64 for template). NCATE Assessment #4 rates the intern's performance for each ELCC standard at the building and/or district level. **The Site Supervisor, the Intern, and College Supervisor must fill out this form.** Please see the form in the Appendix for directions.

Section 10: Final Reflection Paper (NCATE #4) —2 copies

Note: The following page offers a Portfolio Checklist to assist you in organizing for final submission.

Portfolio Checklist—EDA 547

Submitted to College Supervisor for Completion of Course by: _____
in order for grades to be submitted for _____ semester, 20____.

_____ *Section 1.* Front Matter: Title Page (see directions in Internship Guide) and Internship Acceptability Page (see direction in Internship Guide)

_____ *Section 2.* Correspondence with the College (includes all application materials submitted, including letter of approval for internship from school district) and Internship Proposal (include most updated proposal with the Intern Leadership Activity assignments actually worked on)

_____ *Section 3.* Daily Logs (include all regular hours and district hours)

_____ *Section 4.* Monthly Reports

_____ *Section 5.* Internship Seminar materials (include agendas/notes from sessions attended)

_____ *Section 6.* Documentation of Intern Leadership Activities assignments (artifacts) with portion of the final reflection paper that applies to each ELCC Standard element area inserted at the beginning of each section. (Seven sub-sections, one for each ELCC Standard, and one for Final Reflections).

_____ *Section 7.* Miscellaneous Materials

_____ *Section 8.* NCATE Assessment #3 Portfolio with Reflections
Completed by intern (self-evaluation)
Completed by College Supervisor

_____ *Section 9.* NCATE Assessment #4 Rubric: (Educational Administration Internship)
Evaluation Form completed by Site Supervisor
Evaluation Form completed by intern (self-evaluation)
Evaluation Form completed by College Supervisor

_____ *Section 10.* Final Reflection Paper (2 copies)

WORDS OF WISDOM ABOUT YOUR EDUCATIONAL LEADERSHIP INTERNSHIP FIELD EXPERIENCE

Ideas for preparing/amending the Internship Proposal:

Choose finite, specific Intern Leadership Activities that meet each of the ELCC Standards and each element (beginning/middle/end)

Choose Win/Win/Win Intern Leadership Activities.

Get out of your comfort zone, choose CHALLENGING activities.

Numbering of your proposal is very important. You will use the numbers in all reports

Opportunities will present themselves. Most people amend their proposal one or more times.

Ask other interns who you know what Intern Leadership Activities they are engaged in.

Brainstorm assignments for each of the ELCC Standard elements with other interns in your building/district

Consider assignments at other building/levels in your district or in other districts

Request opportunities to “lead” your building AND other buildings in your district at every level (Elementary, Middle, High School)

Consider negotiating more time to shadow people in your district or others

Negotiate the use of substitute pay for time outside of your classroom

It is very important to learn how to organize from the beginning:

Choose your method of storing materials

Binders

File folders

Start filing in your binders or file folders from the beginning

Keep all documentation/work to be able to choose which documentation you want to display in your Portfolio

Consider how you want to display materials in Portfolio:

Keep proposal/logs/reports in separate binder from materials documenting assignments

Organize documentation behind each Intern Leadership Activities

Organize each Leadership Activity in a separate folder

Fill out the Leadership Activity Hours Accrued Chart monthly

Try to set aside 15 minutes to do your Daily Logs each day you work

Compile and submit your Monthly Reports on time

Remember that reflection is often the greatest learning experience. Do it thoughtfully!

Think about what you need to have/do in the end in relation to the Portfolio, Self-Evaluation, Final Reflection.

REMEMBER that your Portfolio tells the story of your internship. Daily Logs, Monthly Reports, Documentation and your Final Reflection must align with your Final Proposal and each other.

Your Internship is an opportunity to practice school administration with a safety net. It may well be the best opportunity you ever have for personal and professional growth. Take advantage of it!

Appendix

THE COLLEGE OF SAINT ROSE EDUCATION ADMINISTRATION PROGRAM

INTERNSHIP APPLICATION FORM

SUBMIT WITH PROPOSAL TO: Internship Coordinator - Educational Administration Program
 The College of Saint Rose
 432 Western Avenue
 Albany, NY 12203

Name of Student:		ID #:	
Street:		Cell Phone: () -	
City:	State	Zip:	
School/Agency:		Phone:	
Work Address:			
Street:		Phone:	
City:	State	Zip:	
E-mail:			
Present certification(s) held:			
Years of teaching:			
Years of Administrative Experience:			
Experience:			
Name of school district/agency in which internship will be carried out:			
School or Building:			
Building Address:			
Superintendent or person in charge:			
Site supervisor (name and title):			
Title of internship position:			
Daily schedule: A. Internship*			
B. Other work			
Internship dates:			
Student Signature:		Date:	

* **Note:** The intern must show how 600 hours will be spent over the course of the internship.

All sections/materials of the internship application must be completed before it is submitted.

Note: Internship hours must total a **minimum** of 600 hours, including 100 hours at the district level.

TEMPLATE FOR INTERNSHIP PROPOSAL

Note: Certain internship activities address multiple standard elements (*See examples in the Internship Guide: Description of the ELCC Standards, Possible Internship Activities, Tasks and Documentation*). An intern shall submit a minimum of 20 separate internship activities covering the entire range of the 25 standard elements over the six ELCC standards as described below. In developing proposed leadership activities, interns should plan strategically to ensure that many of the leadership activities included in the proposed plan have both a building and district level orientation since each intern will be evaluated at the end of the internship on both building level and district level internship experiences within each of the ELCC Leadership standards and elements.

Internship Leadership Activities Linked to ELCC Leadership Standards

THE COLLEGE OF SAINT ROSE EDUCATIONAL LEADERSHIP PROGRAM

STANDARDS, ELEMENTS, LEADERSHIP ACTIVITIES, TASKS, AND DOCUMENTATION

Submitted By:

Intern

ELCC Standard 1 (1.1-1.4)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 1.1:		1.1.1 1.1.2 1.1.3	
ELCC Standard Element 1.2:		1.2.1 1.2.2 1.2.3	
ELCC Standard Element 1.3:		1.3.1 1.3.2 1.3.3	
ELCC Standard Element 1.4:		1.4.1 1.4.2 1.4.3	

ELCC Standard 2 (2.1-2.4)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 2.1:		2.1.1 2.1.2 2.1.3	
ELCC Standard Element 2.2:		2.2.1 2.2.2 2.2.3	
ELCC Standard Element 2.3:		2.3.1 2.3.2 2.3.3	
ELCC Standard Element 2.4:		2.4.1 2.4.2 2.4.3	

ELCC Standard 3 (3.1-3.5)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 3.1:		3.1.1 3.1.2 3.1.3	
ELCC Standard Element 3.2:		3.2.1 3.2.2 3.2.3	
ELCC Standard Element 3.3:		3.3.1 3.3.2 3.3.3	
ELCC Standard Element 3.4:		3.4.1 3.4.2 3.4.3	
ELCC Standard Element 3.5:		3.5.1 3.5.2 3.5.3	

ELCC Standard 4 (4.1-4.4)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 4.1:		4.1.1 4.1.2 4.1.3	
ELCC Standard Element 4.2:		4.2.1 4.2.2 4.2.3	
ELCC Standard Element 4.3:		4.3.1 4.3.2 4.3.3	
ELCC Standard Element 4.4:		4.4.1 4.4.2 4.4.3	

ELCC Standard 5 (5.1-5.5)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 5.1:		5.1.1 5.1.2 5.1.3	
ELCC Standard Element 5.2:		5.2.1 5.2.2 5.2.3	
ELCC Standard Element 5.3:		5.3.1 5.3.2 5.3.3	
ELCC Standard Element 5.4:		5.4.1 5.4.2 5.4.3	
ELCC Standard Element 5.5:		5.5.1 5.5.2 5.5.3	

ELCC Standard 6 (6.1-6.3)

<i>ELCC Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
ELCC Standard Element 6.1:		6.1.1 6.1.2 6.1.3	
ELCC Standard Element 6.2:		6.2.1 6.2.2 6.2.3	
ELCC Standard Element 6.3:		6.3.1 6.3.2 6.3.3	

Note: If it is necessary to change or substantially amend an internship leadership activity, notify your college supervisor and put the amended intern leadership activity in writing to your supervisor for his/her approval.

ELCC Standards & Standard Elements for Proposal Development

ELCC Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

ELCC Standard 2: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard Element 2.1: 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.

ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.

ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

THE COLLEGE OF SAINT ROSE EDUCATION LEADSHIP PROGRAM

INTERNSHIP DAILY LOG

Name of Student:		Title:	
Internship Site:			
Current Date:		Time carried forward	_____ hours
		+ Time accrued today	+ _____ hours
		= Total time accrued	= _____ hours
Current Focus of Leadership Activities by ELCC Standard Elements:			
Daily Work: Please summarize the activities that you engaged in under each ELCC Standard			
Standard Element Number	Date of Activity	Time Devoted to Activity	
1.1			
1.2			
2.2			
2.4			
Comments on evaluation of the day or some particular aspect of it:			
(Fill out this section only if you may need this information for a Monthly Report or the Final Reflective Report)			

THE COLLEGE OF SAINT ROSE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP MONTHLY REPORT

Submit by E-mail to the College Supervisor Before the Tenth Day of each Month

Name of Student:		Title:
Internship Site: Elysium Middle School		
Month of _____ 201x_____		Total time accrued to date (including this month) _____ hours
Leadership Activities by ELCC Standard Elements:		
ELCC Standard Element:		
ELCC Standard Element:		
ELCC Standard Element:		
ELCC Standard Element:		
Please summarize below significant activities that you accomplished under each of the ELCC Leadership Standard Elements for this month:		
ELCC Standard Element:		
Activities of This Month:		
ELCC Standard Element:		
Activities of This Month:		
ELCC Standard Element:		
Activities of This Month:		
ELCC Standard Element:		
Activities of This Month:		
<p>Reflection: Choose TWO of the Leadership Activities that you reported on above and reflect what you learned for each and would you might do differently.</p>		

Building Level Leadership Activity Hours Accrued

600 Total, approximately 100 for each Standard, 100 of the hours must be on district level activities.

<u>ELCC Building Level Leadership Standards</u>	Month	Month	Month	Month	Month	Month	Month	Totals
ELCC Standard 1: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.								
ELCC Standard 2: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.								
ELCC Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.								
ELCC Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.								
ELCC Standard 5: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.								
ELCC Standard 6: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.								
MONTHLY TOTALS								

“Name Here”

Educational Leadership Internship

“Date Here”

District Level Leadership Activity Hours Accrued

*600 Total, approximately 100 for each Standard, 100 of the hours must be on **district level activities**.*

ELCC District Level Leadership Standards	Month	Month	Month	Month	Month	Month	Month	Totals
ELCC Standard 1: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district-wide stakeholders.								
ELCC Standard 2: Sustaining a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity of district staff; and promoting the most effective and appropriate technologies to support teaching and learning within a district environment.								
ELCC Standard 3: Ensuring the management of the district organization, operation, and resources through monitoring and evaluating the district management and operational systems; efficiently using human, fiscal, and technological resources in a district environment; promoting and protecting the welfare and safety of district students and staff; developing district capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.								
ELCC Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the district community; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.								
ELCC Standard 5: Acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure that individual student needs inform all aspects of schooling.								
ELCC Standard 6: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a district environment; and anticipating and assessing emerging trends and initiatives in order to adapt district-wide leadership strategies.								
MONTHLY TOTALS								

"Name Here"

Educational Leadership Internship

"Date Here"

NCATE Assessment: #3 SBL and #7 SDL Content-Based Assessment--Application of Content, Portfolio, Application of ELCC Standards in Practice during Internship Parts 1 and 2

Overview

Assessment 3 is a culminating assignment required upon candidates' completion of EDA 547 Internship Part 2. The assessment consists of a Portfolio accompanied by reflections, within which candidates depict their internship experiences via artifacts, using ELCC Standards at both building and district levels as the organizational framework. Attention to both building and district levels is required because, upon admission to graduate leadership study, candidates are approved by faculty for both SBL and SDL programs, and because effective building leaders possess the district perspective and effective district leaders possess the building perspective.

The internships upon which candidates' Portfolios are based for Assessment 3 are credit-bearing, graduate courses offered through EDA 546/ 547 for School Building Leaders (SBL) and School District Leaders (SDL) that provide candidates with school-based administrative/leadership experiences. The internships together must include a minimum of 600 hours, of which no fewer than 100 hours must focus on district level leadership experience. The hours, including those that focus on district leadership, are documented by candidates' on-site supervisors (cooperating professional mentors). The actual length of the internship depends on meeting the objectives the candidates articulate in their internship proposals submitted to, and approved by, the Internship Coordinator as the candidates' internship contracts. That is, candidates are expected to fulfill their contracts even if more hours are necessary than originally anticipated. The internship experiences place candidates in active, authentic administrative and leadership roles. There are opportunities for the gradual assumption of real responsibility (within the legal limits of delegated authority). College professors conduct seminars throughout the EDA 546/547 internship experiences to ensure candidates are supported and are involved in authentic work. In addition, College supervisors are assigned to interface with the interns and on-site cooperating professional mentors.

The Portfolio requires that candidates select artifacts from their internship experiences that are representative of their real responsibilities and authentic leadership roles. Candidates accompany the artifacts with reflections within which they draw conclusions regarding how their visions of leadership unfolded in rich, in-depth and authentic experiences; the reflections explain the significance of the Portfolio artifacts for portraying those conclusions. The College of Saint Rose Educational Intern Leadership Activities were designed to support and gain experience within the ELCC Standards 1-6 and respective elements of each standard. These activities provide the framework for the Portfolio. Candidates' fidelity to the ELCC Standards will be gauged by faculty evaluating the Portfolio required for Assessment #3.

Expectations for EDA 546/547 internship performance are described in Assessment 4, which is conducted by cooperating professionals and College supervisors for candidates' ability to demonstrate their ability to meet ELCC Standards (see description of Assessment 4). Certain internship activities address multiple standard elements. An intern must submit a minimum of 20 separate internship activities covering the entire range of the 25 standard elements over the six ELCC standards. For a detailed description of the links between intern activities and the ELCC standards, see the Internship Guide section: *Description of the ELCC Standards, Possible Internship Activities, Tasks and Documentation*. The interns produce documentation to substantiate successful completion of the Intern Leadership Activities. Interns provide assurances that they assumed responsibility for administrative and leadership functions in executing the assignments and they report which of the ELCC Standards at building and district levels were addressed as they completed the leadership functions described in the activities.

NCATE: Assessment #3 SBL and #7 SDL Portfolio: Application of ELCC Standards in Practice

Candidates engage in the exercise of assembling Portfolios that contain artifacts representing the authentic nature and worth of their experiences over the past 600+ hours of their internships. The portfolios are framed by the ELCC Standards 1-6 and the 25 respective standard elements which guide the Intern leadership Activities. Each section of the Portfolio is accompanied by a reflection. The reflections provide context for the artifacts and, together with the artifacts, demonstrate candidates' visions for mastery of the ELCC Standards 1-6 which indicate the extent to which the candidates' visions for competency-achievement were realized.

In assembling their Portfolios, candidates are asked to consider the nature of their internships in terms of substance, authenticity, alignment with Standards 1-6 and impact on their development as SBL/SDL leaders. The EDA 546/547 internship experiences require candidates to apply concepts, knowledge and skills from study and previous experience to actual problems, to become involved in "real world" activities, tasks, challenges, opportunities and day-to-day administrative/leadership responsibilities; artifacts within Portfolios are demonstrative of candidates' degree of success in applying their leadership skills and abilities to this authentic work. Thus, in assembling their Portfolios and reflecting on the artifacts contained in them, candidates:

Organize their Portfolios into a binder with appropriate sections— with the section *Documentation of the Intern Leadership Activities* to be comprised of 7 sub-sections: one for each of the six ELCC Leadership Standard, and the 7th section that contains a summary reflection (see below) of the internship experience.

Include in the Portfolio documentation sub-sections **at least one** artifact for every ELCC Standard Element (there are 25 total elements). Certain internship activities can address multiple standard elements. An intern shall submit a minimum of 20 separate internship activities covering the entire range of the 25 standard elements over the six ELCC standards.

The documentation should represent the candidates' **best** work in meeting each of the Standard Elements through authentic leadership work at the building or district level.

Accompany each of the ELCC Standards documentation sections with a brief reflection paper from a leadership perspective.

Demonstrate in each of the six ELCC Standards, through the reflections combined with the artifacts, the context for the work represented by the artifacts, the visioning that propelled the leadership work depicted by the artifacts, and the extent to which the visions were realized. Thus, the reflections and artifacts together explain candidates' responsibility or involvement over time for the leadership initiatives represented by the artifacts, the value of their leadership roles in advancing the mission of the school or district, the processes and desired outcomes of the leadership activities, and the ELCC Standards that are applicable.

In a final section of the Portfolio, through a summative reflection, describe their EDA 546/547 Internships at the "macro" level, telling what they have learned in global terms. Candidates comment on the quality of the internship as a whole and how the internships impacted their personal definitions of "leadership" at building and district levels, their personal leadership growth, and what they learned about the importance of the visioning process as a leadership responsibility.

Rubrics: Assessment #3 (SBL)

Assessment #7 (SDL)

EDA 546/547 - Internship Portfolio

with Reflections for ELCC 1.1-6.3

This set of rubrics is based on the ELCC 2011 standards and elements. This applies to students who began internships in Summer 2014 and thereafter. Candidates conduct a series of Leadership Activities gaining competence within each element of the ELCC Standards – **Shaded elements** are required to be submitted electronically through Chalk & Wire. Due to the complex nature of some Leadership Activities, some activities may apply to more than one ELCC standard building or district element. Candidates are required to perform a minimum of 20 Leadership Activities (to address all 25 elements). See the description of suggested Leadership Activities for more information. Candidates are required to complete a minimum of 600 hours, 100 of which must be engaged at the district level. Candidates are expected to design and experience both building and district leadership experiences and document within the portfolio.

Intern: _____

Supervisor: _____

Date: _____