



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
Effective 7/1/2023**

Starting with Cohort 69

EDUCATIONAL ADMINISTRATION PROGRAM INTERNSHIP GUIDE

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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 10 PSEL leadership Standards. There are a total of 81 total sub-standard elements contained within the 10 Standard elements. Certain internship activities may address multiple standard elements. However, an intern shall submit a minimum of 50 separate internship activities (4 SBL activities and 1 SDL activity per Standard) 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.

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) or School District Leader (SDL) Certification Program.

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.

Carefully review the Internship Guide and attend the Internship Orientation Meeting. Read it carefully. The Internship Guide can also be downloaded from The College of Saint Rose Educational Leadership web site at: http://www.strose.edu/academics/schoolofeducation/educational_leadership.

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.

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.

Complete at least 12 EDA credits at Saint Rose/CITE

Review sample internship proposals.

Draft your proposal. Consult the Internship Coordinator if you have questions.

Obtain a **letter of support** for your internship to be prepared by your superintendent, board of education or Principal to be submitted in your internship proposal

Make final revisions in your proposal, and submit it to the Internship Coordinator by the stated due date

Review and familiarize yourself with Chalk & Wire which will function as your Internship E-Portfolio. Interns can access and upload artifacts to the Internship E-Portfolios from anywhere, at any time. For more information: <http://techtalk.strose.edu/cw/chalk-wire-support-central>. You may also contact the ITS Help Desk by emailing helpdesk@strose.edu

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 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 and complete your monthly reports promptly.

Maintain copies of all materials experienced in the internship – as possible artifacts.

Each of the PSEL sub standards have the capacity to generate one or more artifacts. Each **intern must select any five (5) of the sub-standards from EACH of the ten (10) major standards and upload five artifact representing four (4) SBL activities and one (1) SDL activity onto the correct section of chalk and wire** by the conclusion of their internship. The artifact should be the best representation of the work by the intern for each of the 5 sub-standards selected. The artifact should be closely aligned to the standard element. Interns may replace an artifact with another high-quality artifact at any time prior to submittal of the E-Portfolio to the College Supervisor. If you are using an artifact for multiple standard elements, remember to highlight for each element that portion of the artifact that most closely relates to each standards element.

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

BEFORE THE END OF YOUR INTERNSHIP--

Complete and upload your E-Portfolio, including the Final Reflective Paper, and evaluations

Meet with your college supervisor to review your total internship.

Complete any unfinished business raised at that meeting.

WRITING THE PROPOSAL (See Sample pages 24 and Appendix pages 45-52 for template)

The internship proposal consists of the following 10 parts:

- 1) checklist page
- 2) Letter from the Principal on letterhead stationery giving you permission to do your internship at his/her school
- 3) Internship application form (template found in internship guide)
- 4) An up-to-date resume
- 5) Philosophy of Education (one page, typed single spaced)
- 6) Standards section-a proposal of the internship activities, tasks, evaluation component etc. the intern will undertake in each of the PSEL standards broken down into the standard elements
- 7) A statement of the anticipated benefit to the school derived from your internship (one page)
- 8) The college of St. Rose Commitment form
- 9) A list of the SBL courses completed prior to beginning the internship
- 10) A copy of the receipt of payment for EDA 546

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. 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.

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 emailed to:

mike@citeprograms.com

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: April 15th,	Prior to the conclusion of your fourth class or whichever is earlier
If beginning internship in the Fall:	July 30th
If beginning internship in the Spring:	December 1 st

(Note: These dates are subject to revision by each program)

THE COLLEGE OF SAINT ROSE EDUCATION ADMINISTRATION PROGRAM

INTERNSHIP APPLICATION FORM (EXEMPLAR)

SUBMIT WITH PROPOSAL TO: **mike@citeonline.com**

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 PSEL 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 *TEN PSEL* leadership standards listed below. After each activity, the applicable *standard element* (or multiple elements) linked to the activity are identified. 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.

PSEL Standards

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, and CORE VALUES: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

1A. Develop an educational mission for the school to promote the academic success and well-being of each student.

1B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

1C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

1D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

1E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

1F. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

1G Model and pursue the school's mission, vision, and core values in all aspects of leadership

PSEL Standard 1 Internship Activity Examples

- a. Review the schools or district's vision, mission, and goals and develop an informative article for the district newsletter that helps build stakeholder support.
- b. 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.
- c. 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 or district-wide.
- d. Develop and/or coordinate school or district activities with other stakeholders that support raising achievement for all students.
- e. 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.
- f. 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.
- g. Along with the principal, participate in reviewing the school or district mission and vision with the faculty and staff.
- h. Present the school or district vision, mission and goals to the Parent-Teacher organization, and other local school partners (business, agencies, etc.)
- i. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.
- j. Design a collaborative process for developing and implementing a school or district vision and share it with your site supervisor.
- k. Develop a comprehensive plan for communicating the school or district vision to appropriate school constituencies.
- l. Review three years of state assessment data (e.g., grade 3-8 math, Regent's 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 district wide.
- m. Review the school or district improvement plan, compare efforts being made at the school or district level and share your observations with the administration and/or the site supervisor.
- n. Review the literature on school organizational change processes and assess in writing the school building or district level for challenges to collaborating, assessing, and implementing processes requiring change.
- o. Collaboratively design a comprehensive, building-level or district level professional development program for a school or district.
- p. 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 or district-wide.
- q. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.

STANDARD 2. ETHICS and PROFESSIONAL NORMS: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

- 2A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2C. Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2D. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2E. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2F. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

PSEL Standard 2 Internship Activity Examples

- a. 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.
- b. Review leadership theory regarding integrity, fairness, and ethical practice and compile and discuss with the site supervisor.
- c. Research information of leadership principles of integrity and fairness and identify leadership practices and decisions demonstrating these principles.
- d. Review school district student policies regarding equity, social justice, or accountability and report.
- e. Based upon your research and observation of teaching and leadership practice, create operational definitions of accountability, equity, and social justice.
- f. Research/plan/conduct study circles/book clubs with other educators on the topic of integrity, equity, or ethical decision making. Report on same.

STANDARD 3. EQUITY and CULTURAL RESPONSIVENESS: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

- 3A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- 3C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 3G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

PSEL Standard 3 Internship Activity Examples

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| <ul style="list-style-type: none">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.b. Conduct an assessment through observations, discussions, 1:1 interview, or a survey regarding how the school culture promotes and supports diversity within the school or districtc. 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.d. Formulate a school-level leadership belief statement grounded in ethical standards and practices, share with your site supervisor and record same.e. Analyze leadership decisions within the school or district in terms of established ethical practices and document same.f. Study and analyze equity of resource distribution to students based upon need and comment on fairness and recognition of needs disparity.g. Evaluate and report on school or district policies and procedures that support democratic values, equity, and diversity issues within the school or district.h. Utilizing appropriate communication skills, advocate for democracy, equity, and diversity in a letter to a local or state political office. |
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- i. Analyze the moral and legal consequences of a particular decision you were required to make in your leadership internship experience and report same.
- j. Attend a student disciplinary conference analyzing the conference in view of fairness, ethical and legal aspects and report on same.
- k. Compare/contrast policies from several school districts to make recommendations for improvements (attendance, discipline, student support, health-related, etc.).
- l. Compare/contrast discipline procedures for general education versus special education students; prepare a fact sheet on same.
- m. Study affirmative action guidelines to design interview questions for job candidates that ensure a respect for fairness, diversity and meets legal guidelines.
- n. Participate/attend a 504 meeting or Special Education IEP meeting and record observations of same.
- o. Assess current procedures ensuring student and teacher confidentiality regarding disciplinary issues and develop a plan for improving the process.
- p. 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 or district-wide.
- q. Monitor/assess the school or district progress towards achieving one or more of its' goals, and develop a written plan of any revisions needed, share with the site supervisor.

STANDARD 4. CURRICULUM, INSTRUCTION, and ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

4A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

4B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

4C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

4E. Promote the effective use of technology in the service of teaching and learning.

4F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

PSEL Standard 4 Internship Activity Examples

- a. Conduct an assessment through observations, discussions, interview, or a survey regarding how the school culture promotes and supports diversity within the school or district.
- b. Recognize and celebrate diversity in programs, curriculum, and instructional practices.
- c. Review the literature for best practices in relation to differentiated learning; compile and report
- d. Review the literature for best practices in relation to differentiated learning; compile and report on same.
- e. 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.
- f. Observe school or district programs and activities and identify and document observation of differentiated learning opportunities and share with the site supervisor.
- E. Develop a plan/strategy for promoting trust, equity, fairness, and respect among students, parents, and school and district staff.
- F. Research theories on a personalized learning environment or on motivation and share with others in the school or district.
- G. Collaborate with faculty or participate on a school or district team to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum.
- H. Review three years of state assessment data in a curricular area (e.g., grade 3-8 math, Regent's biology, etc.) and compare to two other school districts that share similar attributes. Analyze the results and identify the greatest need for action.
- I. Review three years of school report card data and link to school or district goals, develop a written communication that is shared with staff, parents and community.
- J. Investigate and review theories and literature on curriculum development and instructional delivery and develop a written summary – share with others including the site supervisor.
- K. Review the teacher performance evaluation system in the school or district and select another district and compare the differences and similarities.
- L. Observe how technology is utilized within the school or district to enhance instruction and student learning; identify the effectiveness of its use and obstacles. Share the observations with the Technology Director/site supervisor.
- M. 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.
- N. Through interviews, conversations, 1:1 or survey, collect school or district data on teacher perceived needs regarding high quality professional development.
- O. 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.
- P. Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.
- Q. Required: Conduct an APPR assessment—pre-observation, observation, and post-observation for a teacher or student teacher.**
- R. With involvement of facilities and technology staff, conduct a review of the infrastructure capacity of the school regarding supporting technology for learning and management.
- S. 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.
- T. Use technology and performance management systems to monitor, analyze, and evaluate school or district assessment, and data results for accountability reporting.
- U. Present to the faculty or department, technological strategies for promoting student learning.

- V. Survey the literature on effective practices for the design, implementation and evaluation of high-quality professional development; compile and report on same to your site supervisor.
- W. 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.
- X. Create a report to be presented to the superintendent and/or 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.
 Work closely with an administrator to plan and deliver professional development on a specific topic. Include a needs assessment and evaluation instrument.
 Conduct opening day staff orientation, superintendent's conference days, new staff mentoring, meetings, substitute teacher orientation sessions, etc.
 Design and participate in various activities designed to increase and encourage parental involvement.
- Y. Analyze school and district instructional data in order to develop appropriate instructional activities and set instructional goals.
- Z. Review the literature for best practices in relation to data management, compile and report on same.
- AA. Review the literature for best practices in relation to curriculum mapping; compile and report on same.
- BB. Review the literature for best practices in relation to differentiated learning; compile and report on same.
- CC. Work closely with a group of teachers to assess instructional data (building or district-wide) over time, identify problem areas and propose solutions.
- DD. Build capacity of teachers to engage in curriculum mapping and improve instructional practice by providing professional development sessions to them.
- EE. Organize a curriculum study and review of a particular topic.
- FF. Chair a curriculum council/writing committee.
- GG. Conduct informal observations in ELA/Math/Interdisciplinary Areas/Special Education/Content Area other than the one intern is certified in.
- HH. Chair a committee that focuses on improving instruction for struggling learners (AIS/dropouts/GED, etc.).
- II. Study the district's APPR Program. Research creative ideas for Professional Growth Plans to share with teachers.
- JJ. Supervise student teachers.
- KK. Research pertinent professional articles to be able to discuss with teachers during the APPR evaluation process that will promote good teaching; summarize in writing.

STANDARD 5. COMMUNITY of CARE and SUPPORT for STUDENTS: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

5B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5E. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5F. Cultivate and reinforce student engagement in school and positive student conduct.

5G. Infuse the school's learning environment with the cultures and languages of the school's community.

PSEL Standard 5 Internship Activity Examples

- a. 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.
- b. 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.
- c. Investigate various types of communication and strategies that improve the school or district educational environment and share with the site supervisor.
- d. Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
- e. Develop a written communication that would share information about the school or district with the community.
- f. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- g. Identify and use diverse community resources to improve school or district programs and services.
- h. Research school strategies for effective oral and written communication with families and caregivers within the district and/or other schools and record the evidence.
- i. Conduct a needs assessment of families and caregivers by working with parent and community groups, social services, school counselors, and social workers, etc.
- j. Develop collaboration opportunities and employ strategies for building effective relationships with families and caregivers and record same.

- k. Find and/or recognize opportunities to involve families and caregivers in the decision-making processes at the school.
- l. Research effective parent/community involvement for best practices, especially those that positively impact student achievement. Prepare electronic resource.
- m. Create a database of community-based organizations providing services/resources to schools. (4.1, 4.2, 4.4)
- n. Chair a committee to draft a parent/family involvement policy for the school district based on your research and comparison to other districts.
- o. Contribute to a school or district publication or website to inform the community about school events, goals, vision, and opportunities for involvement on decision making.
- p. Research/prepare a guide for students/parents/community members that identifies community resources/services available.
- q. Chair a school/community workgroup to study/identify solutions for difficult problems (Ex. bullying, cyber bullying, drug/alcohol issues)
- r. Coordinate and supervise school/community events.
- s. Survey community attitudes toward the schools.
- t. Compare/contrast school district public relations programs and make recommendations for improvement in your school district.

STANDARD 6. PROFESSIONAL CAPACITY of SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

6A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

6B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6E. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6F. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6G. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

6H. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6I. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

6J. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PSEL Standard 6 Internship Activity Examples

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| <ul style="list-style-type: none">a. Attend school law conferences and prepare summary of relevant issues for administrators and teachers.b. Research/evaluate professional organizations in education for personal membership.c. 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.d. Coordinate district continuing education, summer, or after school programs.e. Attend/present at school board meetings.f. Collaboratively design a comprehensive, building-level or district level professional development program for a school or district.g. Survey the literature on effective practices for the design, implementation and evaluation of high-quality professional development; compile and report on same to your site supervisor. |
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STANDARD 7. PROFESSIONAL COMMUNITY for TEACHERS and STAFF: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

- 7A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- 7C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7E. Develop and support open, productive, caring and trusting working relationships among leader's faculty and staff to promote professional capacity and the improvement of practice.
- 7F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7H. Encourage faculty-initiated improvement of programs and practices.

PSEL Standard 7 Internship Activity Examples

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| <p>A Commit to reading educational email services or professional journals on a regular basis and implement ideas/practices. Report on same.</p> <p>B. Research/collect/prepare a journal of effective leadership theories and practices.</p> |
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STANDARD 8. MEANINGFUL ENGAGEMENT of FAMILIES and COMMUNITY: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

- 8A. Are approachable, accessible, and welcoming to families and members of the community.
- 8B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8E. Create means for the school community to partner with families to support student learning in and out of school.
- 8F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8G. Develop and provide the school as a resource for families and the community.
- 8H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- 8I. Advocate publicly for the needs and priorities of students, families, and the community.
- 8J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

PSEL Standard 8 Internship Activity Examples

- a. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- b. Develop a written proposal to actively include and engage the entire community in the school improvement process.
- c. Analyze and communicate school or district progress and student achievement to teachers, partners and staff.
- d. 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.
- e. Research the literature on best practices for identifying and mobilizing community resources
- f. 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.
- g. Investigate various types of communication and strategies that improve the school or district educational environment and share with the site supervisor.
- h. Use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.
- h. Develop a written communication that would share information about the school or district with the community.
- i. Identify and develop a plan to mobilize community resources that embraces and reinforces school-based cultural competence and celebration of diversity.
- J. Identify and use diverse community resources to improve school or district programs and services.
- k. Research school strategies for effective oral and written communication with families and caregivers within the district and/or other schools and record the evidence.
- l. Conduct a needs assessment of families and caregivers by working with parent and community groups, social services, school counselors, and social workers, etc.
- m. Develop collaboration opportunities and employ strategies for building effective relationships with families and caregivers and record same.
- n. Find and/or recognize opportunities to involve families and caregivers in the decision-making processes at the school.
- o. Research effective parent/community involvement for best practices, especially those that positively impact student achievement. Prepare electronic resource.
- p. Create a database of community-based organizations providing services/resources to schools. Chair a committee to draft a parent/family involvement policy for the school district based on your research and comparison to other districts.
- q. Contribute to a school or district publication or website to inform the community about school events, goals, vision, and opportunities for involvement on decision making.
- r. Research/prepare a guide for students/parents/community members that identifies community resources/services available.
- . Chair a school/community workgroup to study/identify solutions for difficult problems (Ex. bullying, cyber-bullying, drug/alcohol issues).
- r. Coordinate and supervise school/community events.
- s. Survey community attitudes toward the schools.
- t. Attend/present at school board meetings.

- u. Compare/contrast school district public relations programs and make recommendations for improvement in your school district.
- v. Coordinate district continuing education, summer, or after school programs.
- w. Develop a written proposal to actively include and engage the entire community in the school improvement process.
- x. Analyze and communicate school or district progress and student achievement to teachers, partners and staff.
- y. 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.

STANDARD 9. OPERATIONS and MANAGEMENT: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

- 9A. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- 9D. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- 9E. Protect teachers' and other staff members' work and learning from disruption.
- 9F. Employ technology to improve the quality and efficiency of operations and management.
- 9G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- 9H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9J. Develop and manage productive relationships with the central office and school board.

9K. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

9L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

PSEL Standard 9 Internship Activity Examples

- a. Prepare/update handbooks for students/staff/parents/community members (e.g., summer school, kindergarten, student support, health services, substitutes teachers, etc.)
- 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.
- c. Select several school and district processes (e.g., dismissal, attendance, parent-teacher conferences, etc.) and analyze the school and district processes and operations to identify challenges and opportunities for improvement.
- d. Review several Board of Education policies or Administrative Regulations on school or district operations or processes and compare these guidelines with actual operations and report on same.
- e. Obtain copy of any school or district instructional, technology, facility or financial long-range plan and comment on same.
- f. Interview an administrator responsible for making decisions or recommendations on staffing at the school and/or district level. Collect any staffing lists or other data demonstrating the planning and allocation of staffing, and report on same.
- 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.
- h. Review 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.
- i. Interview a building, department or district supervisor about the budgeting process and how there is an alignment of resources to building and/or priorities.
 - 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.
 - k. Discuss with school staff and the principal how long-term needs are determined and report on same.
 - 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.
 - m. Work with an administrator in conducting a disciplinary conference with a student and report on same.
 - n. Review and assess the student "sign out" process (or similar student safety issue) used by parents and evaluate its effectiveness and consistent enforcement.
 - 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.
 - p. Participate in or chair a school building safety team that meets periodically to address issues of safety and security.
 - 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.

- r. Conduct or participate in a meeting and create opportunities for others to assume roles of leadership at either the school or district level.
- 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.
- t. Research leadership strategies that maximize teacher time spent delivering or collaboratively planning high-quality instruction and share this information with the site supervisor.
- u. Collect school policies and written procedures that protect time and schedules to maximize teacher instructional time and student learning and report on same.
- v. Work with the school person responsible for developing the school master schedule, and participate in the development of a future schedule.
- 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.
- x. Participate in and/or coordinate the inducting and/or mentoring of new teaching staff.
- y. Assist with recruitment and selection of new personnel.
- z. Research/study teacher discipline issues. Prepare a draft counseling memo.
- 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.
- 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
- cc. Participate in or chair a building or district Crisis Response Team.
- dd. Participate on/observe a collective bargaining team; keep journal on same.
- ee. Conduct a human resource needs assessment and prepare an action plan to solve a problem.
- ff. Research effective co-teaching models for teaching. Prepare fact sheet and possible professional development for staff.
- gg. Oversee/coordinate test administration including proctoring schedules and provision of accommodations for students with special needs.
- hh. Assist with daily management of the building including opening, closing, after school programs, summer school programs and extracurricular activities.
- ii. Assist with the development of master schedules
- jj. Research best practices/programs for improving student discipline and report on same.
- kk. Handle day to day student discipline concerns.
- ll. Engage in the design, implementation and evaluation of crises management plan and responses.
- mm. Carry out building safety and maintenance checks.
- nn. Research and implement ways for students to be involved in shared decision-making in areas of the school that directly affect students.
- oo. Prepare, implement and evaluate testing administration to ensure integrity of testing, while maximizing resources and time on instruction.

STANDARD 10. SCHOOL IMPROVEMENT

- 10A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- 10C. Prepare the school and the community for improvement, promoting readiness, and an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- 10D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10E. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- 10J. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

PSEL Standard 10 Internship Activity Examples
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- a. 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.
- b. Review the school or district improvement plan, compare efforts being made at the school or district level and share your observations with the administration and/or the site supervisor.

Internship Leadership Activities Linked to PSEL Leadership Standards

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

STANDARDS, ELEMENTS, LEADERSHIP ACTIVITIES, TASKS, AND DOCUMENTATION

Submitted By:

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

PSEL Standard 1

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 1A Develop an educational mission for the school to promote the academic success and well-being of each student	Review the school's vision, mission, and goals and develop an informative article for the district newsletter.	1 Review school or district's vision, mission, and goals. 2. Interview school leadership and possible Board of Education regarding status of goals, and history of the development of vision and mission. 3 Review recent or previous newsletter articles that discussed topic.. 4. canvass the professional staff to determine their understanding of the current vision/mission statement	Obtain copies of district vision, mission and goals. Document interviews with notes. Include recent articles. Include draft. Include final article.
PSEL Standard Element 1B In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	Compare and contrast current reality. How does the school's culture differ from the professed vision as stated in 1B	1. Prepare a draft of a report that analyzes your current vision/mission statement 2. Prepare a paper that illustrates the differences between your current vision reality to the PSEL standard 3. Review your paper with your peers and your supervisors	Maintain notes of meeting and location of data. Document data collected Highlight data differences. Notes on discussion Written summary
PSEL STANDARD 1C Articulate, advocate and cultivate core values and stress the imperative of child-centered education; high expectations and student support, equity, inclusiveness and social justice, openness, caring, and trust; and continuous improvement	Prepare a list of activities you will lead that will assist your school in altering its vision How will they be implemented?	1. schedule meeting s with your grade level, or department to review various activities that will reinforce the new vision for your school 2. Prepare a written action plan for these activities	Meeting notes, power points, emails
PSEL STANDARD 1D Strategically develop, implement and evaluate actions to achieve the vision for the school	How will you engage the community in developing the shared vision for your school	1. schedule meetings with various community groups (PTA, local service organizations etc.) to review your schools vision/mission statement 2. Gather input from these groups that reflect how they perceive the current vision/mission statement and the need to change	Emails, summary notes, charts, graphs

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 NELP 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 Ten PSEL standards, and the 81 standard elements within the Standards (as described on pages 6-22 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 **two** 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 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, 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, CITE 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 twice, to discuss the intern's performance.

Reviewing Monthly Reports and providing feedback to interns.

Reviewing the internship portfolio

Determining when the internship is satisfactorily completed

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.

Completing all Assessments as required through Chalk and Wire.

THE INTERNSHIP SEMINAR (Required Courses EDA 546 and 547)

A series of seven seminars is 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. **(Note: Students with approved full-time (one-semester) internships who do not complete their internship in one semester must complete 7 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.

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:

- a) The intern, the site supervisor, and the college supervisor discuss and agree on any proposed changes before the changes are made.
- b) The intern writes a letter to the college supervisor, describing the agreed-on modification, and signed by both the intern and the site supervisor.
- c) 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.
- d) The intern forwards copies of the approved modification to the site supervisor and the Internship Coordinator. S/he also uploads a copy in the final portfolio, and modifies the subsequent 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 carefully follow the documentation process in Watermark for your electronic portfolio. 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.

The Monthly Report ,(See Appendix Page 53 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 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.

INTERNSHIP MONTHLY REPORT (Required)

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

Name of Student:		Title:
Internship Site:		
Month of _____ 202x_____		Total time accrued to date (including this month) _____ hours
PSEL Standard Element: PSEL Standard Element: PSEL Standard Element: PSEL Standard Element:		
Please summarize below significant activities that you accomplished under each of the PSEL Leadership Standard Component for this month:		
PSEL Standard Element: Activities of This Month:		
PSEL Standard Element: Activities of This Month:		
PSEL Standard Element: Activities of This Month:		
PSEL Standard Element: Activities of This Month:		
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.		

NOTE: 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 34, See Appendix Page 55for template)

The internship must include a minimum of 600 hours including at least 100 hours at district level of administrative experience within each of the ten PSEL Leadership standards and accompanying elements. *The actual distribution of intern hours across standards and building and district levels varies by intern and the unique character of the internship.* However, interns are cautioned to distribute the internship hours across all PSEL Leadership Standards to ensure fully addressing each area of the proposal. 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 PSEL Leadership standards and elements.

The purpose of the chart is to keep a monthly record of how many hours are logged under each PSEL 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.

THE COLLEGE OF SAINT ROSE EDUCATION LEADERSHIP PROGRAM

Building Level Educational Leadership Activity Hours Accrue

<u>PSEL Leadership Standards</u>	January	February	March	April	May	Totals
Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student	5	7	2	12	6	32
Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being	4	4	5	8	4	25
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being	2	6	6	6	2	22

Standard 4: Curriculum, Instruction and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being	0	5	7	2	8	22
Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	10	2	7	12	3	34
Standard 6: Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. .	8	5	10	8	10	41
Standard 7: Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	0	4	5	11	5	25
STANDARD 8-Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful reciprocal and mutually beneficial ways to promote each student's academic success and well-being.	4	6	7	3	0	20
STANDARD 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well- being.	3	3	7	2	4	19
STANDARD 10: School Improvement	2	8	4	4	3	21
MONTHLY TOTALS	38	50	60	68	45	261

District Level Leadership Activity Hours Accrued

<u>PSEL Leadership Standards</u>	January	February	March	April	May	Totals
Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student	2	1	3	0	0	6
Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being	3	0	1	2	1	7
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being	2	1	0	0	2	5
Standard 4: Curriculum, Instruction and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being	3	2	1	3	0	9
Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic the academic success and well-being of each student	0	0	2	0	0	2
Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being..	2	0	0	0	0	2

Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being...	1	1	0	1	1	4
Section 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	2	4	0	1	0	7
Section 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's success and well-being.	1	1	2	0	2	6
Section 10: School Improvement	0	0	2	4	0	6
MONTHLY TOTALS	16	10	11	11	6	54

The Internship Final E-Portfolio

The internship electronic portfolio contains the complete documentation of the internship experience including artifacts supporting each of the PSEL Leadership building and district standards. Upon completion of the internship, the internship electronic portfolio (e-portfolio) is submitted electronically 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.

The e-portfolio should be managed and updated regularly throughout the internship using Watermark, e-portfolio management software. Do not wait until the end of the internship to begin assembling the portfolio. The Internship College Supervisor and the intern only have access to the portfolio. You may continue to update the leadership electronic portfolio until you submit the portfolio for assessment. Once this is done in Watermark, no further changes are permitted by the software and the portfolio is "locked". Your Internship College Supervisor will be notified electronically by Watermark that the portfolio is ready for assessment. *You should be careful to not submit the portfolio until the end of the internship after uploading all documentation and artifacts.* Your College Supervisor may have on-line access to review your portfolio during the internship if they request your collaboration permission.

Although you will be managing and saving your internship documents electronically, you are encouraged to maintain a hard "back up" copy of each artifact. Interns can access and upload artifacts to the Internship E-Portfolios from anywhere, at any time.

The move to an electronic on-line portfolio from three-ring binders and hard copies of hundreds of documents remains an on-going process. **Therefore, the information listed below is subject to minor**

modification. It is possible that the location of uploading of certain documents may be adjusted. Your College Internship Supervisor will notify you of any changes in the process as we continue to adjust and improve the on-line portfolio procedures.

For each of the Ten Standards for school and district leader levels, you will also need to upload a written reflection. There will be a total of 10 reflections (one for each of the 10 standards for both SBL and SOL). These reflections should be completed after uploading all final artifacts and completion of the 50 leadership activities.

Within Watermark, your internship documents will be organized into sections. Within each section are labeled folders. You should upload documents and artifacts into specific labeled folders within sections. The sections and folders have already been created for you. The sections and folders within Watermark are listed below. Sections are in bold underlined, and folders are indicated below as bullets.

The E-Portfolio Checklist

SECTION 1: COVER PAGE & ACCEPTANCE

- ☐ Internship Cover Page:
Internship E-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

SECTION 2: CORRESPONDENCE WITH THE COLLEGE OF SAINT ROSE

- ☐ Correspondence: Internship Coordinator/ College Supervisor
Include all significant communication (e-mails, letters, etc.) between the intern and College Supervisor or Coordinator.
- ☐ Internship Application
- ☐ Final Internship Proposal
Include documentation of all changes and iterations of the document *including the final updated internship proposal.*
- ☐ Supporting Letter
Internship support/approval letter from the Superintendent, Board of Education, or Chief Executive of the Organization.

SECTION 3: MONTHLY LOGS

- o Monthly Journal Reports

SECTION 4: BUILDING & DISTRICT INTERNSHIP LOG OF HOURS

- o Building Level Internship Hours Log

Include all hours by month for each of the 10 PSEL Building internship hours. If the activity is shared between building and district, divide the hours between the two accordingly.

- o District Level Internship Hours Log

Include all hours by month for each of the 10 PSEL District internship hours.

SECTION 5: INTERNSHIP SEMINAR MATERIALS

Include the email attendance certificates of all seminars attended. You need not include materials handed out at seminars.

SECTION 6: INTERNSHIP ARTIFACTS LINKED TO PSEL STANDARDS

You must submit a minimum of 50 separate internship activities addressing all PSEL Leadership Standards for building and district leaders. Over the course of the internship activities, artifacts must be generated so that the selected leadership standard element is closely linked to at least one artifact. The selected activities will likely address multiple standard elements and you should propose activities that apply to both the building and district level. However, an internship activity or project applying to both building and district level must include authentic experience and perspectives for both building and district level. Just listing an activity as linked to both levels is insufficient. Remember that when an artifact is submitted for multiple leadership standard elements, the intern should highlight that portion of the artifact that most closely links to each of standard elements addressed by uploading of the artifact.

Your internship will be evaluated based upon the content and quality of the artifacts, and the strength of the link between the standard element and the artifact, or evidence. If using an artifact linking to multiple elements, you could receive a higher rating on one of the standard elements where there is a much stronger link to an artifact than there is to another standard element where there is only an indirect or vague link.

Where an artifact represents multiple elements (which is likely), interns may upload the SAME artifact into any element folder linked to that leadership activity. Remember, *only ONE artifact can be uploaded for each element but that artifact can be uploaded to additional elements that are linked to the leadership activity. Select the highest quality, most closely linked artifact for each standard element. Highlight that portion of the artifact that pertains to each of the elements addressed.*

Leadership artifacts are evidence. Artifacts might include agendas, reflections, reports, pictures, graphs and charts, handouts, web sites, technical analysis, presentations, PowerPoints, communication documentation, workshop materials, etc.

Section 6 Artifact & Reflection Folders

PSEL SBL 1A	PSEL SBL 4A	PSEL SBL 7A	PSEL SBL 9A
PSEL SDL 1A	PSEL SDL 4A	PSEL SDL 7A	PSEL SDL 9A
PSEL SBL 1B	PSEL SBL 4B	PSEL SBL 7B	PSEL SBL 9B
PSEL SDL 1B	PSEL SDL 4B	PSEL SDL 7B	PSEL SDL 9B
PSEL SBL 1C	PSEL SBL 4C	PSEL SBL 7C	PSEL SBL 9C
PSEL SDL 1C	PSEL SDL 4C	PSEL SDL 7C	PSEL SDL 9C
PSEL SBL 1D	PSEL SBL 4D	PSEL SBL 7D	PSEL SBL 9D
PSEL SDL 1D	PSEL SDL 4D	PSEL SDL 7D	PSEL SDL 9D
PSEL SBL 1E	PSEL SBL 4E	PSEL SBL 7E	PSEL SBL 9E
PSEL SDL 1E	PSEL SDL 4E	PSEL SDL 7E	PSEL SDL 9E
PSEL SBL 1F	PSEL SBL 4F	PSEL SBL 7F	PSEL SBL 9F
PSEL SDL 1F	PSEL SDL 4F	PSEL SDL 7F	PSEL SDL 9F
PSEL SBL 1G	PSEL SBL 4G	PSEL SBL 7G	PSEL SBL 9G
PSEL SDL 1G	PSEL SDL 4G	PSEL SDL 7G	PSEL SDL 9G
PSEL SBL 2A	PSEL SBL 5A	PSEL SBL 7H	PSEL SBL 9H
PSEL SDL 2A	PSEL SDL 5A	PSEL SDL 7H	PSEL SDL 9H
PSEL SBL 2B	PSEL SBL 5B	PSEL SBL 8A	PSEL SBL 9I
PSEL SDL 2B	PSEL SDL 5B	PSEL SDL 8A	PSEL SDL 9I
PSEL SBL 2C	PSEL SBL 5C	PSEL SBL 8B	PSEL SBL 9J
PSEL SDL 2C	PSEL SDL 5C	PSEL SDL 8B	PSEL SDL 9J
PSEL SBL 2D	PSEL SBL 5D	PSEL SBL 8C	PSEL SBL 9K
PSEL SDL 2D	PSEL SDL 5D	PSEL SDL 8C	PSEL SDL 9K
PSEL SBL 2E	PSEL SBL 5E	PSEL SBL 8D	PSEL SBL 9L
PSEL SDL 2E	PSEL SDL 5E	PSEL SDL 8D	PSEL SDL 9L
PSEL SBL 2F	PSEL SBL 5F	PSEL SBL 8E	PSEL SBL 10A
PSEL SDL 2F	PSEL SDL 5F	PSEL SDL 8E	PSEL SDL 10A
PSEL SBL 3A	PSEL SBL 6A	PSEL SBL 8F	PSEL SBL 10B
PSEL SDL 3A	PSEL SDL 6A	PSEL SDL 8F	PSEL SDL 10B
PSEL SBL 3B	PSEL SBL 6B	PSEL SBL 8G	PSEL SBL 10C
PSEL SDL 3B	PSEL SDL 6B	PSEL SDL 8G	PSEL SDL 10C
PSEL SBL 3C	PSEL SBL 6C	PSEL SBL 8H	PSEL SBL 10D
PSEL SDL 3C	PSEL SDL 6C	PSEL SDL 8H	PSEL SDL 10D
PSEL SBL 3D	PSEL SBL 6D	PSEL SBL 8I	PSEL SBL 10E
PSEL SDL 3D	PSEL SDL 6D	PSEL SDL 8I	PSEL SDL 10E
PSEL SBL 3E	PSEL SBL 6E	PSEL SBL 8J	PSEL SBL 10F
PSEL SDL 3E	PSEL SDL 6E	PSEL SDL 8K	PSEL SDL 10F
PSEL SBL 3F	PSEL SBL 6F		PSEL SBL 10G
PSEL SDL 3F	PSEL SDL 6F		PSEL SDL 10G
PSEL SBL 3G	PSEL SBL 6G		PSEL SBL 10H
PSEL SDL 3G	PSEL SDL 6G		PSEL SDL 10H
PSEL SBL 3H	PSEL SBL 6H		PSEL SBL 10I
PSEL SDL 3H	PSEL SDL 6H		PSEL SDL 10I
PSEL SBL 6I			PSEL SBL 10J
PSEL SDL 6I			PSEL SDL 10J

SECTION 7: INTERNSHIP REFLECTIONS ON THE E-PORTFOLIO

This is one of two culminating assessments of the intern upon completion of EDA 547 Internship Part 2. The assessment applies to both school building and district level activities. The assessment consists of the intern reflecting on the internship experiences using the artifacts for each of the PSEL building and district leadership standards. Interns should 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 reflections provide context for the artifacts and, together with the artifacts, demonstrate candidates' visions for mastery of the PSEL standards which indicate the extent to which the candidates' visions for competency-achievement were realized.

Standard 1-Content-Based Internship Reflection -SBL/SDL

Standard 2-Content-Based Internship Reflection -SBL/SDL

Standard3-Content-Based Internship Reflection -SBL/SDL

Standard 4-Content-Based Internship Reflection -SBL/SDL

Standard 5-Content-Based Internship Reflection -SBL/SDL

Standard 6-Content-Based Internship Reflection -SBL/SDL

Standard 7-Content-Based Internship Reflection-SBL/SDL

Standard 8-Content -Based Internship Reflection-SBL/SDL

Standard 9-Content-Based Internship Reflection-SBL/SDL

Standard 10-Content Based Internship Reflection-SBL/SDL

SECTION 8: FINAL INTERNSHIP EVALUATION

This is the culminating assessment of the intern. The Intern and College Supervisor must fill out this form. The form evaluates the intern's performance for each PSEL standard at the building and district levels. (Please see the form in the Appendix for directions.) The Final Evaluation of the internship by the College Supervisor will be based upon evaluation of the internship artifacts based upon the rubrics, as well as reviewing the intern self-evaluation and the participating professional final internship Assessment.

- ☐ ***Final Internship Evaluation – Self-Evaluation***
- ☐ ***Final Internship Evaluation – College Supervisor***
- ☐ ***FINAL INTERNSHIP ASSESSMENT-Building Supervisor***

SECTION 9: SUPPLEMENTAL INFORMATION

Interns upload to this folder any other documents or information relating to the internship not directly linked with other sections.

- ☐ **Supplemental Information**

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 PSEL 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 PSEL 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:

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

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 done in the end in relation to the Portfolio, Self-Evaluation, Final Reflection.

REMEMBER that your Portfolio tells the story of your internship. 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!