

Appendix

THE COLLEGE OF SAINT ROSE EDUCATION ADMINISTRATION PROGRAM

INTERNSHIP APPLICATION FORM

SUBMIT WITH PROPOSAL TO: mike@citeonline.com

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 PSEL Standards, Possible Internship Activities, Tasks and Documentation*). An intern shall submit a minimum of 50 separate internship activities covering the entire range of the ten PSEL standards as described below for BOTH building and district leader. 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. **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.**

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: _____ Intern

PSEL MAJOR Standard 1 (A-G) (*Provide 4 Building Activities and 1 District Activity for Each MAJOR Standard*)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 1A			
PSEL Standard Element 1B			
PSEL Standard Element 1C			
PSEL Standard Element 1D			
PSEL Standard Element 1E			
PSEL Standard Element 1F			
PSEL Standard Element 1G			

PSEL MAJOR Standard 2 (A-F) (Provide 4 Building Activities and 1 District Activity for Each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 2 A			
PSEL Standard Element 2 B:			
PSEL Standard Element 2 C			
PSEL Standard Element 2 D			
PSEL Standard Element 2E			
PSEL Standard Element 2F			

PSEL MAJOR Standard 3 (A-H) (Provide 4 Building Activities and 1 District Activity for Each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 3A			
PSEL Standard Element 3B:			
PSEL Standard Element 3C			
PSEL Standard Element 3 D			
PSEL Standard Element 3 E			
PSEL Standard Element 3F			
PSEL Standard Element 3G			
PSEL Standard Element 3H			

PSEL MAJOR Standard 4 (A-G) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 4 A			
PSEL Standard Element 4 B			
PSEL Standard Element 4 C			
PSEL Standard Element 4 D			
PSEL Standard Element 4 E			
PSEL Standard Element 4 E			
PSEL Standard Element 4 G			

PSEL MAJOR Standard 5 (A-F) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 5 A			
PSEL Standard Element 5 B			
PSEL Standard Element 5 C			
PSEL Standard Element 5 D			
PSEL Standard Element 5 E			
PSEL Standard Element 6F			
PSEL Standard Element 6 G			

PSEL MAJOR Standard 6 (A-I) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership Activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 6 A			
PSEL Standard Element 6 B			
PSEL Standard Element 6 C			
PSEL Standard Element 6 D			
PSEL Standard Element 6 E			
PSEL Standard Element 6 F			
PSEL Standard Element 6 G			
PSEL Standard Element 6 H			
PSEL Standard Element 6 I			

PSEL MAJOR Standard 7 (A-H) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<i>PSEL Standard Element</i>	<i>Leadership activity</i>	<i>Tasks</i>	<i>Documentation</i>
PSEL Standard Element 7 A			
PSEL Standard Element 7 B			
<u>PSEL Standard Element 7 C</u>			
<u>PSEL Standard Element 7 D</u>			

<u>PSEL Standard Element 7 E</u>			
<u>PSEL Standard Element 7 F</u>			
<u>PSEL Standard Element 7 G</u>			
<u>PSEL Standard Element 7 H</u>			

PSEL Major Standard 8 (A-J) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<u>PSEL Standard Element</u>	<i>Leadership Activity</i>	<u>Tasks</u>	<i>Documentation</i>
<u>PSEL Standard Element 8 A</u>			
<u>PSEL Standard Element 8 B</u>			
<u>PSEL Standard Element 8 C</u>			
<u>PSEL Standard Element 8 D</u>			
<u>PSEL Standard Element 8 E</u>			
<u>PSEL Standard Element 8 F</u>			
<u>PSEL Standard Element 8 G</u>			
<u>PSEL Standard Element 8 H</u>			

PSEL MAJOR STANDARD 9 (A-L) (Provide 4 Building Activities and 1 District Activity for each Major Standard)

<u>PSEL STANDARD Element</u>	<u>Leadership Activity</u>	<u>tasks</u>	<u>Documentation</u>
<u>PSEL Standard Element 9A</u>			
<u>PSEL Standard Element 9B</u>			
<u>PSEL Standard Element 9C</u>			
<u>PSEL Standard Element 9D</u>			
<u>PSEL Standard Element 9E</u>			
<u>PSEL Standard Element 9F</u>			
<u>PSEL Standard Element 9G</u>			
<u>PSEL Standard Element 9H</u>			
<u>PSEL Standard Element 9I</u>			
<u>PSEL Standard Element 9J</u>			
<u>PSEL Standard Element 9K</u>			
<u>PSEL Standard Element 9L</u>			

PSEL MAJOR STANDARD 10 (A-J) (Provide 4 Building Activities and 1 District Activity For each Major Standard)

<u>PSEL Standard Element</u>	<u>Leadership Activity</u>	<u>tasks</u>	<u>Documentation</u>
<u>PSEL Standard Element 10A</u>			
<u>PSEL Standard Element 10B</u>			
<u>PSEL Standard Element 10C</u>			
<u>PSEL Standard Element 10D</u>			
<u>PSEL Standard Element 10E</u>			
<u>PSEL Standard Element 10F</u>			
<u>PSEL Standard Element 10G</u>			
<u>PSEL Standard Element 10H</u>			
<u>PSEL Standard Element 10I</u>			
<u>PSEL Standard Element 10J</u>			

THE COLLEGE OF SAINT ROSE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP MONTHLY REPORT

Submit by E-mail to the College Supervisor Before the 10th Day of each Month

Name of Student:		Title:
Internship Site: Elysium Middle School		
Month of 202x	Total time accrued to date (including this month) hours	
Leadership Activities by PSEL Standard Elements: 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 Elements 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.		

Building Level Leadership Activity Hours Accrued

500 Total- approximately 50 for each Sub-Standard

<u>PSEL Building Level Leadership Standards</u>	Month	Month	Month	Month	Month	Month	Month	Totals
STANDARD 1: MISSION, VISION AND CORE VALUES								
STANDARD 2: ETHICS AND PROFESSIONAL NORMS								
STANDARD 3: EQUITY AND CULTURAL RESONSIVENESS								
STANDARD 4: CUURRICULUM, INSTRUCTION AND ASSESSMENT								
STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS								
STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL								
STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF								
STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY								
STANDARD 9: OPERATIONS AND MANAGEMENT								
STANDARD 10: SCHOOL IMPROVEMENT								
MONTHLY TOTALS								

“Name Here”

Educational Leadership Internship

“Date Here”

District Level Leadership Activity Hours Accrued

100 of the hours must be on district level activities.

<u>ELCC District Level Leadership Standards</u>	Month	Month	Month	Month	Month	Month	Month	Totals
STANDARD 1: MISSION, VISION AND CORE VALUES								
STANDARD 2: ETHICS AND PROFESSIONAL NORMS								
STANDARD 3: EQUITY AND CULTURAL RESONSIVENESS								
STANDARD 4: CUURRICULUM, INSTRUCTION AND ASSESSMENT								
STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS								
STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL								
STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF								
STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY								
STANDARD 9: OPERATIONS AND MANAGEMENT								
STANDARD 10: SCHOOL IMPROVEMENT								
MONTHLY TOTALS								

"Name Here _____

Educational Leadership Internship

Date Here _____

PSEL Assessment: for both SBL and SDL Content-Based Assessment-Standards in Practice during Internship Parts 1 and 2

Overview

Assessments both for SBL and SDL are required for candidates' completion of EDA 547 Internship Part 2. The assessment consists of an E-Portfolio accompanied by reflections within which candidates depict their internship experiences via artifacts, using PSEL 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 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 PSEL Standards 1-10 and respective elements of each standard. These activities provide the framework for the E-Portfolio. Candidates' fidelity to the PSEL Standards will be gauged by faculty evaluating the E-Portfolio required for Assessment.

Expectations for EDA 546/547 internship performance are described in The Internship Guide Book. The assessment is conducted by the College supervisors for candidates' ability to demonstrate their ability to meet PSEL Standards. Certain internship activities address multiple standard elements. An intern must submit a minimum of 50 separate internship activities covering the entire range of the 10 standard elements over the ten PSEL standards. For a detailed description of the links between intern activities and the PSEL standards, see the Internship Guide section: *Description of the PSEL 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 PSEL Standards at building and district levels were addressed as they completed the leadership functions described in the activities.

Assessment: SBL and SDL Portfolio: Application of PSEL Standards in Practice

Candidates engage in the exercise of assembling of E-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 PSEL Standards 1-10 and the 50 respective sub-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 PSEL Standards 1-10 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 1-10 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 E-Portfolios and reflecting on the artifacts contained in them, candidates:

Include in the E-Portfolio documentation at least 4 Building artifacts for every Major PSEL Standard Element and 1 District Artifact for every Major PSEL Standard. Certain internship activities can address multiple standard elements

The documentation (artifact) 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 PSEL Building and District Standards documentation sections with a **text block** that describes how the artifact meets the standard. In addition, the intern will prepare a reflection paper from a leadership perspective for the 10 Building AND District level PSEL standards. Demonstrate in each of the ten 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 PSEL Standards that are applicable.

The mentor will review each intern's uploaded artifact per standard (4 SBL artifacts and 1 SDL artifact per Major standard, review the text block explanation of how the artifact reflects the PSEL sub-standard selected and then review the Reflection found in Section 7 for that Major standard. At that point, the college mentor will select the rubric that best reflects the interns work on that sub-standard. **(Ineffective-Developing-Effective-Highly Effective)** and enter the corresponding score for that rubric. A designation of NOT APPLICABLE (N/A) will be entered for those sub-standards not selected. Reminder, the intern must upload 4 building artifacts and 1 District artifact for each major standard. Each of these artifacts must be accompanied by a text block description of how the artifact demonstrates the expressed standard. **The summative assessment score for each standard is derived by reviewing the 4 building artifacts and 1 district artifact for each standard along with the descriptive text block for each artifact as well as the reflection for that standard (found in section 7) and coming up with a assessment score that corresponds to the assessment rubric. The following charts are to be used by THE COLLEGE SUPERVISOR (MENTOR) in calculating the assessment scores per standard.**

REVIEW OF ARTIFACTS, TEXT BLOCK DESCRIPTIONS AND REFLECTIONS

GUIDE FOR COLLEGE SUPERVISORS

Unlike the former Chalk and Wire program requirements for portfolio assessment, the PSEL program does **not** require the College Supervisor to complete a formal, separate assessment of the intern's submissions under section 6 and 7. (artifacts, text block descriptions and reflections). However, the review and assessment of the intern's submission of the artifacts, text blocks and reflections (sections 6 and 7) should be used in calculating the interns **Formal Final Assessment of their entire internship (pages 67-74)**. The rubrics below should be used in reviewing and informally assessing the interns' uploaded artifacts, text blocks and reflections. (Section 6 and 7). Pages 56-65 contain - charts that the mentors may use to summarize and record the strengths and competence of the uploaded artifacts, text blocks and reflections utilizing the following rubrics. Remember, the interns have to upload 4 building artifacts and 1 district artifact plus their corresponding text block per standard.

RUBRIC DEFINITIONS

1.0-(INEFFECTIVE)

The artifacts submitted, corresponding text block descriptions, and written reflection provides little, if any, evidence that the candidate understands and can reflect on the required content knowledge and leadership skills for that standard. The portfolio artifacts are not aligned with the PSEL standard and the written reflection is not comprehensive.

2.0-(DEVELOPING)

The artifacts submitted, corresponding text block descriptions and written reflections provide minimal evidence that the candidate understands and can reflect on the required content knowledge and leadership skills for that standard.

The portfolio artifacts are not well aligned with the PSEL standard and the written reflection is minimally comprehensive.

3.0 (EFFECTIVE)

The artifacts submitted, corresponding text block descriptions and written reflections provide evidence that the candidate can reflect on the required content knowledge and leadership skills for that standard. The portfolio artifacts are aligned with the PSEL standard and the written reflection is comprehensive.

4.0 (HIGHLY EFFECTIVE)

The artifacts submitted, corresponding text block descriptions and written reflections provide strong evidence that the candidate can reflect on the required content knowledge and leadership skills for that standard. The artifacts are fully aligned with the PSEL standards and the written reflection is very comprehensive.

ASSESSMENT WORKSHEETS FOR COLLEGE SUPERVISORS

Standard 1-vision, mission and core values

Reminder-students must upload 4 Building artifacts and 1 District artifact for each MAJOR standard

Sub-standard	Ineffective-1 point	Developing-2 points	Effective-3 points	Highly effective-4 points	Not applicable
1A					
1B					
1C					
1D					
1E					
1F					
1G					

STANDARD 2-ETHICS AND PROFESSIONAL NORMS

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
2A					
2B					
2C					
2D					
2E					
2F					

STANDARD 3-EQUITY AND CULTURAL RESPONSIVENESS

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
3A					
3B					
3C					
3D					
3E					
3F					
3G					
3H					

STANDARD 4-CURRICULUM, INSTRUCTION AND ASSESSMENT

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
4A					
4B					
4C					
4D					
4E					
4F					
4G					

STANDARD 5-COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
5A					
5B					
5C					
5D					
5E					
5F					

STANDARD 6-PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
6A					
6B					
6C					
6D					
6E					
6F					
6G					
6H					
6I					

STANDARD 7-PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
7A					
7B					
7C					
7D					
7E					
7F					
7G					
7H					

STANDARD 8-MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
8A					
8B					
8C					
8D					
8E					
8F					
8G					
8H					
8I					
8J					

STANDARD 9-OPERATIONS AND MANAGEMENT

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
9A					
9B					
9C					
9D					
9E					
9F					
9G					
9H					
9I					
9J					

STANDARD 10-SCHOOL IMPROVEMENT

SUBSTANDARD	INEFFECTIVE 1 POINT	DEVELOPING 2 POINTS	EFFECTIVE 3 POINTS	HIGHLY EFFECTIVE 4 POINTS	NOT APPLICABLE
10A					
10B					
10C					
10D					
10E					
10F					
10G					
10H					
10I					
10J					

ASSESSMENT CALCULATION FORM

EDA 547-E PORTFOLIO ARTIFACT AND REFLECTION SECTIONS

	INEFFECTIVE 1.0	DEVELOPING 2.0	EFFECTIVE 3.0	HIGHLY EFFECTIVE 4.0
STANDARD #1				
STANDARD #2				
STANDARD #3				
STANDARD #4				
STANDARD #5				
STANDARD #6				
STANDARD #7				
Standard #7				
Standard #8				
Standard #9				
Standard #10				