

State University College at Cortland
Educational Leadership Department

GUIDE
TO THE
INTERNSHIP EXPERIENCE

*The Educational Leadership Department:
Integrating theory and practice to prepare educa-
tional leaders to effectively develop schools and*

FIFTH EDITION
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Table of Contents

Introduction	Internship Guide 2
Course Description	Internship Guide 2
Due Dates for Proposal to Serve an Administrative Internship	Internship Guide 3
Major Themes and Concepts Addressed	Internship Guide 4
How to Use this Guide.....	Internship Guide 4
First Steps.....	Internship Guide 5
Tasks and Activities to be Completed for the Internship.....	Internship Guide 7
Of Special Note	Internship Guide 9
Accommodations for Students with Disabilities.....	Internship Guide 10
Evaluation Process for the Internship Experience.....	Internship Guide 10
Grading Policy for the Internship Experience.....	Internship Guide 10
Administrative Internship Remediation Program.....	Internship Guide 11
Performance Standards, Skills, and Proficiencies	Internship Guide 12
Internship Assignments and Tasks.....	Internship Guide 16
Internship Portfolio: Archiving the Learning Experiences.....	Internship Guide 17
Intern Log and Reflective Journal	Internship Guide 20
Design and Development of an Internship Project.....	Internship Guide 23
Evaluation of the Instructional Process.....	Internship Guide 25
Internship Seminars and Group Meetings.....	Internship Guide 27
Design and Analysis of Organizations.....	Internship Guide 29
Self Analysis Activity.....	Internship Guide 31
Analysis of Labor Contracts and Policy Manuals.....	Internship Guide 32
Meeting with Site Supervisor.....	Internship Guide 33
Career and Future Planning Activity	Internship Guide 34
Guiding and Disciplining Students.....	Internship Guide 35
Working and Planning with Instructional Staff.....	Internship Guide 37
Budget Planning, Development, and Management.....	Internship Guide 39
Community Agencies and Groups.....	Internship Guide 40
Parent and Community Members.....	Internship Guide 41
Support Staff and Supporting Offices.....	Internship Guide 42
Policy and Political Structures in the Public School.....	Internship Guide 43
Administrative Use of Technology.....	Internship Guide 44
Bibliography and References.....	Internship Guide 45
Forms and Materials Required for the Internship	Appendix A
College Supervisor’s Checklist and Rubric.....	Appendix B
Checklist of Internship Activities and Tasks.....	Appendix C
Information for the Site Supervisor	Appendix D

This *Guide* was revised for the SBL, SDL, and SDBL programs of study by Dr. Mary P. Kinsella, Chair and Associate Professor in fall 2006. It was originally developed, organized, and edited by Dr. Jerry A. Rice, with assistance, guidance, and direction from Dr. Richard Castallo, Dr. Mary P. Kinsella, and Dr. John Marshak.

Introduction:

This *Guide to the Internship Experience* is designed to assist you through your internship in the Educational Leadership Department’s program

leading to the **Certificate of Advanced Study [CAS]**. Our goal is to enable you to obtain as comprehen-

sive an experience as possible. It was also created to make it possible for you to assess and evaluate your own work and proficiencies as you progress through the internship.

The internship is a culminating real life experience for Educational Leadership students, enabling them to synthesize and extend their classroom learning and skills into a real-world situation. It should fully qualify the candidate for the job of school leadership and administration. For this to be possible, students must take advantage of opportunities as they are offered, making opportunities through volunteering and building appropriate opportunities that provide the competencies, skills, knowledge, and understanding of an effective administrator and school leader. In other words, don't let the internship experience "just happen" to you. Move into the experience with the intent of learning as much as you possibly can in the time that is available. **The Guide will provide you with a focus, but it is intended to be a minimum.** You should expand beyond this set of expectations to make the internship experience fulfilling to you.

Course Description:

The course, EDL 696 *Internship in Educational Leadership*, is a field experience in a public school under the supervision of college staff and practicing school administrator. The prerequisites for conducting an internship are: Matriculation in the Department's CAS Program, the completion of a minimum of twenty-one [21] credit hours in the program, and approval of the Department regarding the scope and appropriateness of the proposed internship experience. **All internship hours MUST be in a block of time and within the regular student school day:**

- Option 1:** **Half time/Full year Internship** This option involves 3 consecutive hours per day of administrative work in the school for 30 weeks [15 weeks each semester] for **1.5 credits each semester**. The student intern must enroll in EDL 696 *Internship in Educational Leadership* for both semesters for a total of 3 credits [1.5 credit hours one semester and 1.5 credit hours the second semester]. Please note - you may not register in EDL 696 until the internship proposal has been approved by the Educational Leadership Department. Credit for the internship will not be assigned until the completion of the two semesters of work.
- Option 2:** **Full time/ Full day/Half year Internship** This option involves a minimum of 6 consecutive hours per day for 15 weeks [one college semester] for 3 credit hours. The intern must enroll in EDL 696 *Internship in Educational Leadership* for **3 credit hours** during the semester of the internship. Please note - you may not register in EDL 696 until the internship proposal has been approved by the Educational Leadership Department. Credit for the internship will not be assigned until the completion of the semester of work.
- Option 3:** **Full time/Full year Internship** This option involves a minimum of 6 consecutive hours per day for 30 weeks [two college semesters – fall and spring] for a total of **6 credit hours**. The intern must enroll in EDL 696 *Internship in Educational Leadership* for **3 credits for each of the two semesters**. Please note - you may not register in EDL 696 *Internship in Educational Leadership* until the internship proposal has been approved by the Educational Leadership Department. Credit for the internship will not be assigned until the completion of the two semesters of work.
- Option 4:** **Full year/Spring-Summer-Fall Internship** This option, which involves a total of 6 credit hours [2 credits each semester, Fall, Spring, and Summer], involves a minimum of 1.5 consecutive hours per day for the fall **and** spring semesters **plus** a full time [minimum of 5 consecutive hours per day] experience as a leader in an "official" summer school position.. The intern must enroll in EDL 696 *Internship in Educational Leadership* **each semester for 2 credits**. A total of **6 credits** will be provided for this option. The basis for this internship option is to enable the student to gain leadership experiences in the building as well as leadership experiences that occur during the summer. **The summer portion of the internship MUST be as a leader in an "official" summer school program.** Please note - you may not register in EDL 696 *Internship in Educational Leadership* until the internship pro-

posal has been approved by the Educational Leadership Department. Credit for the internship will not be assigned until the completion of the three semesters of work.

All internship hours MUST be in a block of time and within the regular student school day.

Reminder: Students in the dual SBL-SDL program MUST complete an internship both at the building and district level. Job descriptions accompanying the proposal to do an internship MUST reflect and list those tasks/duties of the intern at the building level and at the district level. This should be an approximate 50-50 split in time spent at each level.

Information regarding certification for the School Building Leader [SBL], the School District Leader [SDL], or the School District Business Leader [SDBL] certificates and other certification information, including a copy of the Application for Certification may be found at:

http://www.highered.nysed.gov/tcert/certificate/req_admin.htm

Due Dates for the Proposal to Serve an Administrative Internship [plus accompanying application materials submitted in duplicate] are as follows:

August 1.....for a fall semester start to an internship;

December 1.....for a spring semester start to an internship;

June 1.....for a summer semester start to an internship.

Major Themes and Concepts Addressed:

The internship in educational leadership is one of the culminating activities of the Educational Leadership Department's Certificate of Advanced Study [CAS] program. It is defined as the "process and product" that result from the application, in a workplace environment, of the **strategic, instructional, organizational, and political/ community** leadership program standards. The outcome of the internship is a synthesis of knowledge and skills useful to practicing school leaders, especially when coupled with integrating experiences provided by the internship facilitators, related clinics and cohort seminars, and the application of the knowledge, skills, and dispositions attained in the program's course work.

The internship experience includes a variety of substantial concurrent, capstone experiences planned and guided, cooperatively, by college and school district personnel for three [3] credit hours. It is conducted in schools, school districts, and BOCES educational facilities over a sufficiently extended period of time to enable the intern to experience the variety of activities and issues that are addressed by practicing school leaders.

The experiences are intended to provide interns in the SBL, SDL, and the SDBL certificate areas with substantial responsibilities which increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. When at all possible the internship should include working and interacting with social service organizations involved with inter-agency activities affecting schools.

How to Use this Guide:

As noted, this *Guide* is designed to lead you through a comprehensive internship experience. It provides an outline and details of the range of responsibilities you should undertake, the products and performances you should prepare and exhibit, and a listing of the skills and proficiencies that you should be able to demonstrate upon the completion of the internship. All of these performances and proficiencies are based on the graduation standards and expectations established by the Educational Leadership Department and are focused on development of competencies enabling you to be a school building and district leader. These learning standards are listed below:

Graduation Standard 1.0 Strategic Leadership: Upon completion of the instruction and activities related to the Educational Leadership program, *students* will have the knowledge, skills and attributes to: **identify** contexts, **develop**, with others, vision and purpose, **utilize** information, **frame** problems, **exercise** leadership processes to achieve common goals, and **act** ethically for educational communities.

Graduation Standard 2.0 Instructional Leadership: Upon completion of the instruction and activities related to the Educational Leadership program, *students* will have the knowledge, skills and attributes to **design**, with others, appropriate curricula and instructional programs, **develop** learner centered school cultures, **assess** outcomes, **provide** student personnel services, and **plan**, with faculty, professional development activities aimed at improving instruction.

Graduation Standard 3.0 Organizational Leadership: Upon completion of the instruction and activities related to the Educational Leadership program, *students* will have the knowledge, skills and attributes to: **understand** and **improve** the organization, **implement** operational plans, **manage** financial resources, and **apply** decentralized management processes and procedures.

Graduation Standard 4.0 Political and Community Leadership: Upon completion of the instruction and activities related to the Educational Leadership program, *students* will have the knowledge, skills and attributes to: **act** in accordance with legal provisions and statutory requirements, **apply** regulatory standards, **develop** and **apply** appropriate policies, **be conscious** of ethical implications of policy initiatives and political actions, **relate** public policy initiatives to student welfare, **understand** schools as political systems, **involve** citizens and service agencies, and **develop** effective staff communications and public relations programs.

First Steps

The internship experience is an opportunity for the student to put these learning standards into action. To assist the intern in doing this, these broad statements of intent have been broken into categories relating to the performances and understandings embedded in the four Standards areas. The performance expectations related to the internship experience are listed later in this *Guide*.

If you have this *Guide*, you probably have begun to complete all the initial steps that are required to complete an internship. Review the list provided below as a double check. All forms and applications for the internship [EDL 696: *Internship in Educational Leadership*] are included in the Appendices accompanying this *Guide*.

- ___ 1. Complete a minimum of 21 credit hours in the Educational Leadership program before the semester you intend to do an internship.
- ___ 2. Obtain, in writing, a commitment from a school district specifying the internship provisions and time lines.
- ___ 3. Complete and submit two copies of the Educational Leadership Department's form titled, *Proposal to Serve an Administrative Internship*. This form must be completed one month prior to the semester you intend to do your internship. **Deadline dates for submission of the Proposal form are: December 1, June 1, and August 1, respective to the semester you wish to begin the internship.**
- ___ 4. Obtain and submit a letter from your direct site supervisor indicating his/her understanding of the internship, the duties and responsibilities the internship experience, and his/her agreement to commit time and experience to you during this time. ***A letter to the site supervisor is included in Appendix D of this Guide. Please review this yourself and share it with your site supervisor.*** You should also discuss the assignments, duties, experiences, and tasks required of the intern, as found in this *Guide*, during this time period and make plans together to meet them. It may prove helpful to you to provide a copy of this *Guide* to your site supervisor. It is the intern's responsibility to do this.
- ___ 5. Develop, with your site supervisor, and submit a job description for the position title you will be assigned during the internship. As you develop this job description statement, be sure to include the range of experiences that are listed within this *Guide*. Further, the job description should reflect the type of certification area you are pursuing – SBL, SDL, or SDBL certificates. Remember, if you are in the dual SBL-SDL program of study, the job description you submit **MUST** be divided into both building and district level responsibilities and labeled as such.
- ___ 6. Obtain and forward a *letter of acknowledgment* from the Superintendent of Schools, certifying that he/she has full knowledge and understanding of the internship that is being conducted within the district. [This may be part of the commitment letters in steps 2 and 4 above.]
- ___ 7. **All application materials [proposal form, letter from the Superintendent, letter from the site supervisor, job description, directions from SUNY Cortland to the internship site, your CAPP form] MUST be submitted in duplicate and together as a packet of information for review by the Educational Leadership Department.**
- ___ 8. After approval of the internship proposal by the Educational Leadership Department, you will be able to register for the internship course, EDL 696 *Internship in Educational Leadership*. You may

register for 3 credits, 2 credits, or 1.5 credits depending upon the nature and conditions [Options 1, 2, 3, or 4] of your internship. **[Please note, you will not be allowed to register for EDL696 *Internship in Educational Leadership* until the internship has been approved by the Chair of the Educational Leadership Department.]**

Due Dates for the Proposal to Serve an Administrative Internship [plus accompanying application materials submitted in duplicate] are as follows:

August 1.....for a fall semester start to an internship;

December 1.....for a spring semester start to an internship;

June 1.....for a summer semester start to an internship.

Tasks and Activities to be completed for the Internship

The internship proposal application should take into account **all** of the following experiences. The experience should enable the student to complete the following tasks and activities. Each of these activities is discussed in greater detail in later sections of this *Guide*.

Please note: This *Guide to the Internship Experience* is a generic guide for all three certification areas – *School Building Leader* [SBL certificate], *School District Leader* [SDL certificate] and the *School District Business Leader* [SDBL certificate]. Due to the different levels and responsibilities of the three leadership types, it is important that the following tasks and activities be translated to be appropriate to the goals and roles of the intern. Recommended alternative activities and tasks are included with this *Guide*. The intern should adapt these to his/her intended experiences to assure that the internship experience provides the most appropriate and comprehensive set of experiences possible.

- **Internship Log and Reflective Journal:** The intern will maintain a personal daily log of activities conducted and decisions made, with reflection and analysis of each.
- **Internship Portfolio:** The intern will develop and maintain a Portfolio Archive of specific events, activities, and products that were significant over the period of the internship. [**Note: The activities and products of the Portfolio should reflect the certification area of the intern.**]
- **Design and Development of an Internship Project:** The intern will design, develop, and conduct an extended project that analyzes, studies, and makes recommendations concerning a teaching and learning process or program. The project **MUST** focus on student learning and be data driven. The project **must use** quantitative and qualitative data, be relevant to the intern’s situation, and be appropriate for the school in which the intern is serving. The project should be discussed with and approved by the intern’s college supervisor. ***The project will be included as part of the portfolio when completed. Note: the project should be a building focused project for the SBL candidate, a district focused project for the SDL candidate, and a business and finance focused project for those interns in the SDBL certificate option.***
- **Evaluation of the Instructional Process:** The SBL and SDL interns will conduct a minimum of six [6] evaluative activities of the instructional process using the current procedure available in the school site he/she is serving. During this assignment, the intern should *analyze the process*, and his/her competency and abilities in conducting the evaluation. This activity should be conducted with full knowledge and understanding of the instructional staff observed and the administrative members of the school. The results, observation process and the reflection on the process, without names, will be placed in the *Portfolio*. [**The SDBL candidate should conduct at least three classroom visitations with the goal of learning about the instructional process and the general curriculum within the district. The SDBL intern could also explore the supervision and evaluation of non-instructional personnel and civil service procedures to make up the remaining three evaluation activities.**]
- **Design and Analysis of Organizations:** Interns will identify, describe, and analyze a selected organization operating within the confines of the school site in which they are serving. The intern will identify the formal and informal power and influence structures, political process, lines and staff of the organization, the cultural components, and the communication flow. The analysis should be focused on the organizational process, and may include how it affects the effectiveness of the organization and how the

individuals within the organization cope with the various elements of the organizational process. The analysis and personal reflections will be archived in the intern's *Portfolio*.

- **Internship Seminars and Group Meetings:** Interns serving during either the Fall or Spring semesters, or both, will attend a seminar[s] presented by the Educational Leadership Department faculty. For those doing an internship over at least two semesters, the interns are required to attend the seminars and group meetings in both semesters [fall and spring]. The seminar will address many of the topics related to the internship and leadership aptitudes. Interns are also expected to participate in and help facilitate a group meeting of fellow interns during the semesters they are serving their internship. See the Appendix for a sample agenda of the Mid-Semester Internship Meeting.
- **Self Analysis Activity:** The intern will analyze his/her own perceived strengths, weaknesses, and areas lacking experience, and will develop a plan [an *Action Learning Plan*] to reconcile the lack of experience, especially during the internship experience. This analysis will be the basis of conversation between the intern and the site supervisor, as well as an evaluative activity for the college supervisor. This analysis will be archived in the intern's *Portfolio*.
- **Analysis of Labor Contracts and Policy Manuals:** The intern will review and analyze a minimum of two contractual agreements and the official Policy Manual available within the district in which he/she is serving an internship. The intern will analyze the contracts and the Policy Manual for *language, terminology, and management*. Note should be taken as to the location of these documents, the ease of obtaining them, and the use they receive within the district. It is expected that the focus of the analyses and reflections **will be appropriate to the certification area** being pursued by the intern – SBL, SDL, or SDBL.
- **Meeting with the Site Supervisor:** The intern will meet a minimum of once per week with the site [intern's direct] supervisor to discuss the activities, duties, decisions, and future plans of the intern. The intern should be considered as a full fledged administrative adjunct within the building or site, and be assigned duties and responsibilities relevant to such a position. This will be assessed by the College supervisor through discussion, with the intern, and through the daily log and the intern's reflections. The supervisor should be well informed of the activities and tasks required of the intern, and should assist and guide the intern in completing these responsibilities.
- **Career and Future Planning Activity:** The intern will develop a *Career Plan and Analysis* as part of the internship. The plan will *identify the career goals, intentions, and strategies* for accomplishing the goals. The college supervisor will review this plan early in the internship and assist the intern in gaining appropriate experiences for the intern's intended career goals. This analysis will be available in the *Portfolio* for review by the college supervisor.
- **Guiding and Disciplining Students:** The intern will work with student guidance and counseling services as well as handle discipline referrals within the building he/she is serving. For those interns not serving in a building readily accessible to the discipline of students, the interns will visit and shadow the principal of a building for a **minimum** of three [3] days to observe and analyze discipline techniques and models. The SDBL intern should discuss guidance and discipline of students with the school building administrators within the district. Reflection and description of the discussion should be included within the *Portfolio*.
- **Working and Planning with Instructional Staff:** The SBL and SDL intern will serve as a facilitator and participant for a *curriculum-based committee* within the building or district he/she is serving. The intern will develop agendas, review minutes, assess decisions, and guide the group to *completion of a*

product. Documents, reflections, and agendas related to these meetings will be archived in the intern's *Portfolio*. It would be advised that the SBDL intern become familiar with all areas of the school curriculum by reviewing with building administrators, curriculum coordinators, and instructional staff the nature of the program and curriculum at all levels.

- **Working with Financial Officers:** The SBL and SDL interns will work directly with the Financial Officer within the district in which he/she is serving. A minimum of three days should be devoted to this experience. Further, the intern should work with the site supervisor to *observe, study, and analyze* the budget and finance process within the building. These reflections and observations should be documented in the *Portfolio*.
- **Community Agencies and Groups:** The intern will become familiar with and contact a minimum of three peripheral agencies working within the school. These agencies could include post graduate organizations, social service agencies, legal agencies, and policy and politically-based agencies *which influence school policy and procedure and/or deal with students*. These reflections, observations, and documentation of interactions should be archived in the *Internship Portfolio*. [SDBL candidates may wish to alter this requirement and the requirement above to include financial and business agencies and partners that interact with the school district.]
- **Parent and Community Members:** The intern will conduct parent meetings and conferences, as appropriate to the internship situation and the administrative procedure. The results of the meetings and the procedures and interpersonal communication strategies used should be reflected upon by the intern. These interactions, reflections, and learning observations should be documented in the *Portfolio*. [Note: SDL and SDBL candidates should alter this requirement to reflect the roles and responsibilities they are pursuing.]
- **Support Staff and Supporting Offices:** The intern will be knowledgeable of the activities, duties, and responsibilities of all staff assigned to support functions. This will include clerical, instructional aides, custodial, transportation, and other staff supporting the functions of the school. A synopsis of the support staff, their functions, and the relationship of the office to the administrator will be outlined by the intern. Reflections and evidence of the intern's work with these staff offices and personnel will be documented in the *Portfolio*.
- **Policy and Political Structures in the Public School:** The intern will attend a minimum of three [3] board of education meetings, *reviewing* the agenda and *analyzing* the formal and informal power and organizational structures, and the working relationships within the board and between the board and the superintendent. These analyses and reflections are to be archived in the Portfolio. **The SDL and SDBL candidates should be integrally involved with the Superintendent and the School Financial Officer in the planning and organization of the Board of Education meetings, etc. They should attend all meetings of the Board – as directed by their immediate supervisor- during their tenure in the internship.**
- **Administrative Use of Technology:** The intern will incorporate the use of technology in all aspects of his/her work. The intern will show evidence of this in the portfolio, which will be of the highest professional quality possible.

Of Special Note: Other suggestions and recommendations that should be taken into consideration as you start your internship:

- As an administrative intern, you are now considered part of the administrative team and the rest of the staff should perceive you as such. That means that some may confront you to solve staff con-

flicts, labor questions, and other contract difficulties that they have with your supervisor or with other administrators. Please inform staff that you are an administrative intern and this is not within your responsibility area. In other words, **don't involve yourself with conflicts involving other staff members!** Refer these conflicts to your site supervisor.

- As a member of the administrative team, you will be privy to information and conversations that may be privileged and not open to other staffing groups. If you were active in the union organization as a teacher, the Educational Leadership Department **strongly recommends** that you remove yourself from such union activities during your tenure as an intern. You will not be able to experience the ultimate internship if fellow administrators do not perceive you as a “full time” and trusted administrator.
 - The time schedules suggested above for the internship are *minimum* time schedules. You should spend time at the site, in after-school meetings, and in other obligations in the same manner as your supervisor. When your supervisor is at school, so should you be “on the job.”
 - Use as much time as possible to reflect and metacognate on decisions and actions in which you are involved. The reflective leader is an effective leader. Record these reflections and learning in your *Portfolio*. Use the activities and assignments as learning experiences, not as a set of separate tasks to be completed and forgotten.
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Student Responsibility and Academic Integrity:

The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the *College Handbook*, the *College Catalogue*, and the *Code of Student Conduct and Related Policies*, or ask your instructor.

Accommodations for Student Disabilities:

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Students that choose to decline the use of documented accommodations must sign a form indicating that they are choosing **NOT** to use accommodations, either for the entire semester or for one particular task. [See instructor for form.] These documents will be forwarded to Student Disabilities Services (B-1 Van Hoesen) via inter-campus mail. Students are not to deliver it.

Evaluation Process for the Internship Experience.

The Internship experience and the course EDL 696: *Internship in Educational Leadership* is a Satisfactory or Unsatisfactory course. This means that the student must complete the requirements as outlined in this *Guide* to the satisfaction and approval of the college supervisor and the site supervisor to attain a Satisfactory [S] grade. **This grade will be submitted at the completion of the full internship experience.** This means that those persons doing a 3 credits + 3 credits internship for a full school year will be given an “Incomplete” for the first semester as indication that the internship is not completed. This “Incomplete” notation will be removed upon completion of the internship and the awarding of the final grade. It will **not** be noted on your transcript for future reference.

Grading Policy:

The student's grade will be weighted on the *demonstration of student learning and performance* as evidenced in:

Mid-term and final evaluations from the site supervisor.	30%
The intern's attention and dedication to the scope of the internship experience.	20%
The extent and appropriateness of the observations and reflections contained in the	

Portfolio. 20%
The evaluation and assessment of the college supervisor related to the extent of learning and the preparation of the intern for the role of an administrator. 30%

Administrative Internship Remediation Program:

In those rare incidents in which an intern fails to meet the requirements and responsibilities of the internship, the Department has developed a procedure for remediation of the internship learning experiences.

The college supervisor, in consultation with the on-site supervisor, shall identify, as early as possible in the internship experience, any intern who is at risk of receiving an assessment of “**unsatisfactory**” and shall notify the department chair in writing.

The college supervisor shall provide for each at-risk intern the appropriate documentation which shall include a listing of the specific deficiencies and the specific improvements necessary leading to a final grade of “**Satisfactory**.” Some of the types of deficiencies are, but not limited to, failure to execute appropriate course registration, failure to meet expectations as stated in the *Guide to the Internship Experience*, and others deficiencies such as failure to meet the expectation of the job description as determined by the on-site supervisor, and *conduct not consistent with the appropriate, ethical, and/or professional behavior of an educational leader*.

The program of remediation is to be implemented immediately after a candidate has received a grade of “Unsatisfactory” in the internship course. It is to be successfully completed before the candidate is allowed to proceed to a second administrative internship and/or repeat the failed experience.

After a grade of “Unsatisfactory” has been assigned, the specific infractions, deficiencies, and supporting documentation are reviewed by a Review Council, which shall be composed (at a minimum) of the department chair, the college supervisor who has assigned the grade of “Unsatisfactory”, and a faculty member named by the department chair.

Upon a complete review of the particulars of the case, the Review Council shall interview the candidate to determine whether the candidate wishes to continue to prepare for a career in school administration, and, in light of the evidence, whether this candidate should be permitted to continue in the Educational Leadership Department’s program.

The Review Council decides the specific remediation program on a case-by-case basis and may require any/all of the following (as a minimum):

1. The enrollment or reenrollment in appropriate course work.
2. College counseling.
3. Volunteer-type experiences, under the supervision of college staff, which support school leadership and administrative functions.
4. Independent study, under the auspices of the candidate’s college advisor, to include specific readings and activities.
5. Conduct of effective administration duties and responsibilities under the tutelage and supervision of an approved supervisor.
6. Other appropriate remedial steps as deemed sufficient by the Review Council.

Performance Standards, Skills, and Proficiencies:

The *performance indicators* listed below reference the general skills and proficiencies that should be exhibited by a graduate of the Educational Leadership Department, SUNY Cortland. The proficiencies and skills that are assigned to each of the activities and experiences in the internship are directly linked to these indicators.

<i>Internship Performance Standards:</i>	
AREA I : Strategic Leadership:	
1.0 Professional and Ethical Leadership: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to :</i>	
1.1.1	<u>Facilitate</u> the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning
1.2.1	<u>Use</u> motivational theory <u>to create</u> conditions that motivate staff, students and families to achieve the school’s vision.
1.3.1	<u>Frame, analyze, and resolve</u> problems using appropriate problem solving techniques and decision making skills.
1.4.1	<u>Initiate, manage, and evaluate</u> the change process.
1.5.1	<u>Identify and critique</u> several theories of leadership and their application to various school environments.
1.6.1	<u>Act with a reasoned understanding</u> of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
1.7.1	<u>Manifest</u> a professional code of ethics and values.
2.0 Information Management and Evaluation: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>	
2.1.1	<u>Conduct</u> needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.
2.2.2	<u>Use</u> qualitative and quantitative data to inform decisions, plan and assess school programs, design accountability systems, plan for school improvement, and develop and conduct research.
2.2.1	<u>Engage</u> staff in an ongoing study of current best practices and relevant research and demographic data, and <u>analyze</u> their implications for school improvement.
2.2.2	<u>Analyze</u> and <u>interpret</u> educational data, issues, and trends for boards, committees, and other groups, <u>outlining</u> possible actions and their implications.

AREA II: Instructional Leadership:

3.0 Curriculum, Instruction, Supervision, and the Learning Environment: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 3.1.1 Create, with teachers, parents, and students, a positive school culture that promotes learning.
- 3.2.1 Develop, collaboratively, a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- 3.2.2 Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.
- 3.2.3 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.
- 3.2.4 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
- 3.2.5 Develop, with others, curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, and exceptionalities.
- 3.2.6 Utilize a variety of supervisory models to improve teaching and learning (e.g. clinical, developmental, cognitive, and peer coaching, as well as applying observation and conferencing skills.).
- 3.2.7 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes.
- 3.2.8 Assess student progress using a variety of appropriate techniques.

4.0 Professional Development and Human Resources: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 4.1.1 Work, with faculty and other stakeholders, to: identify needs for professional development, organize, facilitate, and evaluate professional development programs, integrate district and school priorities, build faculty as resource, and ensure that new knowledge and skills are practiced in the workplace.
- 4.1.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing, mentoring, coaching, conferencing, and other techniques to ensure that new knowledge and skills are practiced in the workplace.
- 4.1.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
- 4.1.4 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.
- 4.2.1 Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.
- 4.2.2 Negotiate and manage effective collective bargaining or written agreements.

5.0 Student Personnel Services: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 5.1.1 Apply the principles of student growth and development to the learning environment and the educational program.
- 5.1.2 Develop, with the counseling and teaching staff, a full program of student advisement, counseling, and guidance services.
- 5.2.1 Develop and administer policies that provide a safe school environment and promote student health and welfare.
- 5.3.1 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.
- 5.3.2 Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs; working with staff, students, families, and community.

AREA III: Organizational Leadership:

6.0 Organizational Management: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 6.1.1 Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
- 6.1.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.
- 6.2.1 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
- 6.2.2 Monitor and assess the progress of activities, making adjustments and formulating new action steps, as necessary.

7.0 Interpersonal Relationships: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 7.1.1 Use appropriate interpersonal skills.
- 7.1.2 Use appropriate written, verbal and non-verbal communication in a variety of situations.
- 7.1.3 Apply appropriate communications strategies.
- 7.2.1 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
- 7.3.1 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.

8.0 Financial Management and Resource Allocation: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

- 8.1.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.
- 8.1.2 Acquire and manage financial and materials assets, and capital goods and services, allocating resources according to district or school priorities.
- 8.1.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.
- 8.1.4 Perform budget management functions including financial planning, monitoring, cost control, expenditures

accounting, and cash flow management.

9.0 Technology and Information Systems: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

9.1.1 Use technology, telecommunications and information systems to enrich curriculum and instruction (e.g. CAI systems, CD-ROM retrieval systems, on-line networks, distance learning, inter-active video, etc.)

9.2.1 Apply and assess current technologies for school management and business procedures.

9.3.1 Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes and school operations.

AREA IV: Political and Community Leadership:

10.0 Community and Media Relations: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

10.1.1 Analyze community and district power structures, and identify major opinion leaders and their relationship to school goals and programs.

10.2.1 Articulate the district's or school's vision, mission, and priorities to the community and media, and build community support for district or school priorities and programs.

10.2.2 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.

10.2.3 Involve family and community in appropriate policy development, program planning, and assessment processes.

10.2.4 Develop an effective and interactive staff communications plan and public relations program.

10.3.1 Utilize and respond effectively to electronic and printed news media.

11.0 Educational Law, Public Policy and Political Systems: *During the internship, the intern shall be involved in experiences and activities which enable him/her to:*

11.1.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.

11.1.2 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

11.1.3 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing policy development.

11.2.1 Apply knowledge of common law and contractual requirements and procedures in an educational setting.

11.3.1 Make decisions based on the moral and ethical implications of policy options and political strategies.

11.4.1 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their affect on school contexts.

11.5.1 Develop appropriate procedures and relationships for working with local governing boards.

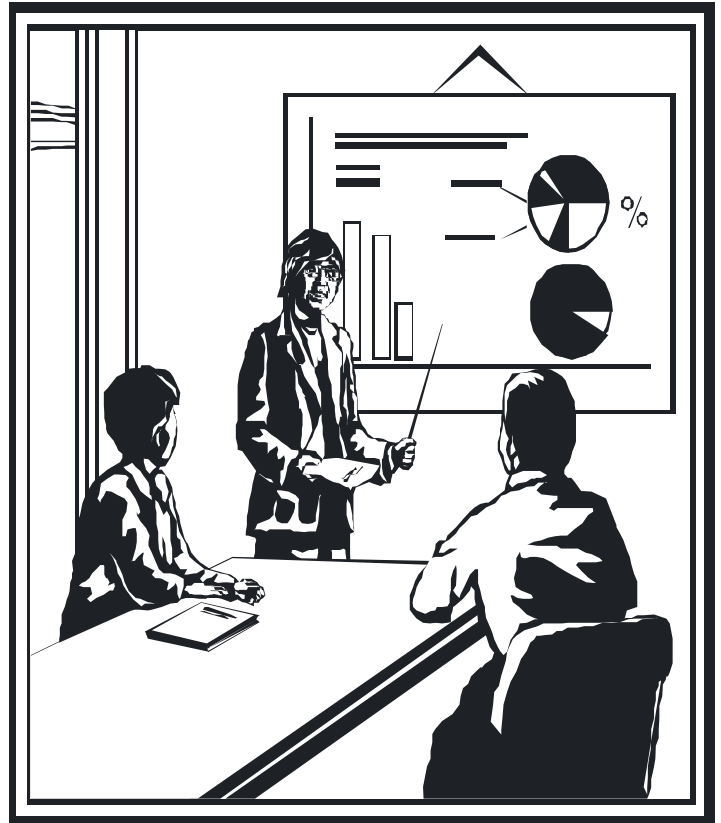
Internship Assignments and Tasks:

As you can see, there are many expectations awaiting you in this internship experience. The job of leading and directing an educational enterprise is complex, difficult, and full of many responsibilities and duties. The school leader must be ready to meet these challenges effectively and efficiently. The internship is the time to build your repertoire of skills, knowledge, and understanding. It is the time to put into practice and to try out the theories, concepts, and recommendations you have learned and received in your course work.

There are several tasks, duties, assignments, and responsibilities that are built into the internship to assist and guide you in attaining these goals, and your goal of becoming an effective leader and school administrator. The assignments listed on the following page are **required** of **all** interns participating in the program. They are generic in the sense that each intern will put his/her own interpretation onto the assignment, depending upon the situation they are in and the intern's career goals. However, the intent of the Educational Leadership Department's program and the subsequent internship is to prepare you to guide, direct, and lead a public school and/or district, its staff, programs, and students. ***All of the assignments in the internship have that intent in mind.***

Please review each of the assignments and specific tasks included. The related performance components of the Learning Standards are listed with each assignment. There is a statement of the assignment, and a description of the expectations within the assignment. Finally, there is listed a set of **Performance Indicators**. These are the performances that will be observed, assessed, and evaluated as an indication of your competency in attaining the Learning Standard. These assessments, in addition to the evaluations and assessments you have participated in during your class-work are intended to provide you with a comprehensive understanding of your abilities and capabilities in the area of educational leadership.

However, the most important person in the evaluation process is you. Use these Performance Indicators as criteria and measuring standards for your own self assessment. Reflect on each, and determine if you have met the performances, and if you have the understanding, and the capabilities of becoming a school administrator.



I. *Internship Portfolio: Archiving the Learning Experiences*

Performance Area Focus: 1.1.1; 1.2.1; 1.3.1; 1.4.1; 1.5.1; 1.6.1; 1.7.1; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 3.2.6; 3.2.6; 3.2.7; 4.1.1; 4.1.2; 4.1.4; 4.2.1; 5.3.2; 6.1.1; 6.1.2; 6.2.2; 7.1.1; 7.1.2; 7.1.3; 9.1; 10.2.4; 11.3; 11.4.1

Assignment: The intern will develop and maintain a *Portfolio Archive* of specific events, activities, and products that were significant over the period of the internship. The college supervisor from the department will review the *Portfolio* to determine the extent of the learning and understanding attained by the intern. The activities, reflections, documentations, and materials included in the Portfolio should reflect the type of certification the intern is pursuing. For example, the SBL candidate should focus on building level activities and responsibilities, the SDL candidate should focus on district level activities and responsibilities, and the SDBL candidate should include activities and responsibilities commensurate with the position of a school business leader. **The dual SBL-SDL program interns MUST focus on both building level and district level activities and responsibilities.**

Description of Assignment:

1. The *Internship Portfolio* is the **repository for the artifacts** of personal achievement and learning attained during the tenure of the internship. It can take many forms and have a variety of types of evidences. Each intern is requested to begin the accumulation of achievement artifacts and products within a portfolio. A well organized and documented portfolio assists you in collaboration, discussion, and interaction with others. It also serves as a validation and reminder for interviewing and job searches. **Most importantly, the Portfolio should be full of reflections and accounts of what was learned and personally experienced during the activity, with reflection on how this activity might have been handled differently, or more effectively, if appropriate. This is the most important part of the Portfolio experience.**
2. The internship portfolio will also be used as one of the required “texts” for EDL 699 *Culminating Seminar*, which each intern will take upon successful completion of EDL 699 *Internship in Educational Leadership*.
3. You should begin planning your *Portfolio*, with the help of this *Internship Guide*, before you start your internship. The organized and planned *Portfolio* can serve as a planning document for the internship, as well as a repository for the products, processes, and reflections that derive from the activities of the internship.
4. It is suggested that you organize your *Portfolio* around the Standards areas and elements listed above. **Section I** would be *Personal Information*, such as a resume, credentials, and awards. **Section II** would be focused on *Strategic Leadership Activities and Experiences*, **Section III** would include *Instructional Leadership Activities and Experiences*, **Section IV** would include *Organizational Leadership Activities and Experiences*, **Section V** would be devoted to *Community and Political Leadership Activities and Experiences*, and **Section VI** would be organized around the Activities and Experiences specifically related to the internship, such as evaluations, reflections and other archival information. The selection of the experience for the section of the Portfolio will be a personal preference and perception of the scope and appropriateness of the activity. The portfolio should be user-friendly for the intern.

The requirement to maintain and document products as they are completed assists you in exploring collaborative problem-solving processes in which team members engage in a mutual task. This may enable you to complete a task that you could have difficulty in finishing alone.

5. The Portfolio should be the centerpiece of the discussions between the college supervisor and the intern. Items that are recommended to be included in the Internship Portfolio are:
 - a. Examples of products and projects developed by the intern; either alone or in conjunction with others. For example, an AIDS curriculum, a Safe Schools pamphlet, an instructional model, or an inservice presentation. [See Section III]
 - b. Examples and descriptions that depict the intern's leadership style and strategies
 - c. Information, experiences, and knowledge bases gathered during the internship that might be helpful to describe your philosophy, leadership styles, or goals to others. [Note the *Performance Indicators* below to assist you in determining the types of items to include in the Portfolio.]
 - d. A personal resume'
 - e. The Career Planning document. [See Section X]
 - i. a reflection on the type of administrative position he/she is intended to pursue.
 - ii. the type of learning, skills, and dispositions are required for such a position, and
 - iii. the plans and strategies he/she plans to implement in order to gain these competencies
 - f. The Self Analysis Paper [See Section VII]
 - i. A reflection on the accomplishments and achievements within his/her professional career.
 - ii. A reflection on personal strengths and abilities and areas of improvement to be considered.
 - g. The Organizational Analysis. [See Section VI]
 - h. Evaluations and discussions between the intern and the supervisor.
 - i. Selected narratives from the *Intern Log and Personal Reflective Journal*. [See Section VI]
 - j. Documentation and reflection on the *Teacher [Staff] Evaluation Process*. [See Section IV]
 - k. Other sources of evidences that demonstrate your leadership abilities, collaborative skills, and personal competencies.

Performance Indicators: Through the archives and inclusions within the *Portfolio*, and the development and application of the *Internship Portfolio*, the intern demonstrates ***understanding*** and ***ability to***:

1. Apply a systems perspective in the development of planning strategies and vision and the design and development of strategic activities and tactical operations meant to accomplish strategic goals. [1.1; 6.1.1, 6.1.2]
2. Develop and implement strategies and leadership processes to create conditions that motivate and enable staff to achieve and be successful. [1.2.1]
3. Apply appropriate problem solving techniques and applications, as determined by the outcome of the decisions made and the resolution of the problem. [1.3.1]
4. Identify, analyze, and document the stages of change within an organization. [1.4.1]
6. Identify, describe, and critique several examples of leader conduct and actions occurring within the school site, and to relate and link these actions to selected leadership theories and models. [1.5.1]

7. Provide evidence of reasoned understanding of major historical, philosophical, ethical, social, and/or economic influences affecting education in a democratic society. [e.g. A curriculum product that reflects major philosophical influences or a process that is required due to State mandate.] [1.6.1, 1.7.1]
8. Appropriately gather and apply data and information in decision-making, problem solving, and program development applications. [2.1.1; 2.1.2; 2.2.1; 2.2.2]
9. Identify, describe, and analyze the teacher evaluation and supervision process, focusing on strategies to induce instructional improvement, the nature of supervision, and role of the administrator in the change and instructional improvement process. [3.2.6]
10. Develop and/or analyze a professional development plan and program, with emphasis on adult learning theory, needs assessment strategies, and district priorities. [4.1.1; 4.1.2]
11. Develop a relevant and appropriate *Self Analysis and Reflection Plan*, design improvement strategies, and maintain a process for self assessment and personal professional development. [4.1.4]
12. Assess and document evidence related to the organization's attention to issues of equity and diversity. [4.2.1]
13. Assess a student-activity program, including intended learning outcomes, designated activities, supervision, staffing, budget, and collaboration. [i.e. social, cultural, athletic, leadership, or scholastic extracurricular activities]. [5.3.2]
14. Use and apply appropriate interpersonal skills, written, verbal, and non-verbal communication and strategies in a variety of situations. [7.1.1; 7.1.2; 7.1.3]
15. Use and apply technology, telecommunications and information systems to enrich the curriculum and instruction. This may include computer-assisted instructional systems, instructional software, on-line networks, distance learning, video systems, and interactive systems.] [9.1.1]
16. Design and develop an interactive staff communications plan and public relations program and assess it for effectiveness and appropriateness. [10.2.4]
17. Make decisions that are based on the moral and ethical implications of policy and political strategies, and be able to analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts. [11.3; 11.4]

II. *Intern Log and Reflective Journal: Metacognition, Reflections, Time Management, and Decision-Making*

Performance Area Focus: 1.3.1; 11.5; 1.6.1; 1.7.1; 2.1.2; 2.2.2; 3.2.2; 4.1.2; 4.1.4; 4.2.1; 5.2.1; 6.1.1; 6.1.2; 6.2.2; 7.1.3.1; 11.2.1; 11.3.1; 11.4.1

Assignment: The intern will maintain a personal daily log of activities conducted and decisions made, with reflection and analysis of each. Supervisors will discuss selected activities and decisions with the intern at each supervisory visit to assess the breadth and depth of the internship. The *Intern Log and Reflective Journal* should be included as a separate entity in the *Internship Portfolio*.

Description of Assignment:

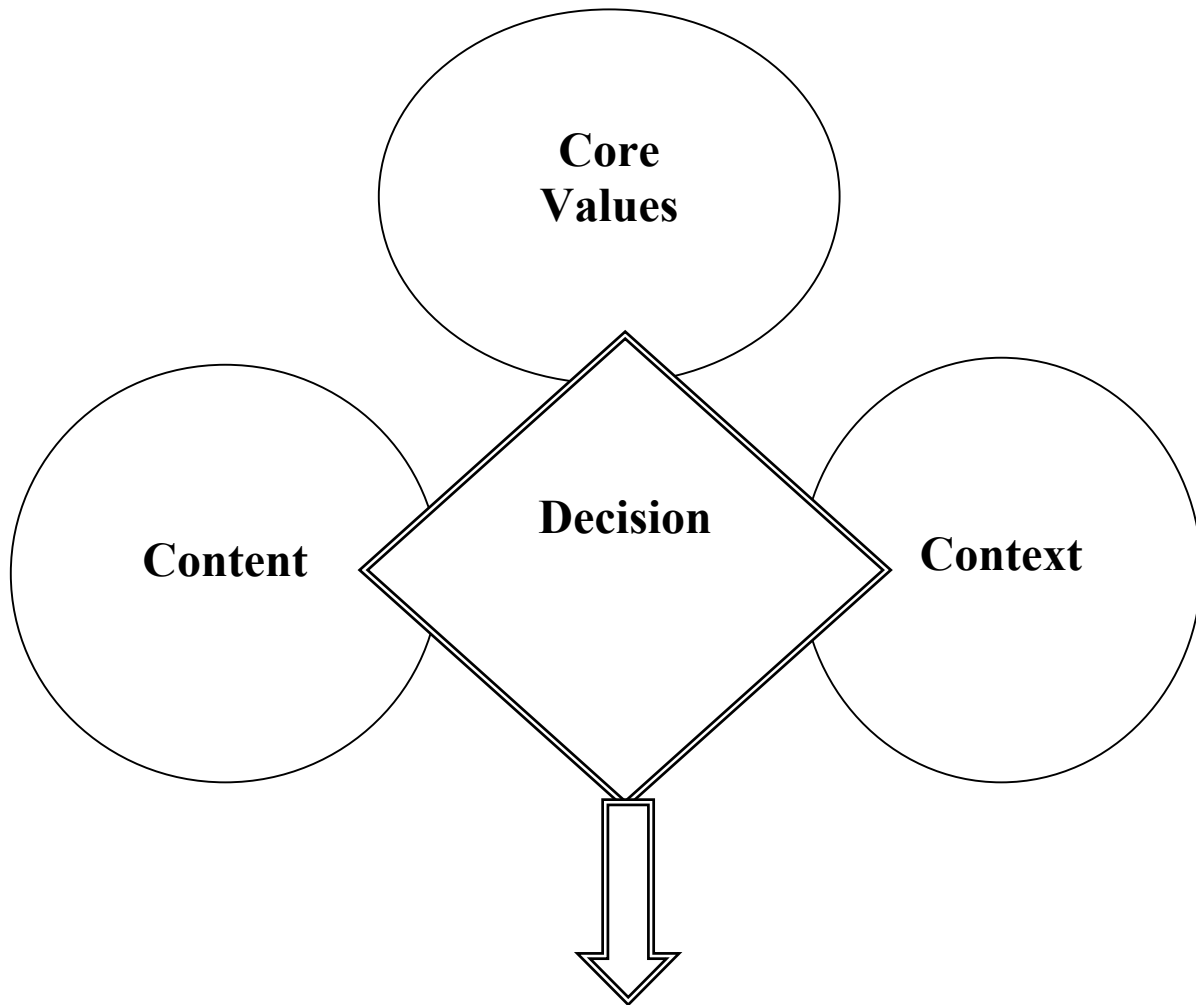
1. As an intern, you are required to maintain an *Internship Log and Reflective Journal* of the observations, reflections, activities and decisions you make on a daily basis. The process of writing is a way of putting thoughts and concepts into a concrete form. The *Reflective* part of the *Journal* should be in the form an *internal conversation or metacognitive dialogue*. Metacognition refers to a person's ability to predict his/her performances on various tasks.

This "self talk" monitors the degree of understanding one has and the mastery of the task or concept. It is a dialogue with oneself to make sense of a situation, to assess one's ability or decisions, a reflection on what worked or didn't work, and what needs improving. Through metacognitively thinking, reflecting, writing, and self-talk, you will begin to internalize new concepts. These practices will increase the degree the new learning transfers to new settings and events. As your concepts change and as you learn, the evidence is there in the writing.

2. The *Internship Log and Reflective Journal* may be maintained in a diary format on a computer file. The content of the log is of a personal nature, not intended to be published, or reviewed directly by others, unless subpoenaed by a court. The *Journal* should be kept current, and you should attempt to make entries in it on a daily basis. The college supervisor may ask you to share entries from your *Journal* as evidence of your reflection and growth.
3. The content of the log aspect of the *Intern Log and Reflective Journal* should be as follows:
 - a. A schedule of your daily activities. If every day is the same, you might note this, but be sure to make note of variations in your schedule.
 - b. A documentation of the groups you worked with and meetings attended through out the internship experience. Make note of the participants, the agenda, your role in the meeting, and the outcome of the meetings.
 - c. Documentation of professional development experiences attended during the internship.
4. The journal aspect of the *Intern Log and Reflective Journal* should be the observations, reflections, thoughts, and recommendations you might make to the organization, as they relate to your understanding of leadership, administration, and research you have conducted. [Note the *Performance Indicators* below, and use them to guide and direct your entries into the *Daily Log*.]
5. The journal is a reflection on the decisions and determinations you make. These should be documented for two reasons. First, to remind you of the situation and outcome, and second, to enable you to dissect and reflect on the components of the decision. A major portion of an administrator's job is decision-making and the more effective the decision-making, the more effective the administrator. This should be a metacognitive exercise, that is, it should be *thinking* about the *thinking* and

considerations you processed during the decision. Metacognition is reflecting and analyzing the various parts of the thinking process.

6. **All decisions and determinations you make as an intern, whether regarding a student discipline decision, program decision, or procedural decision, should be metacognitively processed and recorded.** Decisions are comprised of three parts: The **content**, the **context**, and the **character** [Core Values] elements. As you reflect on the decisions made, categorize the process into these three areas.
- The **content** comprises the basic facts, procedures, laws, mandates, policies, and actual observations related to the decision. These are the data of the decision.
 - The **context** of the decision relate to the unique situation or the environment within which the data are discovered. It may have to do with special circumstances, individual perspectives, or unusual problem-settings.
 - The **character** elements of the decision affect the personal philosophies and the ethical and moral dispositions - the core values - that you hold. What do you feel, believe, or value in this situation? Have you imposed your “core values” on this decision? Was that appropriate or inappropriate?



Performance Indicators: Through the use of and the reflections provided in the *Intern Log and Reflective Journal*, the intern demonstrates **the understanding and ability to:**

1. Define, frame, and delineate the aspects and components of a problem situation, deciphering the appropriate content aspects, contextual components, and applicable issues related to the problem, and apply appropriate problem solving techniques and strategies to solve the problem. [1.3.1]
2. Apply appropriate problem solving techniques and applications, as determined by the outcome of the decisions made and the resolution of the problem. [1.3.1]
3. Identify and describe actions and behaviors he/she has exhibited which were influenced by historical, philosophical, ethical, social, and economic influences related to the educational enterprise. [e.g. how has the historical background of the school and its culture influenced a decision or a problem outcome?] [1.6.1]
4. Acknowledge, and describe the professional code of ethics and values by which he/she conducts him/herself. [1.7.1]
5. Appropriately gather and apply data and information in decision-making, problem solving, and program development applications, and base decisions on a variety of formal and informal sources, research, policies, and mandates, and become cognizant of, analyze, and apply adult learning theory to problem solving techniques and applications. [2.1.2; 2.2.2; 4.1.2; 3.2.2]
6. Be cognizant of, analyze, and identify areas of growth, learning, and understanding that will enhance his/her future abilities, career goals, and proficiencies. [4.1.4]
7. Identify and describe areas of strengths and of improvement for the organization in the area of policies and procedures related to the selection and hiring of staff, induction, and motivation of staff and separation of personnel. [4.2.1]
8. Identify, describe, and make recommendations related to the organization's design, policies, procedures, maintenance, and conduct of a safe school environment, especially as they relate to student learning, health, and welfare. [5.2.1]
9. Devise, design, develop, and analyze a personal planning model for the operation and growth of the organization, based on organizational theory and strategies, and assess and formulate recommendations related to the organization's attention to issues of equity and diversity. [4.2.1; 6.1.1; 6.2.2]
10. Develop and explain a descriptive systems model or analogy for the organization, describing the input, throughput, and output issues that apply to the organization as an interactive internal system operating within external environments. [6.1.2]
11. Identify and describe the intricacies of the communication process within the organization, make recommendations for improvement, and assess his/her ability to apply appropriate communication strategies. [7.1.3]
12. Identify and describe areas of legal and regulated policy related to contractual agreements and procedures occurring within the organization [e.g. observed decisions, procedures, and memoranda of understanding that have basis within educational law, Commissioners' regulations, and/or State mandates.] [11.2.1]
13. Identify and describe the contextual issues surrounding an issue, especially as related to moral, ethical, political, and policy areas. [11.3.1]
14. Observe, identify, and assess the predominant educational philosophy exemplified within the school organization and its effect on the school program, student learning outcomes, and the culture and climate of the school. [11.4.1]

III. Design and Development of an Internship Project

Performance Area Focus: 1.3.1; 1.4.1; 1.6.1; 2.1.1; 2.1.2; 2.2.1; 2.2.2; 3.2.1; 3.2.3; 3.2.8.

Assignment: The project MUST be focused on student learning and be data-driven. The intern will design, develop, and conduct an extended project that entails the analysis, research, and development of a set of specific recommendations concerning ***a teaching and learning process or program***. The project must involve the manipulation of quantitative and qualitative data, be relevant to the intern's situation, and be appropriate for the school in which the intern is serving. ***The SDL and SDBL interns should develop an equivalent project related to the position he/she may be working, keeping in mind the focus on student learning and data-driven decision-making***. For the SDL position, a district level program analysis might be suggested. For the SDBL intern, a project derived from the business aspect of the school district and how it impacts student learning should be considered. *The Internship Project will be included in an appropriate section of the Internship Portfolio.*

Description of Assignment:

1. The internship project is a traditional activity required of interns since the inception of the internship program. The project is intended to be both a learning experience and evidence of the interns' ability to design, develop, and assess a pertinent issue or problem related to the teaching and learning process within the school setting.
2. The teaching and learning process is the core of the educational system. It is the technical component in which the work of the organization takes place. The administrative leader must be cognizant of the expectations, instructional strategies, and assessment techniques used within the teaching and learning process. The leader must be able to use quantitative and qualitative data to analyze whether these components- expectations, instructional strategies, and assessment techniques - are congruent, valid, and appropriate.
3. Data-based decision making is essential to effective problem solving, reform, and change. The administrative leader must be able to gather and apply data, analyze data, and communicate the results as they relate to the issue or problem at hand.
4. The teaching and learning process is the focus of most of the reform and change initiatives within education today. The project should be directed toward innovation and the change process, using current theories and philosophical tenets upon which to base the recommendations that are included within the project.
5. The intern should take all of these aspects into consideration and develop a project that is directed toward an aspect of the teaching and learning process and uses and applies data and data manipulation. This leaves a variety of options, including, as examples, the developing of a curriculum mapping process, analyzing student achievement data and trends over past years, developing, with others, a curriculum, assessing a curriculum for congruence, surveying students as a needs assessment process, or any other option that is approved by your college supervisor.

Performance Indicators: Through the activities of designing and developing a comprehensive internship project, the intern demonstrates *understanding* and *ability to*:

1. Consider all aspects of a problem or issue, and frame, analyze and propose resolutions for problems, using appropriate problem solving techniques and decision-making skills. [1.3.1]
2. Initiate, manage, and evaluate the change process, the stages of change, and the concerns and issues that people confront as they encounter change. [1.4.1]
3. Incorporate considerations and influences that affect the problem or issue, especially as they relate to historical aspects, philosophical and ethical beliefs, and/or social and economical situations. [1.6.1]
4. Design and conduct a needs assessment. [e.g. information related to students, staff, school environment, family and community values, expectations and priorities, national and global conditions that might affect the school]. [2.1.1]
5. Use qualitative and quantitative data - [This use may include information for decision making, planning, assessment, accountability, or conducting research] - and analyzing and interpreting these data components by outlining possible actions and the resulting implications for a variety of audiences. [2.1.2; 2.2.2]
6. Develop a project that incorporates current research practices and findings, is built on a congruent, valid, and appropriate curriculum, and supports and enhances the instructional process. [3.2.1]
7. Evaluate and audit a curricular product to determine the validity of the various components within the curriculum, including the appropriate discipline base and related structures, the philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions. [3.2.3]
8. Use and apply a variety of techniques and strategies, including quantitative measures; to assess and evaluate student achievement and progress. [3.2.8]

IV. *Evaluation of the Instructional Process*

Performance Area Focus: 1.2.1; 1.4.1; 1.5.1; 2.2.1; 3.1.1; 3.2.1; 3.2.6; 3.2.7; 4.1.1; 4.1.3; 7.1.3.

Assignment: The intern will conduct a minimum of six [6] evaluative activities of the instructional process using the current procedure used in the school he/she is serving. During this assignment, the intern should *analyze the process*, and his/her competency and abilities in conducting the evaluation. This activity should be conducted with full knowledge and understanding of the instructional staff observed and the administrative members of the school. The results and the reflection regarding the learning made by the intern, without names, will be placed in the *Portfolio*, and the College supervisor will assess the activity and performance upon the final meeting with the intern. **[In the case of the SDBL candidate, the project should be focused on the core aspects of the academic program, support of the program, and gaining an understanding of the instructional and curricular aspects of the district. Evaluation of non-instructional staff might be an option for this activity for the SDBL candidate, but SDBL candidates are strongly encouraged to participate in evaluation of the instructional process.]**

Description of Assignment:

1. The instructional process is a key component to student learning and achievement, and strategies selected and applied, the planning and organization, and the assessment and monitoring used within the classroom all contribute to student learning and understanding. The administrative leader must be well versed in instructional theory and practice.
2. The evaluation of the instructional process is a primary duty and responsibility of the building administrator. S/He must be ever cognizant of the actions and activities that are occurring within the classroom. S/He must know whether these strategies are helping or hindering the student learning process.
3. Teaching is a complex and comprehensive process that requires, among many other things, the understanding of the content and structure disciplines, student development, learning theory, and philosophical tenets of the organization and community, and the skills of organizing and planning, monitoring and adjusting to student learning and misconceptions, and assessing of student learning. The instructional evaluation process attempts to judge and review all these components in a limited number of visits and applications.
4. The instructional evaluation process is designed to do two things: first, to assure that appropriate and effective instruction is occurring within the classroom and second, to assist the instructional staff in improving his/her skills and abilities. These are two distinctly and diverse expectations that are placed on the evaluator within a system that seldom provide sufficient time or instruments for successfully completing either task.
5. An effective evaluator must be able to visit the classroom without causing undue disruption or changing the climate within the classroom, make appropriate and concise observations, and incorporate as much of the complex operation into his/her assessment as possible.
6. Interns should conduct at least **six [6]** such observations and evaluative procedures to hone their skills and abilities to become effective evaluators. The assignment should be done as an exercise in learning and improving the skills of the intern evaluator, and not to conduct a “formal” evaluation. The learning and skill building should be directed toward the evaluator and not the teacher. While the intern evaluator should conduct a follow up conference with the teachers, the discussion *should be directed more on the intern evaluators’ procedures and observations than on the teachers’ abilities and strategies.*

Performance Indicators: Through the activities of conducting evaluations of the instructional process, the intern demonstrates *the understanding* and *ability to*:

1. Identify and apply theories of motivation, motivational strategies, and change theories and processes to assure the school organization is meeting and achieving its vision and purpose. [1.2.1; 1.4.1]
2. Develop a personal leadership style based on the identification and critiquing of a variety of leadership theories and philosophical tenets. [1.5.1]
3. Review, analyze and assess current research and best practices, apply these to a variety of instructional settings and disciplines, and engage staff in the ongoing study and incorporation of these practices within their instruction. [2.2.1]
4. Develop and assess a variety of strategies in which to create, with teachers, parents, and students, a positive school culture that promotes learning and a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. [3.1; 3.2.1]
5. Identify, assess, and apply a variety of supervisory models intended to improve teaching and learning, which may include clinical supervision, developmental approaches, cognitive and peer coaching, as well as the application of observational and conferencing skills. [3.2.6]
6. Identify, review, and assess proposals for the use of a variety of staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes. [3.2.7]
7. Collaborate and work with faculty and other stakeholders, to identify needs for professional development, and explore methods and strategies for organizing, facilitating, and evaluating professional development programs, integrating district and school priorities, and building school faculty as a resource, to assure that new knowledge and effective instructional practices are incorporated into the classroom. [4.1.1]
8. Review and analyze a variety job analysis procedures, performance appraisal systems, and supervisory techniques, and propose effective procedures for both instructional and non-instructional staff. [4.1.3]
9. Apply appropriate communication strategies. [7.1.3]

V. *Internship Seminars and Group Meetings*

Performance Area Focus: 1.7.1; 4.1.4; 7.1.1; 7.1.2; 7.1.3; 7.2.1; 11.3.

Assignment: Interns serving during either the Fall or Spring semesters, or both, will attend a seminar each semester presented by the department faculty. See p. 8 of the *Guide*. The seminar will address many of the topics related to the internship and leadership aptitudes. Interns are **also** expected to participate in and help facilitate a small group meeting during the semesters they are serving their internship. [See Appendix A for a sample agenda for the small group meeting.]

Description of Assignment:

1. The administrative leadership of a school building or district is a difficult, complex, and time-consuming responsibility. Leadership requires a multitude of abilities and a deep understanding of the school organization, the learning process, and human motivation. *The school leader must be a life-long learner, using all available resources, including a network of colleagues and associates to build these skills and understandings.* Professional development and improvement are positive personal practices of the effective administrative leader.
2. The school administrator is the leader of a community of learners, and must be able to both model and guide the learning process within the organization. This requires that the leader be a proactive learner, making and taking as many opportunities as possible to enrich his/her repertoire of skills and understanding. The network of colleagues that becomes available to the new administrator while he/she is enrolled in course work and in internship activities is an invaluable resource for current and future use. It should be well cultivated and maintained.
3. There are **two** [2] mid-semester meetings to be attended by active interns for each semester of the internship [summers are excluded]:
 - a. First, the internship seminar held by the college provides opportunities for networking and learning. These meetings are held on the Cortland College campus and the intern should set the attendance of such conferences as a personal professional growth goal. **Attendance is mandatory!**
 - b. Second, the small group, regional intern meetings are part of your college supervisor's responsibilities. These meetings are held locally and are intended to provide a time for a more individual and small group learning experience. Interns should explore the learning needs they have and desire as they build the agendas for these meetings. *See Appendix A for an example of an agenda for a small group internship meeting.*

Performance Indicators: Through the activities of conducting evaluations of the instructional process, the intern demonstrates **the understanding** and **ability to**:

1. Review, analyze, identify, and manifest an accepted personal, professional code of ethics and values. [1.7.1]
2. Formulate and implement a self-development plan that endorses the value of career-long growth and makes use of a variety of resources for continued professional development. [4.1.4]
3. Manifest appropriate interpersonal skills and written, verbal, and non-verbal communication in a variety of situations. [7.1.1; 7.1.2; 7.1.3]

4. Model and promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
[11.3]

VI. *Design and Analysis of Organizations*

Performance Area Focus: 1.1.1; 1.4.1; 1.5.1; 2.1.2; 6.1.1; 6.1.2; 6.2.1; 10.1.1.

Assignment: Interns will identify, describe, and analyze a selected organization operating within the confines of the school organization in which they are serving. The intern will identify the formal and informal power and influence structures, political process, lines and staff of the organization, and the communication flow. The intern should also analyze the cultural aspects of the organization, as described in Deal and Peterson [1999]. This analysis will be assessed by the college supervisor for comprehensiveness, analytical content, and understanding of organizations. [This activity is appropriate for all three internship types – SBL, SDL, and SDBL]. This analysis/written report should be included in the *Internship Portfolio*.

Description of Assignment:

1. The primary and penultimate purpose of schools is student learning. However, this noble purpose is firmly fixed within an organizational structure that is replete with politics, culture, climate, human aspirations, and power and influence. The effective administrator must never lose sight of the primary purpose of schools, but must also strive to accomplish that purpose within the organizational milieu within which the school is set.
2. The school leader, in order to do what is best for all concerned in the educational enterprise, must be aware and understand the idiosyncrasies of the school organization. This includes the formal and informal levels of authority, power brokering, communication channels, and influence. He/she must be able to use these aspects to his/her advantage to make changes within the organization and to achieve the purpose of school, that is, student learning.
3. Every human organization, no matter the size, has aspects of power, politics, influence, and authority. Study and observation of an organization's activities from a removed position enables the leader to learn how to best use these conditions and issues to his/her advantage.
4. In order to successfully carry out the responsibilities and tasks of the administrative leader, authority, influence, politics, and power must be exercised effectively. Appropriate understanding and use of these concepts and processes will assist the administrator achieving his/her objectives.

Performance Indicators: Through the activities reviewing and assessing organizational structures and activities, the intern demonstrates *the understanding* and *ability to*:

1. Structure and design a shared vision and purpose that are focused on teaching and learning, and develop, using practical applications of organizational theories, the operational plans and processes to accomplish strategic goals. [1.1.1; 6.1.1]
2. Identify and critique several theories of leadership and make suggestions for their application in a variety of organizational settings. [1.5.1]
3. Apply qualitative and quantitative data to develop and conduct research. [2.1.2]
4. Incorporate and apply a systems perspective to the school organization that envisions schools as interactive internal systems operating within external environments. [6.1.2]

5. Analyze school-related power structures and identify opinion leaders and how these leaders and power structures relate to the school's vision, purpose, program, and goals. [10.1.1]

VII. *Self Analysis Activity*

Performance Area Focus: 1.3.1; 1.7.1; 4.1.4; 6.2.2.

Assignment: The intern will analyze his/her own perceived strengths, weaknesses, and areas lacking experience, and will develop a plan [an *Action Learning Plan*] to reconcile the lack of experience, especially during the internship experience. This analysis will be the basis of conversation between the intern and the site supervisor, as well as an evaluative activity for the college supervisor. The Self Analysis Activity and Action Learning Plan should be included in the *Internship Portfolio*.

Description of Assignment:

1. It has been said that all understanding is ultimately self-understanding, which leads to wisdom -the acknowledgment of one's ignorance - the knowledge of *knowing what we don't know*. Self-analysis and reflection are critical elements to learning and understanding. Self-reflection leads one to question the limits of his/her own understanding. It brings attention to blind spots. It queries our views and how they are shaped by who we are and what we value. It is the wise person who asks, "What am I prone to misunderstand because of my prejudice, habit, style, or misconceptions?"
2. To understand the world we must first understand ourselves. Self-knowledge is a key factor in our own learning because it requires that we question our understandings, concepts, beliefs, and skills in order to advance them. Self-analysis and self reflection are forms of *metacognition*, which is the ability to monitor one's current level of understanding and decide when it is not adequate. Successful learners usually discover how to do this. This ability to recognize the limits of one's current knowledge, then take steps to remedy the situation, is extremely important to learners of all ages.
3. Additionally, the process of metacognition is important in the approaches one takes to problem solving, decision-making, and effectively communicating. It is important in the transference of learning to new situations as well as making new learning more permanent.
4. The highest order of Bloom's taxonomy is *the ability to develop and use internal criteria for evaluation*. This requires learners to develop their own set of criteria for judging success and satisfaction. Such criteria enable us to explain why we enjoyed or appreciated a movie, even if the outside critics did not.
5. The internship experience is a time to reflect [metacognate] on the past learning attained in classes, in reading, in life, and determine how they apply to the job at hand, whether the skills and knowledge we have are sufficient to meet the demands of school leadership, and what experiences, knowledge, and skills are need to enable us to do the job. It is also a time for the intern to reflect and consider our steps, strategies, and responses to problem solving, decision-making, and communication. The resulting **Action Learning Plan** should build on the intern's strengths and not try to just fill in the holes.

VIII. *Analysis of Labor Contracts and Policy Manuals*

Performance Area Focus: 2.2.2; 4.1.3; 4.2.1; 4.2.2; 6.2.1

Assignment: The intern will review and analyze a minimum of two contractual agreements and the official Policy Manual available within the district in which he/she is serving an internship. The intern will analyze the contracts and the Policy Manual for *language, terminology, and management*. Note should be taken as to the location of these documents, the ease of obtaining them, and the use they receive within the district. The analysis will be placed in the *Internship Portfolio* and will be assessed and discussed by the college supervisor.

Description of Assignment:

1. The building leader is informally, but consistently, involved with contract management and assuring that the stipulations and agreements are followed. It has been found that when a contract is well designed, clear, and understood, little time and energy go into the “management” of the contract on a daily basis. The same can be said of the policies and regulations that are developed and established by the district’s board of education. Building administrators must be well versed in the policies and procedures established by the district’s political entity.
2. When problems do arise with the contract or with policy violations or interpretations, it can be disruptive to all concerned, and it can interrupt the teaching and learning process. When problems and issues with policies and/or the contract occur, it is best if the administrator:
 - a. knows the specifics of the contract and the policy and what the language means,
 - b. understands the process and has skills essential to handling grievances,
 - c. reviews and analyzes the language and its effect on the progress of the school toward the mission,
 - d. clearly understands the role and responsibilities of the principalship and the position as a part of the management team.
3. The time for developing this understanding and knowledge is before problems occur. During the internship experience, the student should become familiar with policy and contract language, stipulations, and requirements, and regulations that both assist in the operation of the school and the meeting of the mission, and those that may hinder the attaining of the school’s purpose.

Performance Indicators: Through the activities of reviewing and assessing contractual agreements, the intern demonstrates *the understanding* and *ability to*:

1. Review, assess, analyze and interpret educational data, issues, and agreements and develop possible implications and concerns. [2.2.2]
2. Identify and apply job analysis procedures, appropriate policies, criteria and processes, for compensation and separation of personnel, with especial attention to equity and diversity. [4.1.3; 4.2.1]
3. Provide optional strategies for the negotiation and management of effective collective bargaining and written agreements, and implement appropriate management techniques to define roles, assign functions, effectively delegate, and determine accountability for attaining goals. [4.2.2; 6.2.1]

IX. *Meeting with Site Supervisor*

Performance Area Focus: 1.5.1; 1.7.1; 3.2.6; 4.1.3; 4.1.4; 6.2.1; 7.1.1; 7.1.3

Assignment: The intern will meet a minimum of once per week with the site [intern's direct] supervisor to discuss the activities, duties, decisions, and future plans of the intern. The intern should be considered as a full fledged administrative adjunct within the building or site, and be assigned duties and responsibilities relevant to such a position. This will be assessed by the College supervisor through discussion, with the intern, and through the daily log and the intern's reflections. The supervisor should be well informed of the activities and tasks required of the intern, and should assist and guide the intern in completing these responsibilities.

Description of Assignment:

1. Feedback and critical review are important to growth, learning, and professional development. The internship is the time when the student's theories of leadership, supervision, and administration are forming, and feedback and evaluative comments from the supervisor are just as important to that growth as are the times of reflection and self-analysis.
2. The intern should provide the supervisor with as much information about his/her job accomplishments, reflections, and concerns as possible. The two professionals- intern and site supervisor - should meet at least once a week to discuss the job that is being done, strengths observed, and concerns to consider. This should be a real learning session for both. **Please note the Mid Term and Final Evaluation forms that are to be completed by the on-site supervisor. The Mid-Term Evaluation should be completed mid-way in each semester, with the Final Evaluation completed at the conclusion of the internship experience.**
3. The intern should come from the meeting with positive actions and strategies to work on, and activities and duties that will enrich the experience and build leadership and administrative skills. While the duties may be routine administrative tasks, they should be seen as learning activities and instructional strategies for the intern.
4. The intern should build a relationship with other administrators at the intern site and obtain feedback and growth recommendations from them as well.

Performance Indicators: Through the activities of meeting with his/her supervisor on a consistent basis, the intern demonstrates *the understanding* and *ability to*:

1. Observe and analyze models and styles of leadership and codes of ethics and values manifested by the various administrative staff at the internship site and evaluate the how the methods selected are appropriate to the site and situation. [1.5.1; 1.7.1]
2. Identify and apply a variety of supervisory models to improve teaching and learning within the school.[3.2.6]
3. Develop and implement a plan for professional improvement and growth, based on the evaluative comments and recommendations of the supervisors. [4.1.4]
4. Develop criteria to determine the success of tasks, projects, assignments, and goals. [6.2.1]
5. Apply appropriate interpersonal and communication skills and strategies. [7.1.1; 7.1.3]

X. Career and Future Planning Activity

Performance Area Focus: 2.1.2; 4.1.3; 4.1.4

Assignment: The intern will develop a *Career Plan and Analysis* as part of the internship. The plan will *identify the career goals, intentions, and strategies* for accomplishing the goals. The college supervisor will review this plan early in the internship and assist the intern in gaining appropriate experiences for the intern's intended career goals. The Plan should become a part of the *Internship Portfolio*.

Description of Assignment:

1. The ability to make effective decisions is a fundamental characteristic of administrators. This characteristic is just as important in the administrator's personal life as in his/her public life. Planning and developing goals and strategies for a future career requires time, forethought, planning skills, and effective decision-making.
2. An effective and comprehensive career plan helps one to design and implement strategies to obtain the kind of experiences, duties, responsibilities, and learning activities one needs to move into the planned career. While it may appear that many administrators got where they are through luck and chance, Louis Pasteur pointed out that, *chance favors the prepared mind*. In all likelihood, the person who got that job, by chance, was prepared and ready to step into the job through some preplanning and forethought.
3. There are many "self-help" books to assist students in developing a Career Plan. The best reference is *What Color is Your Parachute?*, by Richard Nelson Bolles.

Performance Indicators: Through the activities of designing and developing a Career Plan, the intern demonstrates *the understanding* and *ability to*:

1. Gather and use appropriate data and information to develop plans and strategies. [2.1.2]
2. Observe, analyze, and disaggregate various job titles and responsibilities and determine the understanding, skills, and abilities required to successfully and effectively conduct them. [4.1.3]
3. Develop an effective and appropriate self-development Career Plan, with goals, strategies, activities and criteria of successful achievement. [4.1.4]

XI. *Guiding and Disciplining Students*

Performance Area Focus: 1.2.1; 1.3.1; 2.1.2; 3.1; 3.2.1; 3.2.8; 5.1.1; 5.1.2; 5.2.1; 5.3.1; 5.3.2; 7.3.1; 11.2.1

Assignment: The intern will work with student guidance and counseling services, as well as, handle discipline referrals within the building he/she is serving. For those interns not serving in a building readily accessible to the discipline of students, the interns will visit and shadow the principal of a building for a *minimum* of three [3] days to observe and analyze discipline techniques and models. Documentation of metacognitive reflections regarding the disciplinary process, the decisions made, and the intern's philosophy regarding discipline should be placed into the *Internship Portfolio*.

Description of Assignment:

1. The maintenance of a safe, secure, and positive learning environment falls directly on the shoulders of building administrator. S/He sets the tone for the building. S/He becomes the rule and regulations enforcer. An effective administrator establishes a school in which all staff are a collaborative part of these responsibilities, but when all else fails, the administrator is the one who is accountable.
2. Effective student guidance and discipline skills are learned “on the job.” However, many administrators try to apply classroom strategies and behavioral management techniques, learned when they were teaching, to a general strategy for discipline and management for the building. These classroom strategies seldom work at the building level. New theories and strategies must be explored and used.
3. The intern should become familiar with a wide variety of theories of discipline and behavioral management, analyze the developmental theories upon which they are based, try out a variety of strategies from each of the theories, and determine which works best for you, and achieves the results you intend. The intern should also be very aware of the unintended results of many of the behavioral management strategies. While student compliance may result, and discipline may be apparent, the strategy may carry with it some student learning that was not intended.
4. Part of being an effective disciplinarian in the building is assisting classroom teachers to develop classroom management skills and strategies of their own. The building administrator should not be the first line of discipline for students. The intern should explore classroom strategies that work and share them with teachers who seemingly are having difficulty. Remember, however, that discipline and classroom management must “fit” to the person. Seldom is there a “one size fits all” strategy that teachers can use “out of the box.”

Performance Indicators: Through the activities of guiding and disciplining students at the building level, the intern demonstrates the *understanding* and *ability to*:

1. Apply appropriate and effective motivational strategies with students to assure the school's purpose and vision are being achieved. [1.2.1]
2. Frame, analyze, and resolve student discipline problems using appropriate problem solving techniques and effective decision-making skills. [1.3.1]
3. Gather and use appropriate qualitative and quantitative data to inform student disciplinary decisions. [2.1.2]
4. Identify the components, and work to create a positive school culture that promotes learning. [3.1.1]

5. Identify strategies and methods to create a learning organization that supports effective instruction. [3.2.1]
6. Assess and evaluate student progress using a variety of appropriate and valid techniques. [3.2.8]
7. Identify and apply appropriate principles of student growth and development theories and strategies in his/her student discipline model. [5.1.1].
8. Work with other professionals [guidance, instructional, social services] to address the “whole” child when applying discipline strategies. [5.1.2; 5.3.1]
9. Analyze and adjust, as needed, the policies, strategies and techniques that have been designed to provide a safe school environment and promote student health and welfare. [5.2.1]
10. Review, analyze, and create, working with staff, students, families, and community, activity programs intended to fulfill student developmental, social, cultural, athletic, leadership, and scholastic needs. [5.3.2]
11. Apply counseling and mentoring skills with students. [7.3.1]
12. Identify and appropriately apply legal and contractual regulations when applying discipline strategies with students. [11.2]

XII. *Working and Planning with Instructional Staff*

Performance Area Focus: 1.2.1; 1.5.1; 2.2.1; 2.2.2; 3.2.1; 3.2.3; 3.2.4; 3.2.5

Assignment: The intern will serve as a facilitator and participant for a *curriculum based committee* within the building he/she is serving. The intern will develop agendas, review minutes, assess decisions, and guide the group to completion of a product. Documentation of the committee work, and the product, will be in the *Internship Portfolio*.

Description of Assignment:

1. Whether the administrator is in charge of the meeting or one of the participants, the group will look to the administrator to assure that leadership is provided. It is the administrator's responsibility to assure that the meeting is productive, and satisfactory to the group members, and that the product is delivered. This may mean working with the elected chair to assure that all of the functions of the group are being addressed.
2. An effective group process requires effective planning. The leader must prepare in advance with an agenda, provide for a well-equipped and comfortable setting, assure that there are sufficient materials for the group members, etc. In developing the agenda, the leader should address the "weight" of each of the items to be addressed and place them in the agenda at the appropriate point to assure maximum time and consideration.
3. The group must be aware of the product that is to be developed. A set of goals, strategies and activities should be developed to guide the group toward completion of the intended product. Setting timelines and expectations, as well as criteria for success helps keep the group on task and enables the group to know when the product is completed to satisfaction.
4. Always have someone you trust keep the minutes of the meeting. The minutes become a legal document that record the decisions that were made, the direction the discussions moved, and the follow-up steps that are to be conducted.
5. The intern should use the leadership of a "staff oriented" committee as a learning experience. The intern should query the members as to the effectiveness of his/her leadership, and how he/she might improve. It has been found that many administrators believe that their group meetings are productive and satisfactory to the members, but the members, according to research, do not perceive the meetings in quite so positive a light.
6. Developing effective curriculum is a complex endeavor. The leader should be versed in the process of curriculum development, including a working definition of what curriculum is, how it is aligned, congruence issues, and curriculum validity, among others. Curriculum development should not be reduced to planning lessons or selecting and copying activities from a published resource.

Performance Indicators: Through the activities of leading and working with staff on a curriculum based project, the intern demonstrates the *understanding* and *ability to*:

1. Motivate staff to collaboratively produce a curricular product directed toward achieving the schools vision. [1.2.1]
2. Apply appropriate leadership skills and techniques to assure effective group participation and product development. [1.5.1]
3. Identify appropriate models of effective curriculum and engage staff in an ongoing study of current best practices and relevant research related to the curriculum product assigned to the committee. [2.2.1]
4. Work with the committee members to analyze and interpret educational data, research, trends, and issues related to the curriculum product assigned to the committee. [2.2.2]
5. Gather and relate to the committee members appropriate information on the philosophical constructs, sociological and historical foundations, community values and changing conditions as they relate to the curriculum product assigned to the committee. [3.2.3]
6. Develop, collaboratively, and provide criteria for the alignment of curricular goals and expectations with instructional strategies and assessment techniques. [3.2.4]
7. Develop, collaboratively, and provide criteria for the evaluation of the curriculum product to assure balance, validity, varied teaching and learning styles, and specific student needs are incorporated, with emphasis being placed on gender, ethnicity, culture, social class, and exceptionality issues. [3.2.5]

XIII. Working with Financial Officers: Budget Planning, Development, and Management

Performance Area Focus: 1.1.1; 1.7.1; 2.1.2; 4.2.2; 6.1.2; 8.1.1; 8.1.2; 8.1.3; 8.1.4; 9.2.1; 9.3.1.

Assignment: The intern will work directly with the Financial Officer within the district in which he/she is serving. A minimum of three days, which may be divided into 6 half days, should be devoted to this experience. Further, the intern should work with the site supervisor to *observe, study, and analyze* the budget and finance process within the building. The activity and reflections on what was learned in the experience will be documented in the *Daily Log* and in the *Internship Portfolio*.

Description of Assignment:

1. The maintenance, allocation, and conservation of resources are essential responsibilities of the school administrator. It has been pointed out that, “Power follows the purse.” The converse is also true. The lack of caring for the purse will lead to a “power failure.” The leader who knows and understands finance has an advantage in dealing with other administrators and business officials. Money, or the lack of it, will govern the way an organization is managed and the way it succeeds. Handled properly, by the effective leader, resource allocation and budgeting is one of the critical vehicles to achieving the purpose and mission of the school.
2. The intern should become knowledgeable of the budgeting process, from the beginning development to the voting process. Further, the intern should review and observe how allocations and encumbrances are made at each level of the organization. How does the building administration use the financial resources at his/her disposal to further the cause? What is the process of changing budget categories and allocations within categories? How much leeway does the building administrator have in controlling his/her own budget?
3. Special interest community groups impact the annual school budget in various ways. The intern should discuss with the school district superintendent who and what these special interest groups are and how they are positively addressed throughout the budget process.
4. The intern should become aware of and understand the district technologies (both hardware and software) used in budgetary matters, as well as the role of each of the staff members employed by the district financial office.

Performance Indicators: Through Working with Financial Officers: Budget Planning, Development, and Management, the intern demonstrates **the understanding** and **ability to**:

1. Identify and describe the vision of the school and how it drives school budgetary matters. [1.1; 6.1.2; 8.1.4; 11.2.1]
2. Gather and evaluate data needed in the budget process. [2.1.2]
3. Acknowledge and describe code of ethics and values within the budget process. [1.7.1]
4. Describe and frame the relationship between school district contractual agreements and school district finance. [4.2.2; 8.1.1]
5. Become cognizant of and assess the use of technology in school budget affairs. [9.2.1; 9.3.1]

XIV. *Community Agencies and Groups*

Performance Area Focus: 1.6.1; 2.1.1; 5.3.1; 10.1.1; 10.2.1; 10.2.2.

Assignment: The intern will become familiar with and contact a minimum of three peripheral agencies working within the school. These agencies could include post-graduate organizations, social service agencies, legal agencies, and policy and politically-based agencies *which influence school policy and procedure and/or deal with students*. The activity will be documented in the Portfolio and reflected on in the Daily Log.

Description of Assignment:

1. School districts, community agencies, and other groups frequently form partnerships to help children and families succeed. The intern will work with building and/or district level personnel to further enhance and cement this relationship between the school and the social agency. Those other school officials may include school nurse, school psychologist, social worker, guidance counselors, health educators, and school resource officer (law enforcement).
2. The school is an integral part of the community. It is important for school leaders to be knowledgeable of the history, culture, ethnic, racial, and special interests groups within the community. The intern should endeavor to gather as much of this information on the community and special interest groups as possible.
3. The intern should be involved with the site supervisor at meetings with community agencies and groups to implement strategies and activities for students and families in crisis. Further, the intern should visit and tour at least one (1) of the peripheral agencies within the school community. By completing this activity, the intern will gain a better understanding of this community agency/group.

Performance Indicators: Through working with Community Agencies and Groups, the intern demonstrates **understanding** and **ability to**:

1. Identify and apply appropriate procedures and relationships for working with local governing boards of community agencies. [10.2.2; 11.5.1]
2. Compile and research school district and relevant community data that can be used to help children and families cope with their world. [1.6.1; 2.1.1; 10.1.1]
3. Identify and address relevant student and family conditions affecting learning through collaborating with community agencies, specifically those that integrate health, social, and other pertinent services for students. [5.3.1]
4. Plan and organize, with community agencies, relevant school-community programs. [5.3.1; 5.3.2; 10.2.1]

XV. Parent and Community Members

Performance Area Focus: 1.2.1; 3.1.1; 10.2.3.

Assignment: The intern will conduct parent meetings and conferences, as appropriate to the internship situation and the administrative procedure. The results of the meetings and the procedures and interpersonal communication strategies used should be reflected upon in the intern's Reflective Journal.

Description of Assignment:

1. The school administrator is the buffer between the classroom and the community. While it is important that the classroom be accessible to parents and community members, access should be held sacred, and community members and parents should be considerate of the complexities and climate of the classroom and avoid disrupting it without prior contact. On the other hand, the school should be as invitational and welcoming to the students, parents, and community as is possible, without jeopardizing the safety and welfare of the students. The school leader must establish the climate and environment that straddles this thin line.
2. The school office is an essential center of information, communications, resource allocation, public relations, and control of the building. The public comes to know about the school chiefly through the Principal's office. That means the administrator must be ever vigilant of what message is being sent and received. It also means that the communication that the administrator has within the walls of the school must also be appropriate to the receivers.
3. The school administrator must foster collaboration between and among the community at large, the business community, the parental cohort, and other persons who want to and need to interact with the school. The effectiveness and skill with which the school administrator handles these interrelationships with parents and the community can both benefit the school and help it achieve its mission, or derail it and cause all constituents to be frustrated.

Performance Indicators: Through conducting meetings with parent and community groups, the intern demonstrates **understanding** and **ability to**:

1. Apply motivational theories and strategies to create conditions that motivate community members and parental groups to achieve the school's vision. [1.2.1]
2. Enrich the school's culture to promote learning and achievement. [3.1.1]
3. Work with and involve family and community members in appropriate policy development, program planning, and assessment processes that enable the school to achieve its mission. [10.2.3]

XVI. *Support Staff and Supporting Offices*

Performance Area Focus: 1.1.1; 4.1.2; 4.1.3

Assignment: The intern will be knowledgeable of the activities, duties, and responsibilities of all staff assigned to support functions. This will include clerical, instructional aides, custodial, transportation, and other staff supporting the functions of the school. A synopsis of the support staff, their functions, and the relationship of the office to the administrator will be outlined by the intern and included in the *Internship Portfolio*.

Description of Assignment:

1. The clerical staff, the custodial staff, and the cafeteria staff are indispensable support members for the school administrator. They, along with the instructional support staff and the transportation staff, make the school process work and enable teachers to do their job.
2. It has often been observed that the school secretary can either make or break the effectiveness of the school administrator. This is because the school secretary and other clerical staff are the first line of communication with classroom staff, students, parents, and community members. If these staff members do not provide a positive message to the public, the school, and the school administrators begin to look ineffective. Effective school administrators take care to assure these support staff positions are understood, well trained, and well supported.
3. The intern should select at least three [3] different support functions and develop a good understanding of the scope and depth of the positions within the support groups. The intern should interview support staff members and an administrative leader of one of the support functions. In other words, the intern may choose to observe a bus driver in his/her daily activities and then has the option of choosing that same bus driver and the head of transportation for the school district to interview, either separately or together. Topics discussed should include activities, duties, and responsibilities of the support staff and its impact on student learning and other facets of the school district. Suggestions for change/improvement of services should also be entertained.

Performance Indicators: Through working with and observing the support staff and supporting offices in the school, the intern demonstrates **the understanding and ability to:**

1. Communicate the school's vision that focuses on teaching and learning to all constituents of the school. [1.1.1]
2. Identify and analyze appropriate adult learning strategies to apply to assure that new knowledge and skills are practiced in the workplace. [4.1.2]
3. Conduct effective job analysis procedures and job analysis procedures to assure equity and equality in the evaluative process for non-instructional staff. [4.1.3]

XVII. Policy and Political Structures in the Public School

Performance Area Focus: 10.1.1; 11.1.1; 11.1.2; 11.1.3; 11.5.1.

Assignment: The intern will attend a minimum of three [3] board of education meetings, *reviewing* the agenda and *analyzing* the formal and informal power and organizational structures, and the working relationships within the board and between the board and the superintendent. A report of these board of education visits and the subsequent analysis of these relationships will be placed into the Internship Portfolio.

Description of Assignment:

1. The board of education is the formal link between the community and the school. The board usually consists of community volunteers who are devoting time, energy, and resources to assuring that the community's children are properly educated within reasonable costs and processes.
2. While the board members are usually volunteers and are seldom professional educators, they often do come to the board with an agenda, and with goals and purposes to be fulfilled. This can cause considerable conflict and political wrangling when these goals do not mesh with the mission and purpose of the school.
3. The school administrator must be knowledgeable of the political and social structures in the board of education. The decisions made within the board, the policies developed, and the activities that result may directly affect the administrator's building and its vision and mission.
4. The school administrator is often called upon to report to the board of education and/or to provide data and information relevant to the school and the school's operation. Appropriate and effective communication with the board of education is an important skill for all administrators to cultivate.
5. Being knowledgeable of the operations, political ramifications, policy and procedural activities, and other organizational processes of the board of education enhanced the abilities and skills of the administrative intern.

Performance Indicators: Through working with Policy and Political Structures in the Public School and observing and analyzing the district's board of education operation, the intern demonstrates **the understanding and ability to:**

1. Identify, analyze and relate the community and district power structures, and to determine the major opinion leaders and their relationship to school goals, mission, and program. [10.1.1]
2. Apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education, and Define and relate the general characteristics of internal and external political systems as they apply to the school setting. [11.1.2|11.1.1]
3. Describe and relate the process, by which school site policies are formulated, enacted, implemented, and evaluated, and develop strategies and procedures to build relationships for working with the local school board. [11.1.3]

XVIII. *Administrative Use of Technology*

Performance Area Focus: 9.1; 9.2

Assignment: The intern will become familiar with various aspects of technology applied to the area of school administration. These should include whatever software used by the district to keep student information. With regard to the budget, knowledge of the information available to administrators, interactive or summative, on-line is expected. In the area of data analysis, knowledge of commercial packages (services) or spread sheets is expected. Knowledge of software available for inventories and to create bus routes will be acquired. The activity will be documented in the *Internship Portfolio* and reflected on the *Intern Log and Reflective Journal*.

Description of Assignment:

1. School districts employ a number of different pieces of software to manage their student data. Some of the functions they serve on a daily basis are to provide access to demographic data, attendance, IEPs, transcripts, graduation tracking and discipline. In addition, scheduling can be such a complicated process that it is facilitated by a computer program.
2. The management of a school's budget is a major responsibility for a school business manager and the principal. Software can be used to not only keep track of line item balances, but also in the building of the budget process. Also, software is frequently used for tracking student activity accounts at the building level.
3. With the trend toward higher academic accountability, there is a need for administrators to use data in their curricular decision-making. There can be local tests results as well as state achievement scores available from the Regional Information Centers (RIC). In either event, there needs to be analytic software applied to provide a better understanding of strengths and weakness rather than just tallies of raw scores. The intern will gain an understanding of their availability and how they are applied. They can be commercial packages, available possibly through the RICs, or statistical formulae found on common software such as Microsoft Excel.
4. Applications of technology can be found in areas of maintenance, operations, transportation and other services. While these may not be the direct responsibility of the building principal, their application does affect students in their charge.

Performance Indicators: Through working with administrators and support personnel, the intern demonstrates understanding and ability to:

1. Identify and apply software used in working with information related to students. [9.1.1]
2. Identify and apply software used to develop and monitor a district's and/or building's budget. [9.1.1]
3. Gather and evaluate data associated with student achievement using software or a service. [9.1.1]
4. Identify and describe software used by operations, transportation, and any other support personnel. [9.2.1]

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Appendix A

Forms and Materials Required for the Internship

Requirements for admittance into an Administrative Internship [Check all requirements that have been completed]:	
	Student has been officially accepted into the Educational Leadership Department's CAS program.
	Student has completed twenty-one [21] semester hours of program course work before beginning the internship.
	Student has obtained written approval from the site supervisor
	Student has obtained written approval from the district superintendent.
	Student has developed, in collaboration with the site supervisor, a job description for the appropriate program [SBL, SDL, SBL-SDL, SDBL].

In duplicate hard copies, please attach the following items along with 2 copies of this proposal:

- A complete job description outlining the title, duties, and responsibilities of the internship. For students in the dual SBL-SDL program, the job description must be delineated at both the building and district level. The intern should spend 50% of the internship time at the building level and 50% of the internship time at the district level, with appropriate duties and responsibilities at each level.
- Letter from the on-site supervisor consenting to supervise the internship.
- Letter from the district superintendent indicating knowledge and approval of the internship.
- Directions, starting at Cortland, to your internship site.
- Color copy [plus 1 black and white copy] of the student's CAPP report [available through Banner Web at www.cortland.edu]

Applicant's Signature

Date

Please Note: Due dates for this proposal and all accompanying application materials [submitted in duplicate] are as follows: 8/1 for a fall semester start; 12/1 for a spring semester start; and 6/1 for a summer semester start. No internships are officially accepted until this internship

For Department Use Only

Approved Date ____ \ ____ \ ____ CAPP Check
OK Date ____ \ ____ \ ____

Signature of Chairperson

Mid-Term Evaluation

Intern's Name: _____

Date: _____

Dear On-site internship supervisor:

Thank you for your assistance in supervising and guiding an administrative intern. Your guidance and modeling are a strong influence on the development and growth of the intern into an effective school leader and administrator. Those of us who supervise from the college are the first to tell the interns that your day-to-day contact will mean more in terms of their growth than our supervision will ever be able to provide.

The intern has been requested to provide you with this form. If you would be so kind as to consider and respond to the following questions, it would be greatly appreciated. Your intern will be making an appointment to talk with you about this assessment. At this time, please share your assessment with them and discuss the strengths and areas of focus with them. Thank you.

1. At this time in the internship, what do you consider to be this intern's greatest professional strengths?

2. At this time in the internship experience, what do you consider to be this intern's greatest personal strengths?

3. What professional areas and experiences do you believe this intern should focus on during this internship in order to strengthen and/or improve his/her leadership and administrative abilities?

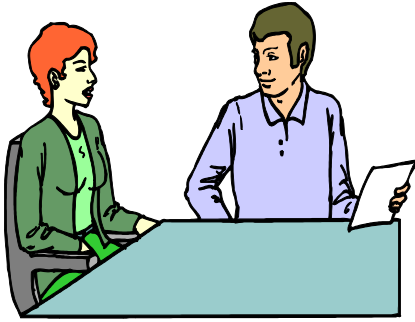
4. What personal areas or attributes do you believe this intern should focus on during this internship in order to strengthen and improve his/her leadership and administrative abilities?

5. Please list the experiences and activities that the intern should focus on in the next few weeks to achieve the above skills and attributes.

Signature of Site Supervisor: _____

Date: _____

Thank you: Please provide two copies of this evaluation to the intern; one for his/her portfolio and one for the college supervisor's files.



Mid-Term Intern Meeting

The Intern Supervisor from Cortland meets with the interns a minimum of three times during the semester. One of these meetings is in the form of a group of 5 or 6 interns and the supervisor, meeting together for a short session. These meetings should be two hours in length and designed around the needs and interests of the intern group. **The meeting is mandatory for all interns.**

The meetings should be held in a central location and at time that is convenient to all involved. This may be at a local school site, a BOCES, or at a local restaurant. Some of these meetings have been dinner meetings, with heated discussions over pizza and wings.

Leadership of the meeting is usually delegated to the intern who has been interning the longest, and/or who will be completing his/her internship at the end of the semester. It is the responsibility of the “lead intern” to coordinate the organizing, planning, facilitating, and evaluating of the meeting, and to communicate the schedule to all involved. The college supervisor will provide the names of the group members, and then serves only as a guide, as needed. **Delegation of the various components is strongly advised.**

Components of the meeting:

- An agenda of events
- A background sheet regarding the speaker, if any.
- A guide to discussion, if no speaker is involved.
- An evaluation form.
- A roster of participants [including the college supervisor] with pertinent information to share for networking purposes.
- Communication to each group member, in writing, the results of the group meeting [minutes] and the results of the evaluation process, with suggestions for future topics and meeting formats.

Sample Agenda

Welcome and Introductions of all present

- **Interns Share:** [suggested topics]
 - Particulars of their internship
- Teaching and learning-related projects
 - Administrative portfoliosand/or
- **Guest Speaker.** [Speak on topic of interest] and/or
- **Focus group discussion**
 - Current Educational Issue
 - **Dates to remember**
- **Summary, Wrap/up, and Next Steps.**

Intern Evaluation Form: Final Evaluation:

Dear on-site supervisor: Again, thank you for your assistance, guidance, time, and energy in supervising an intern from the Educational Leadership Department's Program at SUNY Cortland. To assist us in the assessment of the intern's knowledge, skills, and attributes for becoming a public school leader, please indicate your assessment on the form below by circling the number at the right: [NA = Not Assessed, Appropriate, or Observed] Please provide **two copies** of this form to the intern, one for his/her Portfolio and one for the college supervisor's files.

Name of Intern: _____ **Dates of Internship:** _____

School District and Building Served: _____

To what degree to you perceive this intern has the understanding and ability to:

	Hi Lo
Strategic Leadership:	
○ frame a problem situation, identify contexts, and use information to solve problems.	5 4 3 2 1 NA
○ work with others to develop an appropriate vision and purpose.	5 4 3 2 1 NA
○ exercise leadership processes and strategies to achieve common goals.	5 4 3 2 1 NA
○ act ethically for the benefit of the various educational communities.	5 4 3 2 1 NA
Instructional Leadership:	
○ work with others to design appropriate curricula and instructional programs.	5 4 3 2 1 NA
○ develop learner-centered school cultures.	5 4 3 2 1 NA
○ assess the outcomes and contexts for the student personnel services program.	5 4 3 2 1 NA
○ plan, with faculty, professional development activities aimed at improving instruction.	5 4 3 2 1 NA
Organizational Leadership:	
○ understand the complexities of the school organization and develop suggestions to improve it.	5 4 3 2 1 NA
○ collaboratively develop and implement operational plans.	5 4 3 2 1 NA
○ manage the financial resources within his/her control.	5 4 3 2 1 NA
○ apply management processes and procedures which are decentralized and empowering of staff.	5 4 3 2 1 NA
Political and Community Leadership:	
○ act in accordance with legal provisions and statutory requirements.	5 4 3 2 1 NA
○ develop policy and apply regulatory standards, as necessary and appropriate.	5 4 3 2 1 NA
○ be attentive of ethical implications of policy initiatives and political actions.	5 4 3 2 1 NA
○ understand schools as political systems and relate public policy initiatives to student welfare.	5 4 3 2 1 NA
○ involve community members, parents, and service agencies, as appropriate.	5 4 3 2 1 NA
○ develop effective staff communications and public relations programs.	5 4 3 2 1 NA

Overall: How might you rate this intern?

- ___ **Above Average:** This person performed above and beyond expectations.
- ___ **Satisfactory:** This person met or exceeded the expectations in many areas.
- ___ **Average:** This person met the basic expectations of the internship.
- ___ **Below Satisfactory:** This person barely met or achieved the expectations of the internship.
- ___ **Unacceptable:** This person did **not** meet any of the expectations of the internship.

In the space below, please comment on any of the items above and/or other traits and abilities of this intern that would indicate his/her ability to become an effective administrator. Please use the other side of this form, or an additional sheet for further comments, if necessary.

Signature of Site Supervisor: _____ Date: _____

Administrative Internship

Daily Activity Log and Reflective Journal

Directions:

As an intern, you are required to maintain a log of the activities and decisions you make on a daily basis. This log may be maintained in a diary format or as a running record on the computer. The content of the log will be personal and should not be shared with others, with the exception of the college supervisor. The log should be kept current, and you should attempt to make entries in it on a daily basis. Please remember, this may become a legal document, if subpoenaed by a court of law.

The content of the log should be as follows:

- A schedule of your daily activities. If every day is the same, you might note this, but be sure to make note of variations in your schedule.
- A documentation of the groups you worked with and meetings attended. Make note of the participants, the agenda, your role in the meeting, and the outcome of the meetings.
- A reflection on the decisions and determinations you make. These should be documented for two reasons. First, to remind you of the situation and outcome, and second, to enable you to dissect and reflect on the components of the decision. A major portion of an administrator's job is decision-making and the more effective the decision-making, the more effective the administrator.
 - This should be a metacognitive exercise, that is, it should be *thinking* about the *thinking* and considerations you processed during the decision. Metacognition is reflecting and analyzing the various parts of the thinking process.
 - Decisions are comprised of three parts: The content, the context, and the character elements. As you reflect on the decisions made, categorize the process into these three areas.
 - The **content** comprises the basic facts, procedures, laws, mandates, policies, and actual observations related to the decision. These are the data of the decision.
 - The **context** of the decision relate to the unique situation or the environment within which the data are discovered. It may have to do with special circumstances, individual perspectives, or unusual problem-settings.
 - The **character** elements of the decision are the personal philosophies and the ethical and moral dispositions that you have toward this particular situation. What do you feel, believe, or value in this situation?
 - All decisions and determinations you make as an intern, whether regarding a student discipline decision, program decision, or procedural decision, should be metacognitively processed and recorded.

Appendix B

College Supervisor's Checklist and Rubric

College Supervisor's Checklist

The college supervisor meets with the intern three times each semester of the internship. During these visits the supervisor will review and assess the quality of the experiences, activities, and products that the intern has conducted and developed. Many of the products and documentation of the experiences should be contained in the *Internship Portfolio* for the supervisor to review.

		Evaluative	Comments
I. Internship Portfolio	There is evidence that the intern is collecting documents and other evidence of school leadership tasks done in the course of the internship.		
II. Intern Log and Reflective Journal	There is evidence that the intern is maintaining a personal daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.		
III. Internship Project	There is evidence that the intern has or is in process of developing an extended project that is designed to analyze, study, and provide recommendations concerning a teaching and learning process or program. There is evidence that the intern has designed the project to be based on qualitative and quantitative data, is relevant to the intern's situation, and is appropriate to the school in which the intern is serving.		
IV. Evaluation of the Instructional Process	There is evidence that the intern has conducted a minimum of six [6] evaluative activities of the instructional process using the current procedure employed in the school he/she is serving. There is evidence that the intern has analyzed and reflected on the process and his/her own competencies in conducting such evaluation activities.		
V. Internship Seminars and Group Meetings	There is evidence that the intern has attended and been an active participant in all required meetings, on-campus and elsewhere, for the internship		
VI. Design and Analysis of Organizations	There is evidence that the intern has identified, described and analyzed a selected organization that is operating within the confines of the school organization in which they are serving. There is appropriate evidence that the intern has identified and reflected on the formal and informal power and influence structures within the organization, the political processes that influence the organization, the formal lines and staff of the organization, and the flow of communication within the organization.		
VII. Self Analysis Activity	There is evidence that the intern has reflected on and analyzed his/her own strengths, weaknesses, and areas in need of further experience and learning. A plan of action on how the intern will improve the areas of concern should accompany this self-analysis.		
VIII. Analysis of Labor Contracts	There is evidence, contained the Internship Portfolio, that the intern has reviewed and analyzed a minimum of two separate contractual agreements from the district in which he/she is serving as an intern. The documentation reflects in-depth analysis of the contracts for language, terminology, and management.		

		Evaluative	Comments
IX. Meeting with Internship Supervisors, both college and on site.	There is evidence that the intern meets on a periodical basis with the on-site supervisor to discuss the effectiveness and the concerns of the internship, the duties, and responsibilities related to the internship. There is also evidence that the intern has continued to pursue professional growth activities and strategies throughout the tenure of the internship. This may include Mid-Semester Intern Group meetings, the Intern Conference provided by the Department, and other professional growth activities, including readings and texts that have been read during the time of the internship.		
X. Career and Future Planning	There is evidence that the intern has developed a Career Plan which identifies the career goals, intentions, and strategies for accomplishing the goals of the Plan. Documentation is evident which indicates activities employed by the intern to meet the goals and strategies of the Plan.		
XI. Guiding and Disciplining Students	There is evidence that during his/her tenure as an administrator, the intern has worked with students and addressed student misbehavior and employed discipline strategies and actions. The Internship Portfolio contains reflective documentation, including the consequences of exemplary discipline decisions and a discussion of philosophical tenets relating to discipline and guidance of students.		
XII. Working and Planning with Instructional Staff	There is evidence that the intern has served as a leader, facilitator, and participant in a curriculum-based committee within the building he/she is serving. The intern can provide evidence of agendas, minutes, decisions made, and products of the committee[s].		
XIII. Working with Financial Officer: Budget Planning, Development, and Management	There is evidence that the intern has worked with building administration and district financial officers to observe, study, and analyze the budget and finance process within the district. Reflections and comments should be contained within the <i>Internship Portfolio</i> .		
XIV. Community Agencies and Groups	There is evidence that the intern is familiar with and has had contact with some community agencies that interact with the school and the students, and that the intern has conducted parental meetings and conference in the role of an administrator.		
XV. Parent and Community Members	There is evidence that the intern has interacted and worked with both parents and community members in a leadership capacity.		
XVI. Support Staff and Supporting Offices	There is evidence that the intern has and can work with support staff and non-instructional staff, and has the ability to interact with support offices and services to assure student support functions are being provided. This might include clerical, instructional aides, custodial, transportation, and other staff and offices supporting the functions of the school.		
XVII. Policy and Political Structures in the Public School	There is evidence that the intern has attended Board of Education meetings and has analyzed the organizational and political structures within the Board.		

XVIII. Administrative Use of Technology	There is evidence that the intern uses technology in the course of her/his daily school leadership position.	
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Appendix C

Checklist of Internship Activities and Tasks

Suggested Timelines for Internship Activities

Introduction: The number of experience and learning activities associated with the internship can appear overwhelming when you are first starting out. For this reason, the following guidelines for the completion of the activities are provided. This time line of due dates for the activities, tasks, and responsibilities is organized for the Full Time [3 credits per semester] and the Half Time [1.5 credits per semester] interns. Adjust your schedule to fit your assignment. Interns should discuss these dates and requirements with both the on-site supervisor and the college supervisor.

Activity	Date Guideline Full Time Interns	Date Guideline Half Year Interns
I. Internship Portfolio	➤ This will be reviewed each visit. It should be kept up to date and ready for the College Supervisor's visit	➤ This will be reviewed each visit. It should be kept up to date and ready for the College Supervisor's visit
II. Intern Log and Reflective Journal	➤ This will be reviewed each visit. It should be kept up to date and ready for the College Supervisor's visit	➤ This will be reviewed each visit. It should be kept up to date and ready for the College Supervisor's visit
III. Internship Project	➤ This activity is reflective of the learning and competencies you have gained through the program. You should have a good idea of what it will entail when you first meet with the college supervisor. It is due at end of the semester. <i>[Note: If you are taking 6 credits - full year- the project will be due at the end of the second semester.]</i>	➤ This activity is reflective of the learning and competencies you have gained through the program. You should have a good idea of what it will entail when you first meet with the college supervisor. The completed project will be due at the end of the second semester.
IV. Evaluation of the Instructional Process. [A minimum of six classroom observations]	➤ The intern should conduct these observations about half way through the internship. It is important to be in the "job" a few weeks before you endeavor to do the evaluations. Complete after 7 or 8 weeks on the job.	➤ The intern should conduct these observations about half way through the internship. This means at the end of the first semester [15 weeks] of being on the "job."
V. Internship Seminars	➤ The intern will attend and actively participate all required intern meetings, either on-campus, on site or elsewhere.	➤ The intern will attend and actively participate all required intern meetings, either on-campus, on site or elsewhere.
VI. Design and Analysis of Organizations	➤ This should be available for the college supervisor to review during the mid-semester meeting.	➤ This should be available for the college supervisor to review during the third meeting. [First meeting of second semester.]
VII. Self Analysis Activity	➤ This should be a recurring activity and discussed at the first meeting with the college supervisor	➤ This should be a recurring activity and discussed at the first meeting with the college supervisor
VIII. Analysis of Labor Contracts	➤ This activity should be done early in the internship. Have it ready by the mid-semester meeting.	➤ This activity should be done early in the internship. Have it ready by the last meeting of the first semester.
IX. Meeting with the Site Supervisor	➤ You should meet - formally- with your on-site supervisor a minimum of once a week to discuss progress, tasks, and duties. The college supervisor will meet with you three times in the semester. The second or mid-semester meeting will be in the form of a small group session.	➤ You should meet - formally- with your on-site supervisor a minimum of once a week to discuss progress, tasks, and duties. The college supervisor will meet with you three times in each semester. The second or mid-semester meetings will be in the form of a small group sessions.

X. Career and Future Planning	➤ Do this first. Have it ready for the first meeting with the college supervisor.	➤ Do this first. Have it ready for the first meeting with the college supervisor.
XI. Guiding and Disciplining Students	➤ If this is not an everyday part of the job, you should have plans scheduled for doing this activity by the first meeting with the college supervisor. Evidence will be reviewed at last meeting.	➤ If this is not an everyday part of the job, you should have plans scheduled for doing this activity by the first meeting with the college supervisor. Evidence will be reviewed at last meeting of the first semester.
XII. Working and Planning with Instructional Staff.	➤ Plans for doing this activity should be ready early in the internship. It will be discussed at the first meeting.	➤ Plans for doing this activity should be ready early in the internship. It will be discussed at the first meeting.
XIII. Working with Financial Officers: Budget Planning, Development, and Management	➤ Schedule this with the Business and Finance Office as early as you can in the internship.	➤ Schedule this with the Business and Finance Office as early as you can in the internship.
XIV. Community Agencies and Groups	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ This will be reviewed on the first visit in the second semester. Evidence of the activity should be available.
XV. Parent and Community Members	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ This will be reviewed on the first visit in the second semester. Evidence of the activity should be available.
XVI. Working with Support Staff and Supporting Offices.	➤ Start this activity early in the “job.” Evidence of your involvement will be reviewed on the first visit. This is an on-going activity, with final observations and reflections part of your portfolio.	➤ Start this activity early in the “job.” Evidence of your involvement will be reviewed on the first visit. This is an on-going activity, with final observations and reflections part of your portfolio.
XVII. Policy and Political Structures in the Public School	➤ By mid semester you should have visited at least one BOE meeting, and by end of internship you should have experienced and reflected on at least 4 different BOE meetings. Other political structures and organizations should also be recorded and reflected upon.	➤ By mid-point of the first semester you should have visited at least one BOE meeting, and by end of internship you should have experienced and reflected on at least 6 different BOE meetings. Other political structures and organizations should also be recorded and reflected upon.
XVIII. Administrative Use of Technology	➤ This should be evidenced throughout the entire internship and should be documented in the <i>Internship Portfolio</i> and <i>Log and Reflective Journal</i> .	➤ This should be evidenced throughout the entire internship and should be documented in the <i>Internship Portfolio</i> and <i>Log and Reflective Journal</i>

Introduction: The following checklist form is provided to enable the intern and the on-site supervisor to maintain a schedule of activities, tasks, and responsibilities required by the internship experience.

Activity	Date[s] Completed or Addressed	Comments
I. Internship Portfolio		
II. Intern Log and Reflective Journal		
III. Internship Project		
IV. Evaluation of the Instructional Process		
V. Intern Seminars		
VI. Design and Analysis of Organizations		
VII. Self Analysis Activity		
VIII. Analysis of Labor Contracts		
IX. Meeting with Site Supervisor		
X. Career and Future Planning		
XI. Guiding and Disciplining Students		
XII. Working and Planning with Instructional Staff		
XIII. Working with Financial Officers: Budget Planning, Development, and Management		
XIV. Community Agencies and Groups		
XV. Parent and Community Members		
XVI. Working with Support Staff and Supporting Offices		
XVII. Policy and Political Structures in the Public School		
XVIII. Administrative Use of Technology		

Appendix D

Information for the Site Supervisor

[This letter is to be provided to the site supervisor by the intern]

Dear Fellow Administrator:

Thank you for agreeing to mentor and guide an administrative intern. Our profession needs effective and experienced leaders to guide and direct our schools and to assure students are achieving and learning. We appreciate your dedication to education and to the leaders of the future.

The task of being a site supervisor for an administrative intern is one of guiding and delegating. We invite you to guide the student administrator into experiences that will open his/her learning to the tasks and responsibilities of administering a building, district, and/or school district business office, leading staff, and motivating and directing students and student learning. We ask that you delegate pertinent tasks to the intern that will empower them to take administrative responsibilities and come to be perceived as an administrator by the staff, community, and students.

The intern has been provided with a *Guide to the Internship Experience* that outlines all of the experiences and learning that must be accomplished as part of the internship. They are asked to share these responsibilities and assignments with you, and together you and the intern should develop a plan of action that will assure the intern obtains all of the experiences entailed within the internship experience.

I have also stipulated that the intern have formal meetings with you, the site supervisor, at least once a week. The agenda for this formal meeting should be an update on the progress and learning that the intern has made over the past week and the plans for the coming week. We know that there will be multiple times that you and the intern will be communicating during the day and the course of the week, but dedicate at least one of these meetings as a “how you are doing” discussion.

I know and appreciate that this adds to your already busy schedule. As a token of our appreciation of your time and devotion to this added responsibility, the Educational Leadership Department, through the Field Placement Office, offers all internship supervisors remuneration or a tuition stipend. You will receive communication from the Field Placement Office at the end of the semester regarding this remuneration. Be sure that your name, address, and contact information are included in the letter that accompanies the student’s application.

Again, thank you for agreeing to be a site supervisor for a new administrative intern. I, and the other SUNY Cortland internship supervisors, look forward to meeting you and thanking you in person for your assistance.

Sincerely,

Dr. Mary P. Kinsella, Chair and Associate Professor
Educational Leadership Department
SUNY Cortland

Sample Letter from the Site Supervisor

School Letter Head Stationary with Contact Information

Dr. Mary P. Kinsella, Chair
Educational Leadership Department
SUNY Cortland,
Box 2000
Cortland, New York 13045

Dear Dr. Kinsella:

I am pleased to be able to serve as site supervisor for ___[Intern's full name]_____. I have been the principal supervisor within the building for _____years and hold a [SAS or SDA] certificate from New York State.

As an administrative intern in our building, Mr./Ms. _____will be provided with the title of_____. I have reviewed and discussed the required tasks and assignments of the internship and will do my best to guide the intern toward these opportunities and responsibilities.

The hours for the internship within the building have been designated as _____ to _____. These times are a contiguous time span allowing for the intern to attain the most comprehensive experience as possible. It is understood that the intern will spend additional time at the job, assigned to administrative tasks, shadowing me or other administrators, and serving as my surrogate, when appropriate, at after-school meetings, committees, and other events requiring administrative attendance and supervision.

Sincerely,