



Guide to the Internship Experience

EDL 696 *School Building Leader/School District Leader Internship*

EDL 698 *School District Business Leader Internship*

The Educational Leadership Program: Integrating theory and practice to prepare educational leaders to effectively develop schools and other learning communities.

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Introduction

This *Guide to the Internship Experience* is designed to assist you through your internship[s] in the Educational Leadership program leading to the **Certificate of Advanced Study [CAS]**. Our goal is to enable you to obtain as comprehensive 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[s].

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 [SBL, SDL, and/or SDBL]. 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. 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[s] relevant to your future endeavors as an educational leader.

Course Description

The course, **EDL 696: Internship in Educational Leadership**, provides **substantial experience** in clinical internship practice for candidates through authentic leadership experiences. The specific internship requirements are designed to foster the candidate's ability to synthesize and apply content knowledge and further develop the professional skills identified for effective educational leaders. The options described below offer a **sustained field experience** in a school (SBL) and/ or district environment (SDL) under the supervision of SUNY Cortland EDL program faculty and **qualified practicing on-site school administrator(s) who serve as mentors**. 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 EDL 696 internship hours MUST be in a block of time and within the regular student school day when students are in session.** Interns will also likely spend additional time (e.g., after school) engaged in internship activities but these hours do not count toward the minimum hours below. **ELCC SDL 7.1, 7.2, 7.3; ELCC SBL 7.1, 7.2, 7.3.**

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: *School Building Leader/School District Leader* 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 – the intern may not register in EDL 696 until the internship proposal has been approved by the Educational Leadership Program.

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: *School Building Leader/School District Leader* for **3 credit hours** during the semester of the internship. Please note – the intern may not register in EDL 696 until the internship proposal has been approved by the Educational Leadership Program.

Option 3: **Full year/Spring-Summer-Fall Internship:** This option, which involved a total of 3.5 credit hours [1.0 credits for Fall & Spring and 1.5 credits for 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 position. 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 position.** Please note – you may not register in EDL 696: *School Building Leader/School District Leader* until the internship proposal has been approved by the Educational Leadership Program.

Option 4: **Half-time 1 semester and Summer Internship:** This option which involves a total of 3 credits [1.5 credits for Fall or Spring and 1.5 credits for summer] involves a minimum of 3 consecutive hours per day for 15 weeks in the fall or spring semester + a full time [minimum of 5 consecutive hours per day] experience as a leader in an “official” summer position. The basis for this internship option is to enable the student to gain leadership experiences in the building and district as well as leadership experiences that occur during the summer. Please note – you may not register in EDL 696: *School Building Leader/School District Leader* until the internship proposal has been approved by the Educational Leadership Program.

Reminder: **Students in the dual SBL-SDL program MUST complete an internship both at the building and district levels. 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 activities at each level.**

The course, **EDL 698: School District Business Leader Internship (SDBL)**, is a field experience in a school district business office under the supervision of college staff and practicing school administrators. The prerequisites for conducting an internship are: Matriculation in the 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. The hours for EDL 698 may be completed when students are not attending school such as after the school day or during the summer.

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 698: *School District Business Leader Internship (SDBL)* 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 – the intern may not register in EDL 698 until the internship proposal has been approved by the Educational Leadership Program.

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 698: *School District Business Leader Internship (SDBL)* for **3 credit hours** during the semester of the internship. Please note – the intern may not register in EDL 698 until the internship proposal has been approved by the Educational Leadership Program.

Option 3: **Full year/Spring-Summer-Fall Internship:** This option, which involved a total of 3.5 credit hours [1.0 credits for Fall & Spring and 1.5 credits for 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 position. The student intern must enroll in EDL 698: *School District Business Leader Internship (SDBL)* for both fall and spring semesters as well as for summer session. The basis for this internship option is to enable the student to gain leadership experiences in the building and district as well as leadership experiences that occur during the summer. Please note – the intern may not register in EDL 698 until the internship proposal has been approved by the Educational Leadership Program.

Option 4: Half-time 1 semester and Summer Internship: This option which involves a total of 3 credits [1.5 credits for Fall or Spring and 1.5 credits for summer] involves a minimum of **3 consecutive hours per day for 15 weeks in the fall or spring semester plus a full time [minimum of 5 consecutive hours per day]** experience as a leader in an “official” summer position. The basis for this internship option is to enable the student to gain leadership experiences in the district and building as well as leadership experiences that occur during the summer. Please note – you may not register in EDL 698 *School District Business Leaders Internship (SDBL)* until the internship proposal has been approved by the Educational Leadership Program.

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 may be found at <http://www.highered.nysed.gov/tcert/teach/login.html>. All of the SUNY Cortland educational leadership programs are NYSED Registered Approved Programs so the certification application is made under that route. The NYSED certification program numbers are as follows: a) School Building Leader 29159, b) School District Leader 29160, and c) School District Business Leader 29161.

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 teachers may confront you to solve staff conflicts, 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 Program 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.

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[s]. All of these performances and proficiencies are based on the 2011 ELCC Building and District Level Standards, the 2008 ISLLC Educational Leadership Policy Standards, and the SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies. Please review these standards to understand the level to which you must aspire to meet the expectations required of school leaders.

Educational Leadership Program Standards

The Educational Leadership programs at SUNY Cortland and particularly the internships are built around four sets of standards. These sets of standards are:

1. Educational Leadership Coordinating Council (ELCC) School Building Leader (SBL) Standards (NPBEA, 2011)
2. Educational Leadership Coordinating Council (ELCC) School District Leader (SDL) Standards (NPBEA, 2011)
3. Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) (CCSSO, 2008)
4. SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies

These standards, enumerated below, provide the basis for the various activities and assessments included in the internship experience. The standard(s) applicable to a particular internship activity are listed within that activity description.

Educational Leadership Coordinating Council (ELCC) School Building Leader (SBL) Standards (NPBEA, 2011)

Note: Each ELCC SBL standard function is followed by the SUNY Cortland Educational Leadership Internship activity number relating to that standard function.

ELCC/SBL Standard 1.0: Candidates who complete the program are building-level educational leaders who have the knowledge and ability to promote the success of all students by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- ELCC/SBL 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. Activity: 10, 16
- ELCC/SBL 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. Activity: 3, 10, 16
- ELCC/SBL 1.3: Candidates understand and can promote continual and sustainable school improvement. Activity: 10, 11, 16
- ELCC/SBL 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. Activity: 11, 13, 17, 18

ELCC/SBL Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- ELCC/SBL 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. Activity: 8, 14, 15
- ELCC/SBL 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. Activity: 17
- ELCC/SBL 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. Activity: 17, 18, 19, 24
- ELCC/SBL 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. Activity: 17, 18

ELCC/SBL Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- ELCC/SBL 3.1: Candidates understand and can monitor and evaluate school management and operational systems. Activity: 20, 21, 22, 23, 24
- ELCC/SBL 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. Activity: 16
- ELCC/SBL 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Activity: 10, 26
- ELCC/SBL 3.4: Candidates understand and can develop school capacity for distributed leadership. Activity: 18, 20
- ELCC/SBL 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instructional and student learning. Activity: 17, 18

ELCC/SBL Standard 4.0: Candidates who complete the program are building-level educational leaders who have the knowledge and ability to promote the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting and understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

- ELCC/SBL 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. Activity: 12, 18, 24
- ELCC/SBL 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. Activity: 11, 12, 15
- ELCC/SBL 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. Activity: 11, 13
- ELCC/SBL 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. Activity: 11, 12

ELCC/SBL Standard 5.0: Candidates who complete the program are building-level educational leaders who apply the knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- ELCC/SBL 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. Activity: 8
- ELCC/SBL 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. Activity: 2, 5, 8
- ELCC/SBL 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. Activity: 8, 14, 15
- ELCC/SBL 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. Activity: 8
- ELCC/SBL 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. Activity: 8, 14, 15, 17

ELCC/SBL Standard 6.0: Candidates who complete the program are building-level educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- ELCC/SBL 6.1: Candidates understand and can advocate for school students, families, and caregivers. Activity: 13, 14, 15
- ELCC/SBL 6.2: Candidates understand can act to influence local, district, state, and national decisions affecting student learning in a school environment. Activity: 10, 11
- ELCC/SBL 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. Activity: 17, 18

ELCC/SBL Standard 7.0: A building-level educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting monitored by a qualified, on-site mentor and guided cooperatively by SUNY Cortland Educational Leadership Program faculty for graduate credit.

- ELCC/SBL 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-level Program Standards through authentic, school-based leadership experiences. Activity: 1, 2
- ELCC/SBL 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9-12 hours per week) internship that includes field experiences within a school-based environment. Activity: 1, 2
- ELCC/SBL 7.3: Qualified On-site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution. Activity: 1, 2, 6

Educational Leadership Coordinating Council (ELCC) School District Leader (SDL) Standards (NPBEA, 2011)

Note: Each ELCC SDL standard function is followed by the SUNY Cortland Educational Leadership Internship activity number relating to that standard function.

ELCC/SDL Standard 1.0: Candidates who complete the program are district-level educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

- ELCC/SDL 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school district. Activities: 10, 16
- ELCC/SDL 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement plans to achieve district goals. Activities: 3, 10, 16
- ELCC/SDL 1.3: Candidates understand and can promote continual and sustainable district improvement. Activities: 3, 10, 11, 16
- ELCC/SDL 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders. Activities: 11, 13, 17, 18

ELCC/SDL Standard 2.0: Candidates who complete the program are district---level educational leaders who applies the knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district, have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- ELCC/SDL 2.1: Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. Activities: 8, 14, 15
- ELCC/SDL 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. Activity: 17
- ELCC/SDL 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district. Activities: 17, 18, 19, 24
- ELCC/SDL 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning within the district. Activities: 17, 18

ELCC/SDL Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluation the district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that teacher and organizational time is focused on high-quality instruction and student learning.

- ELCC/SDL 3.1: Candidates understand and can monitor and evaluate district management and operational systems. Activities: 20, 21, 22, 23, 24
- ELCC/SDL 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district. Activity: 16
- ELCC/SDL 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. Activities: 10, 26

- ELCC/SDL 3.4: Candidates understand and can develop district capacity for distributed leadership. Activities: 18, 20
- ELCC/SDL 3.5: Candidates understand and can ensure district time focuses on supporting high-quality school instructional and student learning. Activities: 17, 18

ELCC/SDL Standard 4.0: Candidates who complete the program are district-level educational leaders who have the knowledge and ability to promote the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting and understanding, appreciation, and use of the diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

- ELCC/SDL 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment. Activities: 12, 18, 24
- ELCC/SDL 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources throughout the district. Activities: 11, 12, 15
- ELCC/SDL 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. Activities: 11, 13
- ELCC/SDL 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners. Activities: 11, 12

ELCC/SDL Standard 5.0: Candidates who complete the program are district-level educational leaders who apply the knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure that individual student needs inform all aspects of schooling.

- ELCC/SDL 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. Activity: 8
- ELCC/SDL 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. Activities: 2, 5, 8
- ELCC/SDL 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district. Activities: 8, 14, 15
- ELCC/SDL 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district. Activity: 8
- ELCC/SDL 5.5: Candidates understand and can promote social justice within the district to ensure that individual student needs inform all aspects of schooling. Activities: 8, 14, 15, 17

ELCC/SDL Standard 6.0: Candidates who complete the program are district-level educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

- ELCC/SDL 6.1: Candidates understand and can advocate for district students, families, and caregivers. Activities: 13, 14, 15
- ELCC/SDL 6.2: Candidates understand can act to influence local, district, state, and national decisions affecting student learning in a district environment. Activities: 10, 11

- ELCC/SDL 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. Activities: 17, 18

ELCC/SDL Standard 7.0: A district-level educational leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor and guided cooperatively by SUNY Cortland Educational Leadership Program faculty for graduate credit.

- ELCC/SDL 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-level Program Standards through authentic, district-based leadership experiences. Activities: 1, 2
- ELCC/SDL 7.2: Sustained Experience: Candidates are provided a six-month, concentrated (9-12 hours per week) internship that includes field experiences within a district environment. Activities: 1, 2
- ELCC/SDL 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution. Activities: 1, 2, 6

Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) (CCSSO, 2008)

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Function: A. Collaboratively develop and implement a shared vision and mission. Activity: 10

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Function: B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. Activity: 3, 10, 18

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Function: C. Create and implement plans to achieve goals. Activity: 18

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Function: D. Promote continuous and sustainable improvement. Activity: 10, 11, 12, 13, 18

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Function: E. Monitor and evaluate progress and revise plans. Activity: 10, 17

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Activity: 17

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: B. Create a comprehensive, rigorous, and coherent curricular program. Activity: 17

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: C. Create a personalized and motivating learning environment for students. Activity: 17, 18

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: D. Supervise instruction. Activity: 17

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: E. Develop assessment and accountability systems to monitor student progress. Activity: 17

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: F. Develop the instructional and leadership capacity of staff. Activity: 9, 18

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: G. Maximize time spent on quality instruction. Activity: 17, 18

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: H. Promote the use of the most effective and appropriate technologies to support teaching and learning. Activity: 17, 18

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Function: I. Monitor and evaluate the impact of the instructional program. Activity: 17, 18, 13

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: A. Monitor and evaluate the management and operational systems. Activity: 16

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. Activity: 16

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: C. Promote and protect the welfare and safety of students and staff. Activity: 21, 23, 25, 26

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Function: D. Develop the capacity for distributed leadership. Activity: 9, 18

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Function: E. Ensure teacher and organizational time is focused to support quality instruction and student learning. Activity: 17

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Function: A. Collect and analyze data and information pertinent to the educational environment. Activity: 12

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Function: B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Activity: 12

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Function: C. Build and sustain positive relationships with families and caregivers. Activity: 13

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Function: D. Build and sustain productive relationships with community partners. Activity: 13

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Function: A. Ensure a system of accountability for every student's academic and social success. Activity: 8, 14, 15, 17

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Function: B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Activity: 2, 8

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Function: C. Safeguard the values of democracy, equity, and diversity. Activity: 8

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Function: D. Consider and evaluate the potential moral and legal consequences of decision-making. Activity: 8

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Function: E. Promote social justice and ensure that individual student needs inform all aspects of schooling. Activity: 8, 15

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Function: A. Advocate for children, families, and caregivers. Activity: 13

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Function: B. Act to influence local, district, state, and national decisions affecting student learning. Activity: 10

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Function: C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Activity: 10, 11

SUNY Cortland Educational Leadership 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 Program at 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. **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.

SUNY Cortland Educational Leadership Internship Performance Standards:

AREA I: Strategic Leadership:

- 1.0 ***Professional and Ethical Leadership: During the internship, the intern shall be involved in experiences and activities which enable him/her to:***
- 1.1.1 Facilitate 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 Use motivational theory to create conditions that motivate staff, students and families to achieve the school's vision.
- 1.3.1 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.
- 1.4.1 Initiate, manage, and evaluate the change process.
- 1.5.1 Identify and critique several theories of leadership and their application to various school environments.
- 1.6.1 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
- 1.7.1 Manifest a professional code of ethics and values.
- 2.0 ***Information Management and Evaluation: During the internship, the intern shall be involved in experiences and activities which enable him/her to:***
- 2.1.1 Conduct 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.
- 2.1.2 Use 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 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
- 2.2.2 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining 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	<u>Develop</u> , 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	<u>Utilize</u> 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	<u>Use</u> 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	<u>Assess</u> student progress using a variety of appropriate techniques.
4.0	Professional Development and Human Resources: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
4.1.1	<u>Work</u> , with faculty and other stakeholders, to: <u>identify</u> needs for professional development, <u>organize</u> , <u>facilitate</u> , and <u>evaluate</u> professional development programs, <u>integrate</u> district and school priorities, <u>build</u> faculty as resource, and <u>ensure</u> that new knowledge and skills are practiced in the workplace.
4.1.2	<u>Apply</u> 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	<u>Apply</u> effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
4.1.4	<u>Formulate</u> and <u>implement</u> a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.
4.2.1	<u>Identify</u> and <u>apply</u> 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	<u>Negotiate</u> and <u>manage</u> effective collective bargaining or written agreements.
5.0	Student Personnel Services: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
5.1.1	<u>Apply</u> the principles of student growth and development to the learning environment and the educational program.
5.1.2	<u>Develop</u> , with the counseling and teaching staff, a full program of student advisement, counseling, and guidance services.
5.2.1	<u>Develop</u> and <u>administer</u> policies that provide a safe school environment and promote student health and welfare.
5.3.1	<u>Address</u> student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.
5.3.2	<u>Plan</u> and <u>manage</u> 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: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
6.1.1	<u>Establish</u> operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
6.1.2	<u>Apply</u> a systems perspective, viewing schools as interactive internal systems operating within external environments.

6.2.1	<u>Implement</u> appropriate management techniques and group processes to <u>define roles</u> , <u>assign</u> functions, <u>delegate</u> effectively, and <u>determine</u> accountability for attaining goals.
6.2.2	<u>Monitor</u> and <u>assess</u> the progress of activities, <u>making adjustments</u> and <u>formulating</u> new action steps, as necessary.
7.0	Interpersonal Relationships: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
7.1.1	<u>Use</u> appropriate interpersonal skills.
7.1.2	<u>Use</u> appropriate written, verbal and non-verbal communication in a variety of situations.
7.1.3	<u>Apply</u> appropriate communications strategies.
7.2.1	<u>Promote</u> multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.
7.3.1	<u>Apply</u> counseling and mentoring skills, and <u>utilize</u> stress management and conflict management techniques.
8.0	Financial Management and Resource Allocation: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
8.1.1	<u>Identify</u> and <u>analyze</u> the major sources of fiscal and non-fiscal resources for schools and school districts.
8.1.2	<u>Acquire</u> and <u>manage</u> financial and materials assets, and capital goods and services, <u>allocating</u> resources according to district or school priorities.
8.1.3	<u>Develop</u> an efficient budget planning process that is driven by district and school priorities and involves staff and community.
8.1.4	<u>Perform</u> budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.
9.0	Technology and Information Systems: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
9.1.1	<u>Use</u> technology, telecommunications and information systems to enrich curriculum and instruction (<i>e.g. CAI systems, CD-ROM retrieval systems, on-line networks, distance learning, inter-active video, etc.</i>).
9.2.1	<u>Apply</u> and <u>assess</u> current technologies for school management and business procedures.
9.3.1	<u>Develop</u> and <u>monitor</u> long range plans for school and district technology and information systems, <u>making informed decisions</u> 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: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
10.1.1	<u>Analyze</u> community and district power structures, and <u>identify</u> major opinion leaders and their relationship to school goals and programs.
10.2.1	<u>Articulate</u> the districts or school's vision, mission, and priorities to the community and media, and <u>build</u> community support for district or school priorities and programs.
10.2.2	<u>Communicate</u> effectively with various cultural, ethnic, racial, and special interest groups in the community.
10.2.3	<u>Involve</u> family and community in appropriate policy development, program planning, and assessment processes.
10.2.4	<u>Develop</u> an effective and interactive staff communications plan and public relations program.
10.3.1	<u>Utilize</u> and <u>respond</u> effectively to electronic and printed news media.

11.0	Educational Law, Public Policy and Political Systems: <i>During the internship, the intern shall be involved in experiences and activities which enable him/her to:</i>
11.1.1	<u>Apply</u> knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.
11.1.2	<u>Define</u> and <u>relate</u> the general characteristics of internal and external political systems as they apply to school settings.
11.1.3	<u>Describe</u> the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and <u>develop</u> strategies for influencing policy development.
11.2.1	<u>Apply</u> knowledge of common law and contractual requirements and procedures in an educational setting.
11.3.1	<u>Make decisions</u> based on the moral and ethical implications of policy options and political strategies.
11.4.1	<u>Analyze</u> the major philosophical tenets of contemporary intellectual movements and <u>analyze</u> their effect on school contexts.
11.5.1	<u>Develop</u> appropriate procedures and relationships for working with local governing boards.

Internship in Educational Leadership: Major Themes and Concepts Addressed

The internship[s] in educational leadership is one of the culminating activities of the Educational Leadership'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 2011 ELCC District and Building Level Standards, along with the ISLLC and SUNY Cortland EDL Standards. The outcome of the internship[s] 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 a minimum of 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[s] should include working and interacting with social service organizations involved with inter-agency activities affecting schools.

The table below shows the various internship activities that are required for each certification area. The activities have been assigned to the most appropriate certification area(s). Some of the activities could easily be appropriate for another certification area. Interns are encouraged to complete additional activities beyond their required activities.

The internship performances and proficiencies are focused on the development of competencies enabling you to become an effective school building and district leader.

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

November 1.....for a spring semester start to an internship.

June 1for a summer and / or fall session start to an internship.

Activities Required for Each Certification Area

Activity	Required for School Building Leader (SBL)	Required for School District Leader (SDL)	Required for School District Business Leader (SDBL)
1. Internship Portfolio	SBL Yes	SDL Yes	SDBL Yes
2. Intern Log and Reflective Journal	SBL Yes	SDL Yes	SDBL Yes
3. Internship Project	SBL Yes	SDL Yes	SDBL Yes
4. Intern Seminars	SBL Yes	SDL Yes	SDBL Yes
5. Self-analysis Activity	SBL Yes	SDL Yes	SDBL Yes
6. Meeting with Site Supervisor	SBL Yes	SDL Yes	SDBL Yes
7. Career and Future Planning	SBL Yes	SDL Yes	SDBL Yes
8. Integrity, Fairness, and Ethics	SBL Yes	SDL Yes	SDBL Yes
9. Staff Development Workshop	SBL Yes	SDL Yes	SDBL Yes
10. Policy and Political Structures in the Public School	SBL Yes	SDL Yes	SDBL Yes
11. Public Relations	SBL Yes	SDL Yes	SDBL Yes
12. Community Agencies and Groups	SBL Yes	SDL Yes	SDBL No
13. Working with Parents and/or Guardians	SBL Yes	SDL Yes	SDBL No
14. Committee on Special Education Meeting	SBL Yes	SDL Yes	SDBL No
15. Diversity Amongst the Student Body	SBL Yes	SDL Yes	SDBL No
16. Working with Financial Officers: Budget Planning, Development, and Management	SBL Yes	SDL Yes	SDBL No
17. Evaluation of the Instructional Process	SBL Yes	SDL Yes	SDBL No
18. Working and Planning with Instructional Staff	SBL Yes	SDL Yes	SDBL No
19. Recruiting, Interviewing, and Hiring New Teachers	SBL Yes	SDL Yes	SDBL No
20. Guiding and Disciplining Students	SBL Yes	SDL No	SDBL No
21. Manifestation Determination	SBL Yes	SDL No	SDBL No
22. Ride 2 School Bus Routes	SBL Yes	SDL Yes	SDBL Yes

Activity	Required for School Building Leader (SBL)	Required for School District Leader (SDL)	Required for School District Business Leader (SDBL)
23. Superintendent's Hearing	SBL Yes	SDL Yes	SDBL No
24. Support Staff and Supporting Offices	SBL Yes	SDL Yes	SDBL Yes
25. Working with Building Principal	SBL Yes	SDL Yes	SDBL Yes
26. Review Emergency Policies, Plans, & Procedures	SBL Yes	SDL Yes	SDBL Yes
27. Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations	SBL Yes	SDL Yes	SDBL Yes
28. "Audit" a regular purchase	SBL No	SDL No	SDBL Yes
29. "Audit" the process for appointing new teacher	SBL No	SDL No	SDBL Yes
30. "Audit" the process for appointing new civil service employee	SBL No	SDL No	SDBL Yes
31. "Audit" the process for bidding, purchase, and payment	SBL No	SDL No	SDBL Yes
32. "Audit" the process for a blanket purchase order (e.g., electrician, local store)	SBL No	SDL No	SDBL Yes
33. Shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor	SBL No	SDL No	SDBL Yes
34. "Audit" the accounting process for an extra-curricular account	SBL No	SDL No	SDBL Yes
35. Review latest internal, external, and Comptrollers audit documents and corrective action plans for all audits	SBL No	SDL No	SDBL Yes
36. Review the payroll preparation process	SBL No	SDL No	SDBL Yes
37. Review Classified Staff and Supervisor Evaluation	SBL No	SDL No	SDBL Yes

Internship Assignments and Tasks

The internship proposal application should take into account **all** of the following experiences as appropriate for your certification area(s). **The following list is only a brief synopsis of the required experiences. Each of these activities is discussed in greater detail in later sections of this Guide, including their alignment to the ELCC; ISSLC; and SUNY Cortland Educational Leadership Standards.**

Please note: This *Guide to the Internship Experience* outlines a foundation of experiences for all three certification areas – *School Building Leader* [SBL certificate], *School District Leader* [SDL certificate], and the *School District Business Leader* [SDBL certificate]. Some tasks and activities are required for all three certification areas and some are specific to one certification. Due to the different levels and responsibilities of the three leadership types, it is important that the following experiences are applied appropriately to the goals and roles of the intern. Recommended alternative experiences are included as part of this *Guide*. The intern should work with their site supervisor(s) and college supervisor to adapt these experiences to his/her intended goals to assure that the internship experience provides a comprehensive application of leadership knowledge and skills.

- **1. 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.**]
- **2. 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. The intern will format this log and journal according to the type of internship in which s/he is engaged [EDL 696 and/or EDL 698]. For example, the SBL intern will focus on building level issues with reflections; the SDL intern will focus and reflect on issues at the district level with appropriate reflections; and SDBL interns will recount and reflect on issues occurring in the school business office in which the internship is being done.
- **3. 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.***
- **4. 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 Program 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.
- **5. 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*. Interns in EDL 698 are expected to revisit and rewrite the *Action Learning Plan* previously developed for EDL 696. The updated *Plan* should reflect new areas of strengths, weaknesses, and areas lacking experience [in the new certification area], with appropriate leadership activities that address the intern's learning needs.

▪ **6. 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 site 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.

▪ **7. 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 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. Interns taking EDL 698 School District Business Leader Internship will formally write a second *Career Plan and Analysis*, reflecting the new school leadership area of work.

▪ **8. Integrity, Fairness, and Ethics:** The intern will reflect on a real life application during the internship of any part(s) of the AASA and NYSED codes of ethics that was particularly troublesome from an integrity, fairness, and ethics standpoint.

▪ **9. Staff Development Workshop:** The intern will conduct a staff development workshop for either the professional or classified staff. The workshop should be on a topic relevant to the intended audience. The workshop should last approximately one hour but could be longer if needed. The intern should develop the workshop materials and handouts. The workshop can take any format desired by the intern but should be based on sound principles of adult education.

▪ **10. 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*.

▪ **11. Public Relations:** The intern should review current school and/or district public relations activities such as general mailings, staff newsletters, websites, and news releases. The intern will meet with the individual(s) responsible for the public relations activities and review the process for preparing public relations materials. The intern will investigate and prepare an article and/or web page on a current topic relevant to the intended audience.

▪ **12. 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 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.]

- **13. Working with Parents and/or Guardians:** 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.]
- **14. Committee on Special Education Meeting:** The intern will participate in a Committee on Special Education meeting for a student in their building. Although many interns may have participated in such meeting in the past as a teacher, this participation should be as a school leader. The intern should review the student file and other relevant materials before the meeting. This will include as a minimum the report from the School Psychologist and any current Individual Education Plan. The intern should look at any Response to Intervention strategies that have been used with the student. The intern should review the final IEP for the student and review that the students and parents received due process as per state and federal laws and regulations.
- **15. Diversity Amongst the Student Body:** The intern will analyze the most recent Annual Yearly Progress (AYP) report and data for the building. The review should look particularly at the cells for the various sub groups such as ethnicity, special education, and poverty. The intern should also look at the data for these cells even though they are not included in the AYP report because of the small numbers of students. The intern should investigate why particular subgroups are failing AYP or on the margin for possibly failing AYP. Based upon this analysis the intern should develop appropriate strategies to address achievement gaps.
- **16. Working with Financial Officers:** The SBL and SDL interns will work directly with the Financial Officer within the district in which s/he 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*. Interns in EDL 698 *School District Business Leader Internship* will do additional work with the school business official and business office staff as a member of the district Budget Committee. The EDL 698 intern will also assist with the writing of grants for specific school district projects [student learning, facilities, students with disability, special projects, etc.]. Additionally, the intern will reflect and write about suggested ways to reduce the current school budget of the district in which the internship is being conducted. This paper will be included as part of the student's *Internship Portfolio*.
- **17. 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 s/he is serving. One must be a Teaching Assistant and a Secretary. 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*. Interns will be required to develop a plan for a teacher in need of improvement and will also design a new teacher orientation program, as if s/he were the school leader in his/her district. [**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.**]
- **18. 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 s/he 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*. EDL 696 interns will serve as facilitators for meetings and/or training of non-instructional staff. The EDL 696 intern will review and critique a Professional Development Plan for the various non-instructional staff within the realm of the intern's district.

- **19. Recruiting, Interviewing, and Hiring New Teachers:** The intern will participate in the recruitment, interviewing, and hiring of new teachers. This will preferably be a regular full-time teacher. Since some schools may not be hiring any regular teachers during the internship this activity can be modified to the hiring of substitute teachers or classified employees. The intern should be involved in any recruitment activities such as the preparation of position descriptions, newspaper advertisements, and mailings. The intern should also participate in the interview activities with the potential candidates as well as reference checking. When possible the intern should also participate in the actual hiring of the teacher.
- **20. Guiding and Disciplining Students:** The intern will work with student guidance and counseling services as well as handle discipline referrals within the building s/he 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*. For EDL 698, interns must take this work with discipline to a higher knowledge, skill, and understanding level. For example, interns taking EDL 698 *School District Business Leader Internship* must assist school leaders with student discipline involving Superintendent's Hearings and PINS Petitions. Interns should be cognizant of and assist with the preparation of any legal documentation for such formal hearings held at both the district level and Family Court venues. This documentation and associated reflections should be recorded in the intern's *Log and Reflective Journal*, with additional documentation in the *Portfolio*.
- **21. Manifestation Determination:** The intern should participate in the preparation for a manifestation determination in relation to a disciplinary incident. This will include a review of the student's Individualized Education Plan and supporting documentation.
- **22. Ride 2 School Bus Routes:** The intern should ride two morning school bus routes. One of the routes should be a regular route and the other should be a special education route. The intern should review the routes beforehand on a map. During the ride the intern should be observant of the students and the driver as well as the student communities and homes.
- **23. Superintendent's Hearing:** The intern should participate in the preparation for the superintendent's hearing and the hearing itself, including a review of the student's file and supporting documentation.
- **24. 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*.
- **25. Working with Building Principal:** The intern will work directly with a building principal within the district in which s/he is serving. A minimum of three days, which may be divided into 6 half days, should be devoted to this experience. The purpose of this activity is to better understand the operation of a school and the role of the principal. Particular attention should be directed to finance, resource, or building (structure) responsibilities of the principal.
- **26. Review Emergency Policies, Plans, & Procedures:** Assess the Emergency Plan considering the process for implementation, continual updating, and refinement including relationships with community partners and first responders. Consider key topics that support school emergency planning, including addressing an *active shooter*, school climate, psychological first aid, and information-sharing.

- **27. Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations:** The intern will review and analyze a minimum of two contractual agreements and the official Board of Education Policy Manual available within the district in which s/he is serving an internship. The intern will analyze the contracts and the BoE 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.
- **28. “Audit” a regular purchase:** Conduct an audit by following paperwork for regular (routine) purchase. Follow paperwork from origination through payment. This will include working with the accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations.
- **29. “Audit” the process for appointing new teacher:** Conduct an audit by following paperwork for appointing new teacher onto payroll, insurance, etc. Follow paperwork from advertising, interviewing, selection, certification verification, fingerprinting, to actual hiring. Review the process in relation to district policy, state law, and regulations.
- **30. “Audit” the process for appointing new civil service employee:** Conduct an audit by following paperwork for appointing new civil service employee onto payroll, insurance, etc. Follow paperwork from advertising, test qualification, interviewing, selection, to actual hiring. Review the process in relation to district policy, state law, and regulations.
- **31. “Audit” the process for bidding, purchase, and payment:** Conduct an audit by following paperwork for bidding, purchase, and payment. Follow paperwork from origination through payment. This will include working with the accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations. Review also the use of a BOCES bid and the OGS state contract. Review the definition of “lowest responsible bidder” and the process for disqualifying the low bidder.
- **32. “Audit” the process for a blanket purchase order:** Conduct an audit by following paperwork for an open purchase order (e.g., electrician, local store). These are typically created so that a tradesperson is available on short notice to repair some equipment or to provide a quick local source for supplies such as at a hardware store. Follow paperwork from origination through payment. This will include working with the transportation staff, building & grounds staff, accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations.
- **33. Shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor:** The purpose of this activity is to better understand the operation of each area within the school district and the role of the supervisor in each area. Particular attention should be directed to finance and resource responsibilities of the supervisor. For the Building and Grounds area the intern should look at the custodial department, the maintenance department, the grounds department, budgeting, and capital planning. For the transportation area the intern should look at routing, dispatching, public interaction, driver certification procedures, and bus maintenance. For the food service area the intern should look at the self-sufficient funding, state registration, federal registration, state reimbursement, federal reimbursement, menu planning, and purchasing.

- **34. “Audit” the accounting process for an extra-curricular account:** Conduct an audit by following paperwork for an extracurricular account with fund raising. These accounts are typically used for activities such as athletic admissions, candy sales, and school clothing sales. The accounts typically have relatively small amounts of money but can be troublesome because they are handled by people without much experience in public school finance such as coaches and teachers. Sometimes these “accounts” may be simply a tin box in a teacher’s bottom drawer with little or no accounting for cash flow which is extremely problematic. Follow paperwork from origination through payment. Be particularly aware of the ECA treasurer, sales tax issues, distinction from “district” funds, and SED manual of requirements. Review the process in relation to district policy, state law, and regulations.
 - **35. Review latest internal, external, and Comptrollers audit documents and corrective action plans for all audits:** The intern should review in detail the latest internal, external, and Comptrollers audit documents and corrective action plans for all audits. The intern should also determine how each of the corrective action plans have been implemented by the school district.
 - **36. Review the payroll preparation process:** The intern will review the payroll preparation process for the district. This typically happens on a bi-weekly or monthly basis and is usually a relatively automated process. The intern should look beyond the automated process to understand how the various parts of the payroll are calculated particularly the Agency funds procedures. This will involve meeting with the payroll clerk, Human Resources, and the treasurer.
 - **37. Review Classified Staff and Supervisor Evaluation:** The intern will conduct a minimum of six [6] evaluative activities of classified staff and supervisory personnel using the current procedure used in the school s/he 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 employee 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.
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Detailed Descriptions of Experiences and Application of Knowledge and Skills and Alignment to Standards:

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 programs for SDL, SBL, and SDBL certifications. They are flexible in the sense that each intern will put his/her own interpretation onto the assignment, depending upon the situation they are in [and the NYS certification being sought] and the intern's career goals. However, the intent of the Educational Leadership 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 following experiences and the specific application of knowledge and skills. 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 an educational leader.

1. *Internship Portfolio: Archiving the Learning Experiences*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements:

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

ELCC SDL Standard Elements:

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:

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. **If seeking both SBL and SDL certification, interns MUST focus on both building level and district level experiences and responsibilities and clearly delineate these activities within the portfolio.**

Through the archives and inclusions within the *Portfolio*, and the development and application of the *Internship Portfolio*, the intern will be addressing each of the ELCC Standard Elements and will demonstrate the *understanding* and *ability to*:

1. Apply a systems perspective in the collaborative planning of a shared vision and the design, development, and evaluation of strategic activities and management and operational systems in order to accomplish district and/or building goals. ELCC SDL 1.1, 1.3, 1.4, 3.1; ELCC SBL 1.1, 1.3, 1.4, 3.1
2. Develop and implement strategies and leadership processes to create conditions that motivate and enable staff to improve organizational effectiveness and achieve district and/or building goals. ELCC SDL 1.3, 2.1, 3.4, 3.5; ELCC SBL 1.3, 2.1, 3.4, 3.5
3. Utilize and Apply data collection and analysis to evaluate district and/or building progress and incorporate problem solving techniques to revise district and building plans supported by stakeholders. ELCC SDL 1.2, 1.4, 4.1; SBL 1.2, 1.4, 4.1
4. Identify, analyze, and document the stages of change within an organization and understand how to promote continual and sustainable district and/or building improvement. ELCC SDL 1.3, 6.3; ELCC SBL 1.3, 6.3
5. Identify, describe, and critique several examples of leader conduct and actions occurring within the district and/or school site, and to relate and link these actions to selected leadership theories and models including principles of self-awareness, reflective practice, transparency, ethical behavior, as well as the moral and legal consequences of decision-making. ELCC SDL 5.2, 5.4; ELCC SBL 5.2, 5.4

6. Provide evidence of reasoned understanding of and influential response to major historical, philosophical, ethical, social, and/or economic influences affecting education in a democratic society with a focus on advocating for students, families, and caregivers. [e.g., A curriculum product that reflects major philosophical influences such as the CCSS or the implementation of legislation enacted to safeguard the values of democracy equity, diversity, and social justice DASA, CCSS, APPR]. ELCC SDL 5.3, 5.5, 6.1, 6.2, 6.3; ELCC SBL 5.3, 5.5, 6.1, 6.2, 6.3
7. Appropriately and continually gather and apply data and information in decision-making, problem solving, and program development applications including the most effective technologies to support teaching and learning. ELCC SDL 1.2, 1.3, 2.4
8. Identify, describe, analyze, and supervise the instructional and leadership capacity, focusing on strategies conducive to instructional improvement, a comprehensive and rigorous curricular program with high expectations for students, and the role of the administrator related to the change process and improving student learning. ELCC SDL 2.2, 2.3; ELCC SBL 2.2, 2.3
9. Develop and/or analyze a professional development and technology plan, with emphasis on adult learning theory, needs assessment strategies, and district priorities to support effective teaching and learning. ELCC SDL 2.1, 2.4; ELCC SBL 2.1, 2.4
10. Develop a relevant and appropriate *Self-analysis and Reflection Plan*, design improvement strategies, and maintain a process for self-assessment and personal professional development including transparency and ethical behavior related to your leadership role. ELCC SDL 5.2; ELCC SBL 5.2
11. Assess and document evidence related to the organization's attention to issues of equity, diversity, and social justice and act with integrity and fairness to safeguard and promote these values to ensure individual student needs inform all aspects of schooling. ELCC SDL 5.1, 5.3, 5.5; ELCC SBL 5.1, 5.3, 5.5
12. Assess a student-activity program, including intended learning outcomes, designated activities, supervision, staffing, budget, and collaboration. [e.g., social, cultural, athletic, leadership, or extracurricular activities]. ELCC SDL 3.1, 3.2, 3.5; ELCC SBL 3.1, 3.2, 3.5
13. Review policies and procedures that protect the welfare and safety of students and staff [e.g. discipline, emergency plans, DASA]. ELCC SDL 3.3; ELCC SBL 3.3
14. Use and apply appropriate interpersonal skills, written, verbal, and non-verbal communication and strategies in response to community and family interests to build and sustain positive and productive relationships. ELCC SDL 4.3, 4.4; ELCC SBL 4.3, 4.4
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.] ELCC SDL 2.4, 3.2; ELCC SBL 2.4, 3.2
16. Collect, analyze, and communicate pertinent information through collaborative relationships with faculty, families, and the public and act to mobilize the community's diverse cultural, social, and intellectual resources to support these relationships and improve the educational environment. ELCC SDL 4.1, 4.2., 4.3, 4.4; ELCC SBL 4.1, 4.2, 4.3, 4.4
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. ELCC SDL 5.4; ELCC SBL 5.4

Description of Assignment:

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 each 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.**

The internship portfolio will also be used as one of the required “texts” for EDL 699 *Culminating Seminar*, which each intern will take in conjunction with or after the successful completion of EDL 696 *School Building Leader/School District Leader* and/or EDL 698 *School District Business Leader Internship*.

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.

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.

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, DASA activities, parent and community events, an instructional model, or an in-service presentation.
- 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 résumé.
- e. The Career Planning document.
 - 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
 - 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.
- h. Evaluations and discussions between the intern and the supervisor.
- i. Selected narratives from the *Intern Log and Personal Reflective Journal*
- j. Documentation and reflection on the *Teacher [Staff] Evaluation Process*.
- k. Other sources of evidences that demonstrate your leadership abilities, collaborative skills, and personal competencies.

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

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements:

1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

ELCC SDL Standard Elements: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:

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 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.

For the SBL experiences, the log and reflections should focus on the issue at that level and what the intern’s learning entailed. For the SDL experiences, the intern will focus and reflect on issues pertinent to the district level of school leadership. Likewise, the SDBL intern’s log and reflective journal will center on issues and occurrences [and the subsequent intern’s learning] in the school district’s business office.

Description of Assignment:

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 metacognitive 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.

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.

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 throughout 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.

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*.]

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.

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.

- a. The **content** comprises the basic facts, procedures, laws, mandates, policies, and actual observations related to the decision. These are the data of the decision.
- b. 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.
- c. 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?
- d. A suggested format for the *Intern Log and Reflective Journal* for use by interns in EDL 696 and EDL 698 is included in Appendix A in the back of this *Guide*.

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.
2. Apply appropriate problem solving techniques and applications, as determined by the outcome of the decisions made and the resolution of the problem.
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?]

4. Acknowledge, and describe the professional code of ethics and values by which he/she conducts him/herself.
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.
6. Be cognizant of, analyze, and identify areas of growth, learning, and understanding that will enhance his/her future abilities, career goals, and proficiencies.
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.
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.
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.
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.
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.
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.].
13. Identify and describe the contextual issues surrounding an issue, especially as related to moral, ethical, political, and policy areas.
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.

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.

Internship Log and Reflective Journal

[Suggested Format]

Week of _____

Building Level Issue:

Reflection:

Week of _____

Building Level Issue:

Reflection:

Week of _____

Building Level Issue:

Reflection:

3. *Culminating Internship Project to Improve Learning Using Data*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4

ELCC SDL Standard Elements: 1.1, 1.2, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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.

Directions:

Culminating Internship Project to Improve Learning Using Data

Assignment: An educational leader promotes the success of every student by collaboratively generating and guiding a collective vision and culture of learning. This requires the knowledge of how to collect and use evidence to inform decisions and an understanding of the importance of promoting the organizational capacity to support continuous and sustainable improvement. Educational leaders must maintain the support of stakeholders as the improvement process is evaluated and revised. This necessitates expertise regarding the principles for sustaining a positive culture and instructional program that fosters high expectations for student learning and staff professional growth. Educational leaders must be able to understand, develop, and continually evaluate curricular and instructional programs to ensure they are coherent, comprehensive, and rigorous. To support these expectations, educational leaders must be able to build the collective capacity of staff through sound supervision and promote the most effective and appropriate technologies to support teaching and learning. To meet these demands, the Culminating Internship Project to Improve Learning Using Data MUST be focused on all of these elements. The candidate must 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 analysis of quantitative and qualitative data, be relevant to the candidate's situation, designed in cooperation with the Site Supervisor, and be related to the shared vision learning where the candidate is serving. The project consists of 13 phases which are described below. Each phase must be thoroughly documented in a project portfolio and presented to the Site Supervisor and College Supervisor. Additional formal presentations on the project are provided by the candidate to the Board of Education, Faculty, Students, Parents, and Community Members depending on the focus of the project.

Phase 1: Project Focus

- Your project must relate to the vision, culture, and instructional program at your internship site. How was your project focus selected? Was this an issue that the site-supervisor indicated that was in need of attention? Describe the collaboration involved and the association of the project to the district and/ or school vision of learning and the process of continual and sustainable improvement. What are the views of the stakeholders and are they supportive? Include details regarding the relationship of the project to the evaluation of organizational effectiveness, implementation of plans, progress towards existing goals, and any necessary revisions. **ELCC SDL 1.1, 1.2, 1.3, 1.4; ELCC SBL 1.1, 1.2, 1.3, 1.4**

Phase 2: School Culture and Instructional Program

- Describe your project in relation to the organizational culture and instructional program. Are the culture and instructional program conducive to student learning? What are the present levels of collaboration, trust, and personalized learning environment for students? To what degree does the culture and instructional program include high expectations for all students? **ELCC SDL 2.1; ELCC SBL 2.1**

Phase 3: Curricular and Instructional Program

- Your internship project focus should include an understanding of how a comprehensive, rigorous, and coherent curricular and instructional program is essential to promote the success of every student. What is the

connection between your project and the creation and evaluation of a curricular and instructional program?
ELCC SDL 2.2; ELCC SBL 2.2

Phase 4: Supervision:

- Describe how your project relates to the instructional and leadership capacity of district and school staff. How did you incorporate the development and supervision of this capacity within your project?
ELCC SDL 2.3; ELCC SBL 2.3

Phase 5: Data Collection and Analysis

- How was the data collected and used to identify goals, assess organizational effectiveness, and evaluate implementation progress? Describe both the quantitative and qualitative data collected.
ELCC SDL 1.2; ELCC SBL 1.2

Phase 6: Plan Development and/ or Revision

- How was the plan identified and developed? How many stakeholders collaborated in the process and in what capacity? What was your leadership role in the process? Describe how you developed and supervised the instructional and leadership capacity of the staff involved.
ELCC SDL 1.2, 2.3; ELCC SBL 1.2, 2.3

Phase 7: Communication

- How was the data analysis shared with stakeholders and at what level? Did communication to staff occur at a departmental/grade level meeting or at a superintendent's day? How were families and community members involved and informed? **ELCC SDL 1.4; ELCC SBL 1.4**

Phase 8: Monitor & Adjustment

- Once the adjustment, plan, or initiative was implemented, what was done to monitor and adjust along the way? **ELCC SDL 1.4; ELCC SBL 1.4**

Phase 9: Follow-up Data Collection

- How was the "end" data collected? Who was involved in the process? How were stakeholders involved?
ELCC SDL 1.2, 1.4; ELCC SBL 1.2, 1.4

Phase 10: Follow-up Data Analysis

- What analysis was applied to the two sets of data? How was this data used to evaluate progress and determine necessary revisions? **ELCC SDL 1.2, 1.4; ELCC SBL 1.2, 1.4**

Phase 11: Interpretation of Data Results

- What was the conclusion regarding the data? **ELCC SDL 1.2; ELCC SBL 1.2**

Phase 12: Decision-making

- What educational conclusion was arrived at based on the differences in the data? What was the Data Driven Decision? How was this information used to promote continual and sustainable improvement?
ELCC SDL 1.2; ELCC SBL 1.2

Phase 13: Technology

- What is the role of technology related to your project? How did your project provide inform decisions regarding the promotion of the most effective and appropriate district technologies to support teaching and learning within the district? **ELCC SDL 2.4; ELCC SBL 2.4**

Scoring Rubric

Through the experiences required by the *Culminating Internship Project to Improve Learning Using Data*, the candidate demonstrates the following level of competency regarding each of the phases described above:

Target: The candidate’s project effectively addresses the standard elements and specific tasks of the identified *Phase* through a comprehensive and detailed understanding and application of exemplary leadership skills reflecting a critical and resourceful level of analysis.

Acceptable: The candidate’s project essentially addresses the standard elements and specific tasks of the identified *Phase* through a fundamental understanding and application of a basic leadership skills reflecting a meaningful level of analysis.

Unacceptable: The candidate’s project lacks in its association to the standard elements and specific tasks of the identified *Phase*; the understanding and application of basic leadership skills and level of analysis is minimal.

ELCC Standard Element Criteria See corresponding Phase requirements	Target	Acceptable	Unacceptable
<u>Phase 1: Project Focus</u> ELCC SDL 1.1, 1.2, 1.3, 1.4; ELCC SBL 1.1, 1.2, 1.3, 1.4			
<u>Phase 2: School Culture and Instructional Program</u> ELCC SDL 2.1; ELCC SBL 2.1			
<u>Phase 3: Curricular and Instructional Program</u> ELCC SDL 2.2; ELCC SBL 2.2			
<u>Phase 4: Supervision</u> ELCC SDL 2.3; ELCC SBL 2.3			
<u>Phase 5: Data Collection and Analysis</u> ELCC SDL 1.2; ELCC SBL 1.2			
<u>Phase 6: Plan Development and / or Revision</u> ELCC SDL 1.2, 2.3; ELCC SBL 1.2, 2.3			
<u>Phase 7: Communication</u> ELCC SDL 1.4; ELCC SBL 1.4			
<u>Phase 8: Monitor & Adjustment</u> ELCC SDL 1.4; ELCC SBL 1.4			
<u>Phase 9: Follow-up Data Collection</u> ELCC SDL 1.2, 1.4; ELCC SBL 1.2, 1.4			
<u>Phase 10: Follow-up Data Analysis</u> ELCC SDL 1.2, 1.4; ELCC SBL 1.2, 1.4			
<u>Phase 11: Interpretation of Data Results</u> ELCC SDL 1.2; ELCC SBL 1.2			
<u>Phase 12: Decision-making</u> ELCC SDL 1.2; ELCC SBL 1.2			
<u>Phase 13: Technology</u> ELCC SDL 2.4; ELCC SBL 2.4			

4. *Internship Seminars and Group Meetings*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: Varies with topic

ELCC SDL Standard Elements: Varies with topic

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
1.7.1; 4.1.4; 7.1.1; 7.1.2; 7.1.3; 7.2.1; 11.3

Assignment: Interns serving during the Fall semester, Spring semester, or Summer session, will attend an on-campus seminar each semester presented by the department faculty. In addition, the interns will attend a half-day small group meeting with area interns. 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.]

Attendance and active participation at each of these seminar sessions [on-campus intern conferences and small group intern meetings] is MANDATORY for each intern throughout the duration of the internship.

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 SUNY Cortland campus and the intern should set the attendance of such conferences as a personal professional growth goal. **Attendance is mandatory! Part of this conference will be a meeting with your supervisor.**
 - 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.*

- Leadership roles by those interns taking EDL 698 School District Business Leader Internship should move to a more involved and higher level. Interns should “volunteer” to take on additional responsibilities of planning, hosting, and facilitating the regional small group intern meetings and/or the semester on-campus intern conferences.

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

- Review, analyze, identify, and manifest an accepted personal, professional code of ethics and values.
- 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.
- Manifest appropriate interpersonal skills and written, verbal, and non-verbal communication in a variety of situations.
- Model and promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

5. *Self-analysis Activity*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Element: 5.2

ELCC SDL Standard Element: 5.2

**SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
1.3.1; 1.7.1; 4.1.4; 6.2.2.**

Assignment: At the beginning of the internship, 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. The intern should review the SUNY Cortland Educational Leadership Program Standards the Educational Leadership Coordinating Council (ELCC) School Building Leader (SBL) Standards, the Educational Leadership Coordinating Council (ELCC) School District Leader (SDL) Standards, and the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium to determine those areas where they feel less strong. See earlier in this guide for the full text of each set of standards.

If the intern enrolls in EDL 698, s/he will revisit this activity with the college supervisor. A second *Action Learning Plan* should be developed and analyzed, reflecting the new areas of advanced internship experiences particularly in School Business leadership.

Description of Assignment:

- 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.
6. Interns experiencing all areas of school leadership – SBL, SDL, and SDBL – will be able to reflect on his/her own skills and abilities in each concentration. This will lead to a more well-rounded and professionally more marketable school leader.

6. Meeting with Site Supervisor

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Element: 7.3

ELCC SDL Standard Element: 7.3

**SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 site 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.** The Mid-Term and Final Evaluation forms can be found on pages 79-88.

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]

7. *Career and Future Planning Activity*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Element: 7.1

ELCC SDL Standard Element: 7.1

**SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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*.

Interns taking EDL 698 *School District Business Leader Internship* will compose a second *Career Plan and Analysis*, focusing on their current experiences. Obviously, this new plan will center on the learning situation in which the intern currently works.

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. A good 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]

8. Integrity, Fairness, Ethics, and Social Justice

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 5.1, 5.2, 5.3, 5.4, 5.5

ELCC SDL Standard Elements: 5.1, 5.2, 5.3, 5.4, 5.5

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies: 11.3.1

Statement of Purpose: The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. “Educator” as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1 Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2 Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3 Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4 Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5 Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

American Association for School Administrators' Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

9. *Staff Development Workshop*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 1.3, 2.3, 2.4,

ELCC SDL Standard Elements: 1.3, 2.3, 2.4

**SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
3.2.1, 4.1.2**

Assignment: The intern will conduct a staff development workshop for either the professional or classified staff. The workshop should be on a topic that is relevant to educational goals that promote continual and sustainable district improvement. The workshop should be targeted for the intended audience and should last approximately one hour but could be longer if needed. The intern should develop the supporting materials and handouts. This professional development session can take any format desired by the intern but should be based on sound principles of adult education and be related to developing the instructional and leadership capacity among staff. Special attention should also be paid to the incorporation of effective technology to support teaching and learning.

10. Policy and Political Structures in the Public School

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Element: 6.2

ELCC SDL Standard Element: 6.2

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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.
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.
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. *Public Relations*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 4.3, 4.4

ELCC SDL Standard Elements: 4.3, 4.4

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.3.1

Assignment: The intern should review current school and/or district public relations activities such as general mailings, staff newsletters, websites, and news releases. The intern will meet with the individual(s) responsible for the public relations activities and review the process for preparing public relations materials. The intern will investigate and prepare an article and/or web page on a current topic relevant to the intended audience.

12. *Working with Community Agencies and Groups*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 4.1, 4.2, 4.3, 4.4

ELCC SDL Standard Elements: 4.1, 4.2, 4.3, 4.4

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 intern should visit and tour at least one (1) of the peripheral agencies within the school community. The activity will be documented in the Portfolio and reflected on in the Daily Log. The report for this activity should simply reference the date(s) for the entries in the log related to this activity.

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. 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]

13. *Relationships and Advocacy for Families, Caregivers, and Community Interests*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 4.3, 6.1

ELCC SDL Standard Elements: 4.3, 6.1

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 intern will also conduct at least one visit to the home of a student. This visit could be with a social worker, a homebound teacher, a truant officer, or other individual making a home visit. The intern should be accompanied by another individual during the home visit. The results of the meetings and the procedures and interpersonal communication strategies used should be reflected upon in the intern's *Reflective Journal*. The report for this activity should simply reference the date(s) for the entries in the log related to this activity.

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]

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]

14. *Advocating for All Students*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 5.1, 5.3, 5.4, 5.5, 6.1

ELCC SDL Standard Elements: 5.1, 5.3, 5.4, 5.5, 6.1

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies: 3.1.1; 10.2.3.

Assignment: The intern will participate in a Child Study and Committee on Special Education meeting for a student in their building. Although many interns may have participated in such meeting in the past as a teacher, this participation should be as a school leader. The intern should review the student file and other relevant materials before the meeting. This will include as a minimum the report from the School Psychologist and any current Individual Education Plan. The intern should look at any Response to Intervention strategies that have been used with the student. The intern should review the final IEP for the student and review that the students and parents received due process as per state and federal laws and regulations.

15. *Diversity Amongst the Student Body*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 5.3, 5.5

ELCC SDL Standard Elements: 5.3, 5.5

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies: 2.1.1; 2.1.2; 2.2.1; 2.2.2

Assignment: The intern will analyze the most recent Annual Yearly Progress (AYP) report and data for the building. The review should look particularly at the cells for the various sub groups such as ethnicity, special education, and poverty. In many schools the information in the subgroup cells will make the difference between making adequate annual progress and not making adequate annual progress. Sometimes a single additional student passing or failing makes the difference between making AYP and not making AYP. The intern should focus particularly on subgroups that are just over the passing or just under the passing point. The cells that a right on the border, as is the case in many schools, could easily flip the other way the following year and turn a positive to a negative and a negative to a positive. Some subgroup cells may have insufficient number of students so that the subgroup is excluded from the AYP calculation. The intern should also look at the data for these cells even though they are not included in the AYP report because of the small numbers of students. The intern should investigate why particular subgroups are failing AYP or on the margin for possibly failing AYP. Based upon this analysis the intern should develop appropriate strategies for dealing with all of the problematic subgroup cells.

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

Required for:

SBL Yes	SDL Yes	SDBL No
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Note: Since this activity is subsumed in the entire SDBL internship, the SDBL candidates do not complete this activity but complete several additional activities.

ELCC SBL Standard Elements: 3.1, 3.2

ELCC SDL Standard Elements: 3.1, 3.2

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 s/he 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*.

Students in EDL 698 *School District Business Leader Internship* will further their learning in financial matters through active participation in the formal district Budget Committee, which convenes each year prior to the school budget vote. These advanced interns will also be directly involved in the writing and securing of grant money for school projects. Documentation of these added tasks will be included as part of the intern's *Log and Reflective Journal* writing and the *Internship Portfolio*. As a result of these advanced school business office learnings, the intern will compose a written document, to be shared minimally with the college supervisor, suggesting ways to reduce the school budget at the district level.

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]

Become cognizant of and assess the use of technology in school budget affairs. [9.2.1; 9.3.1]

17. *Evaluation of the Instructional Process*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 2.3, 2.2

ELCC SDL Standard Elements: 2.3, 2.2

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 s/he is serving. Section 3012-c of the New York state Education Law and Section 100.2(o) of the Regulations of the Commissioner of Education require Annual Professional Performance Reviews (APPR) for classroom teachers and building principals. The evaluations done by the intern should be in concert with the APPR evaluation policies and procedures of the district. Preferably the evaluations will be “real” teacher evaluations conducted in parallel with the building principal. In some districts the intern is not permitted to conduct actual teacher evaluations by local policy or contract. In such cases the evaluations will be strictly practice activities for the intern and will not become official school district evaluations. From a legal stand point the intern is authorized by NYSED to conduct official teacher evaluations by holding the School Building Leader Internship Certificate. Some of the teachers evaluated should teach in a subject far removed from the intern’s subject area and background. For example a mathematics teacher could evaluate a French teacher or a music teacher. It is one thing to evaluate a teacher in a subject area that you know and quite a different to evaluate a teacher in a subject area about which you know very little.

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.

The intern should also review the local district policies regarding the Annual Professional Performance Reviews (APPR) for building principals

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*.
7. Intern will undertake the development of a plan for a teacher in need of improvement, as per the district’s procedures and within the confines of any contractual agreements.
8. Interns should review the New Teacher Orientation Program. Mentoring and guiding new teachers is fundamental to the success of new teachers in the classroom as effective instructors.

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]

18. Working and Planning with Instructional Staff

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 2.2, 2.3, 3.4

ELCC SDL Standard Elements: 2.2, 2.3, 3.4

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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 s/he is serving. The committee should have responsibility for curriculum development either within a narrow subject area or at a more macro level. The intern will implement appropriate strategies for shared leadership amongst all members of the committee. 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*.

Interns will serve as facilitators for a meeting or training of non-instructional staff, with a special emphasis on their roles in the school building/district. In addition, interns will develop Professional Development Plans for various non-instructional staff. The intern should solicit feedback from the meeting/training participants as to his/her effectiveness. Reflections should be written and included 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 s/he 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]

19. *Recruiting, Interviewing, and Hiring New Teachers*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Element: 3.2

ELCC SDL Standard Element: 3.2

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
4.2.1.

Assignment: The intern will participate in the recruitment, interviewing, and hiring of new teachers. This will preferably be a regular full-time teacher. Since some schools may not be hiring any regular teachers during the internship this activity can be modified to the hiring of substitute teachers or classified employees. The intern should be involved in any recruitment activities such as the preparation of position descriptions, newspaper advertisements, and mailings. The intern should also participate in the interview activities with the potential candidates as well as reference checking. When possible the intern should also participate in the actual hiring of the teacher.

Some districts may not be doing any hiring of any kind during the internship. In such cases, the intern should review the process and paperwork from a recent hire.

Description of Assignment:

The intern should include in the portfolio copies of advertisements, blank forms used to review the applicants, reference check forms, and interview questions as well as any other pertinent and useful material. The journal should include reflective comments on the overall hiring process. You should maintain the confidentiality of the hiring process and do not include any candidate names or easily identifiable information.

20. *Guiding and Disciplining Students*

Required for:

SBL Yes	SDL No	SDBL No
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ELCC SBL Standard Element: 3.3

ELCC SDL Standard Element: 3.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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.”
5. Beyond the building level, student discipline takes on an even higher degree of legal and ethical considerations. It may also include seeking the assistance of outside agencies and law enforcement. The intern in EDL 698 *School District Business Leader Internship* should work closely with building and district level officials in preparing for and conducting more serious student discipline cases.

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]

21. *Manifestation Determination*

Required for:

SBL Yes	SDL No	SDBL No
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ELCC SBL Standard Elements: 3.3, 5.1, 5.3, 5.4, 5.5

ELCC SDL Standard Elements: 3.3, 5.1, 5.3, 5.4, 5.5

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
1.7.1; 11.1.3.

Assignment: The intern should participate in the preparation for a manifestation determination in relation to a disciplinary incident and the review itself. This will include amongst other activities a review of the student's Individualized Education Plan, supporting documentation, and the related school law.

This activity may pose a challenge due to confidentiality, other concerns, or a manifestation determination not occurring during the internship. In such cases, discuss the process with your site supervisor or additional school leader who is knowledgeable on the topic.

22. *Ride Two School Bus Routes*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 3.1, 3.3, 4.2

ELCC SDL Standard Elements: 3.1, 3.3, 4.2

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
2.1.1.

Assignment: The intern should ride two school bus routes. One of the routes should be a regular route and the other should involve a route related to special education or alternative education. The intern should review the routes beforehand on a map along with the student roster. During the ride the intern should be observant of student behavior and the experience of the driver; the intern should also be aware of the student communities and homes, noting any culturally or socially diverse neighborhoods.

23. *Superintendent's Hearing*

Required for:

SBL Yes	SDL Yes	SDBL No
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ELCC SBL Standard Elements: 3.3, 5.1, 5.3, 5.4, 5.5

ELCC SDL Standard Elements: 3.3, 5.1, 5.3, 5.4, 5.5

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
11.3.1.

Assignment: The intern should participate in the preparation for the superintendent’s hearing and the hearing itself. This will include amongst other activities a review of the student’s file and supporting documentation.

This activity may pose a challenge due to confidentiality, other concerns, or a superintendent’s hearing not occurring during the internship. In such cases, discuss the process with your site supervisor or additional school leader who is knowledgeable on the topic.

24. Support Staff and Supporting Offices

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 3.1, 3.2, 3.3

ELCC SDL Standard Elements: 3.1, 3.2, 3.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
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]

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]

25. Working with Building Principal

Required for:

SBL Yes	SDL Yes	SDBL Yes
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Note: Since this activity is subsumed in the entire SBL internship, the SBL candidates do not complete this activity but complete several additional activities. Students completing all three certifications do not need to complete this activity.

ELCC SBL Standard Elements: 3.1, 3.3

ELCC SDL Standard Elements: 3.1, 3.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
1.2.1; 3.1.1; 10.2.3.

Assignment: The intern will work directly with a building principal in the district in which s/he is serving. A minimum of three days, which may be divided into 6 half days, should be devoted to this experience. The intern should assist in the development and implementation of faculty meetings, master scheduling, and school assembly programs. Further, the intern should work with the site supervisor to *observe, study, and analyze* the operation of the school program and 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:

The intern will work directly with a building principal within the district in which she/he is serving. A minimum of three days, which may be divided into 6 half days, should be devoted to this experience. The purpose of this activity is to better understand the operation of a school and the role of the principal. Particular attention should be directed to finance, resource, or building (structure) responsibilities of the principal. The activity and reflections on what was learned in the experience will be documented in the *Daily Log* and in the *Internship Portfolio*.

26. Review Emergency Policies, Plans, & Procedures

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 3.1, 3.3

ELCC SDL Standard Elements: 3.1, 3.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
6.1.1; 6.2.1.

Assignment: Assess the Emergency Plan considering the process for implementation, continual updating, and refinement including relationships with community partners and first responders. Consider key topics that support school emergency planning, including addressing an *active shooter*, school climate, psychological first aid, and information-sharing.

27. *Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations*

Required for:

SBL Yes	SDL Yes	SDBL Yes
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ELCC SBL Standard Elements: 3.1, 3.3

ELCC SDL Standard Elements: 3.1, 3.3

SUNY Cortland Educational Leadership Performance Standards, Skills, and Proficiencies:
2.2.2; 4.1.3; 4.2.1; 4.2.2; 6.2.1

Assignment: The intern will review and reflect on two contractual agreements with bargaining units and the official Board of Education Policy Manual available within the district in which s/he is serving an internship. The intern will analyze the contracts and the Board of Education 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 intern should interview school attorney regarding negotiation and grievance procedures. Where possible the intern should interview union leaders for their perspective on negotiations. The reflection will be placed in the *Internship Portfolio* and will be assessed and discussed by the college supervisor.

Description of Assignment:

1. The business leader is formally 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. 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 each administrator 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]

28. *“Audit” a Regular Purchase*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for regular (routine) purchase. Follow paperwork from origination through payment. This will include working with the accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations.

29. *“Audit” the Process for Appointing a New Teacher*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for appointing new teacher onto payroll, insurance, etc. Follow paperwork from advertising, interviewing, selection, certification verification, fingerprinting, to actual hiring. Review the process in relation to district policy, state law, and regulations.

30. *“Audit” the Process for Appointing New Civil Service Employee*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for appointing new civil service employee onto payroll, insurance, etc. Follow paperwork from advertising, test qualification, interviewing, selection, to actual hiring. Review the process in relation to district policy, state law, and regulations.

31. *“Audit” the Process for Bidding, Purchase, and Payment*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for bidding, purchase, and payment. Follow paperwork from origination through payment. This will include working with the accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations. Review also the use of a BOCES bid and the OGS state contract. Review the definition of “lowest responsible bidder” and the process for disqualifying the low bidder.

32. *“Audit” the Process for a Blanket Purchase Order (e.g., electrician, local store)*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for a blanket purchase order (e.g., electrician, local store). These are typically created so that a tradesperson is available on short notice to repair some equipment or to provide a quick local source for supplies such as at a hardware store. Follow paperwork from origination through payment. This will include working with the transportation staff, building & grounds staff, accounts payable clerk, the claims auditor, and the district treasurer. Review the process in relation to district policy, state law, and regulations.

33. *Shadow a Buildings & Grounds Supervisor, Transportation Supervisor, and the Cafeteria Supervisor*

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: The intern will shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor as they conduct their normal responsibilities for at least one half day each. Select the half day so that you can see them in action and not just sitting behind a desk doing paperwork. 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: The purpose of this activity is to better understand the operation of each area within the school district and the role of the supervisor in each area. Particular attention should be directed to finance and resource responsibilities of the supervisor. For the Building and Grounds area the intern should look at the custodial department, the maintenance department, the grounds department, budgeting, and capital planning. For the transportation area the intern should look at routing, dispatching, public interaction, driver certification procedures, and bus maintenance. For the food service area the intern should look at the self-sufficient funding, state registration, federal registration, state reimbursement, federal reimbursement, menu planning, and purchasing. The activity and reflections on what was learned in the experience will be documented in the *Daily Log* and in the *Internship Portfolio*.

34. “Audit” the Accounting Process for an Extracurricular Account

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: Conduct an audit by following paperwork for an extracurricular account with fund raising. These accounts are typically used for activities such as athletic admissions, candy sales, and school clothing sales. The accounts typically have relatively small amounts of money but can be troublesome because they are handled by people without much experience in public school finance such as coaches and teachers. Sometimes these “accounts” may be simply a tin box in a teacher’s bottom drawer with little or no accounting for cash flow which is extremely problematic. Follow paperwork from origination through payment. Be particularly aware of the ECA treasurer, sales tax issues, distinction from “district” funds, and SED manual of requirements. Review the process in relation to district policy, state law, and regulations.

35. Review latest Internal, External, and Comptrollers Audit Documents and Corrective Action Plans for all Audits

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: The intern should review in detail the latest internal, external, and Comptrollers audit documents and corrective action plans for all audits. The intern should also determine how each of the corrective action plans have been implemented by the school district.

36. Review the Payroll Preparation Process

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: The intern will review the payroll preparation process for the district. This typically happens on a bi-weekly or monthly basis and is usually a relatively automated process. The intern should look beyond the automated process to understand how the various parts of the payroll are calculated particularly the Agency funds procedures. This will involve meeting with the payroll clerk, Human Resources, and the treasurer.

37. Review Classified Staff and Supervisor Evaluation

Required for:

SBL No	SDL No	SDBL Yes
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Assignment: The intern will conduct a minimum of six [6] evaluative activities of classified staff and supervisory personnel using the current procedure used in the school s/he 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 employee 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.

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 the 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” [U] 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 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.

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 Catalog*, 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[s] EDL 696: *School Building Leader/School District Leader* and EDL 698 *Internship in School District Business Leadership* are graded as 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. At the end of each portion of the internship, the college supervisor will determine a grade for that portion of the internship based on progress towards completion of all internship requirements. All internship requirements must be met by the end of all portions of the internship.

Bibliography and References

Listed below are references for many new books on leadership and administration, and some of the timeless classics in the field. Become familiar with these authors and their ideas. Add your selections to the listing. Keep this selected bibliography and references up-to-date.

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Appendix A

Forms and Materials Required for the Internship

Required Steps to Initiate an Internship

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[s] [EDL 696: *School Building Leader/School District Leader* and EDL 698 *School District Business Leader Internship*] 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 Program's form titled, *Proposal to Serve an Administrative Internship*. **Deadline dates for submission of the Proposal form are: November 1 for spring semester start, and June 1 for summer and/or fall semester start 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[s] 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 s/he 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 Program.**
- ___ 8. After approval of the internship proposal by the Educational Leadership Program, you will be able to register for the internship course[s], EDL 696 *School Building Leader/School District Leader* or EDL 698 *School District Business Leader Internship*. 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 EDL 696 *School Building Leader/School District Leader* or EDL 698 *School District Business Leader Internship* until the internship[s] has been approved by the Coordinator of the Educational Leadership Program.]**

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

November 1.....for a spring semester start to an internship.

June 1for a summer and / or fall session start to an internship.

Proposal to Serve an Administrative Internship

Directions: This is a **proposal** for serving as an administrative intern. You will be notified of the review committee’s decision by email within 7 days of the application deadline. If approved, you will receive a hard copy letter regarding registration procedures and next steps to be completed. Please complete all required information below and submit electronically, as indicated on the last page of the application.

[Last Name] _____ [First Name] _____ [Maiden Name] _____ [M.I.] _____

SUNY Cortland Student ID#: C00 _____

Program of Study [check one]:

EDL 696: SBL SDL or SBL and SDL **EDL 698:** SDBL

<i>Permanent Contact Information</i>		
Home Address:		
City:	State:	Zip:
Phone:	Cell:	
Email:		
Name/Title of On-site Supervisor:		
Title of Internship: [i.e. Building administrator, Dean of student, supervisor, etc.]		
Requirements for admittance into an Administrative Internship [Check all requirements that have been completed]:		
<input type="checkbox"/> Student has officially been accepted into the Educational Leadership CAS Program.		
<input type="checkbox"/> Student has completed twenty-one (21) semester hours of program course work before beginning the internship.		
<input type="checkbox"/> Student has obtained written approval from the site supervisor.		
<input type="checkbox"/> Student has obtained written approval from the school district superintendent.		
<input type="checkbox"/> Student has developed in collaboration with the site supervisor, a job description for the appropriate program [SBL, SDL, SDBL]		
Internship Options – Please check one [1]:		
<input type="checkbox"/> Option 1: Half time/Full year Internship [Minimum of a block of three contiguous clock hours per day during the REGULAR STUDENT SCHOOL DAY] [1.5 credit hours per semester = 3 credit hours total]		
<input type="checkbox"/> Option 2: Full time/Full day/Half year Internship [One semester] [Minimum of a block of six contiguous clock hours per day during the REGULAR STUDENT SCHOOL DAY] [3 credit hours total]		
<input type="checkbox"/> Option 3: Quarter time/Full year plus Summer Internship [Minimum of a block of 1.5 contiguous clock hours per day during the REGULAR STUDENT SCHOOL DAY during Fall and Spring semesters, PLUS a minimum of 5 clock hours per day during the REGULAR STUDENT SCHOOL DAY during Summer. THE SUMMER PORTION OF THE INTERNSHIP MUST BE AS A LEADER IN AN “OFFICIAL” SUMMER SCHOOL PROGRAM if completing the SBL requirement.] [1 credit hour each for Fall / Spring + 1.5 credit hours for Summer = 3.5 credit hours total]		
<input type="checkbox"/> Option 4: Half-time/1 semester plus Summer Internship [Minimum of a block of three contiguous clock hours per day during the REGULAR STUDENT SCHOOL DAY, PLUS a minimum of 5 clock hours per day during the REGULAR STUDENT SCHOOL DAY during Summer. THE SUMMER PORTION OF THE INTERNSHIP MUST BE AS A LEADER IN AN “OFFICIAL” SUMMER SCHOOL PROGRAM if completing the SBL requirements.] [1.5 credit hour for Fall or Spring + 1.5 credit for Summer = 3 credit hours total]		

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 Intern: _____

Date: _____

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 portfolios and/or
 - Focus group discussion**
 - Current Educational Issue
 - Dates to remember**
- Summary, Wrap/up, and Next Steps.**



Final Internship Evaluation for School District Leader

Clinical Site Supervisor Name: _____

Candidate Name: _____

School District Location: _____

Date of Evaluation: _____

To what degree has the candidate demonstrated the ability to articulate the professional knowledge and application of the ELCC Standards for School District Leaders from his or her internship experience:

Scoring Rubric

Target: Candidate demonstrates a broad knowledge and compelling evidence in meeting the criteria

Acceptable: Candidate demonstrates a basic knowledge and adequate evidence of criteria

Unacceptable: Candidate demonstrates minimal knowledge and limited evidence of criteria

Strategic Leadership and Vision <i>ELCC Standard 1</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Collaborate with others to develop, communicate, implement, and guide a shared district vision of student learning ELCC 1.1 			
<ul style="list-style-type: none"> Utilize data collection and analysis to identify district goals, assess effectiveness, and monitor improvement processes ELCC 1.2 			
<ul style="list-style-type: none"> Promote and communicate sustainable district progress toward achieving district vision and goals ELCC 1.3 			
<ul style="list-style-type: none"> Evaluate school progress and revise school plans supported by school stakeholders ELCC 1.4 			
Instructional Leadership <i>ELCC Standard 2</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Foster a district culture centered on student learning and success ELCC 2.1 			
<ul style="list-style-type: none"> Understand, create, and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program ELCC 2.2 			
<ul style="list-style-type: none"> Understand, develop, and supervise the instructional and leadership capacity of school staff ELCC 2.3 			
<ul style="list-style-type: none"> Understand and promote the most effective and appropriate technologies to support teaching and learning ELCC 2.4 			
Organizational Leadership <i>ELCC Standard 3</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Identify organizational complexities, prioritize district management and operational challenges, and advance policy coherence to support a safe, efficient, and effective learning environment ELCC 3.1 			
<ul style="list-style-type: none"> Understand, efficiently manage and align district human, fiscal, and technological resources to ensure time focuses on high-quality instruction and learning ELCC 3.2 			
<ul style="list-style-type: none"> Understand and promote school-based policies and procedures protecting student and staff welfare and safety ELCC 3.3 			
<ul style="list-style-type: none"> Apply district management practices to model distributed leadership and empower school personnel in decision-making processes ELCC 3.4 			
<ul style="list-style-type: none"> Understand and ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning ELCC 3.5 			

Community Leadership <i>ELCC Standard 4</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Collaborate with faculty and community members to improve the educational environment of the district through the collection and review of relevant feedback ELCC 4.1 			
<ul style="list-style-type: none"> Understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual community resources ELCC 4.2 			
<ul style="list-style-type: none"> Build, sustain, and reflect community interests through positive district relationships with families and caregivers ELCC 4.3 			
<ul style="list-style-type: none"> Build, sustain, and reflect community interests through positive district relationships with community partners ELCC 4.4 			
Ethical Leadership <i>ELCC Standard 5</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Understand and demonstrate integrity and fairness to ensure school district accountability for student academic and social success ELCC 5.1 			
<ul style="list-style-type: none"> Related to district role, understand and model principles of ethical practices ELCC 5.2 			
<ul style="list-style-type: none"> Understand and promote the values of democracy, equity, and diversity within the school district ELCC 5.3 			
<ul style="list-style-type: none"> Understand and can evaluate the potential moral and legal consequences of decision-making at the school district level ELCC 5.4 			
<ul style="list-style-type: none"> Ensure individual student needs inform all aspects of schooling by promoting social justice within the school district ELCC 5.5 			
Advocacy Leadership <i>ELCC Standard 6</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Understand and demonstrate advocacy for district students, families, and caregivers ELCC 6.1 			
<ul style="list-style-type: none"> Understand and demonstrate how to influence local, district, state, and national decisions affecting district-level learning ELCC 6.2 			
<ul style="list-style-type: none"> Adapt district-level strategies through anticipating and assessing emerging trends ELCC 6.3 			
Leadership Internship Experience <i>ELCC Standard 7</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Internship represents Substantial Experience within a district environment with demonstrated ability to synthesize and apply content knowledge/develop professional district leadership skills through authentic experiences ELCC 7.1 			
<ul style="list-style-type: none"> Internship includes a Sustained Experience that is concentrated and includes field experiences within a district environment ELCC 7.2 			
<ul style="list-style-type: none"> Internship includes a Qualified On-site mentor with successful experience at district level ELCC 7.3 			

Additional Comments:



Final Internship Evaluation for School Building Leader

Clinical Site Supervisor Name: _____

Candidate Name: _____

School District Location: _____

Date of Evaluation: _____

To what degree has the candidate demonstrated the ability to articulate the professional knowledge and application of the ELCC Standards for School Building Leaders from his or her internship experience:

Scoring Rubric

Target: Candidate demonstrates a broad knowledge and compelling evidence in meeting the criteria

Acceptable: Candidate demonstrates a basic knowledge and adequate evidence of criteria

Unacceptable: Candidate demonstrates minimal knowledge and limited evidence of criteria

Strategic Leadership and Vision <i>ELCC Standard 1</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Collaborate with others to develop, communicate, implement, and guide a shared district vision of student learning ELCC 1.1 			
<ul style="list-style-type: none"> Utilize data collection and analysis to identify district goals, assess effectiveness, and monitor improvement processes ELCC 1.2 			
<ul style="list-style-type: none"> Promote and communicate sustainable district progress toward achieving district vision and goals ELCC 1.3 			
<ul style="list-style-type: none"> Evaluate school progress and revise school plans supported by school stakeholders ELCC 1.4 			
Instructional Leadership <i>ELCC Standard 2</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Foster a district culture centered on student learning and success ELCC 2.1 			
<ul style="list-style-type: none"> Understand, create, and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program ELCC 2.2 			
<ul style="list-style-type: none"> Understand, develop, and supervise the instructional and leadership capacity of school staff ELCC 2.3 			
<ul style="list-style-type: none"> Understand and promote the most effective and appropriate technologies to support teaching and learning ELCC 2.4 			
Organizational Leadership <i>ELCC Standard 3</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Identify organizational complexities, prioritize district management and operational challenges, and advance policy coherence to support a safe, efficient, and effective learning environment ELCC 3.1 			
<ul style="list-style-type: none"> Understand, efficiently manage and align district human, fiscal, and technological resources to ensure time focuses on high-quality instruction and learning ELCC 3.2 			
<ul style="list-style-type: none"> Understand and promote school-based policies and procedures protecting student and staff welfare and safety ELCC 3.3 			
<ul style="list-style-type: none"> Apply district management practices to model distributed leadership and empower school personnel in decision-making processes ELCC 3.4 			
<ul style="list-style-type: none"> Understand and ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning ELCC 3.5 			

Community Leadership <i>ELCC Standard 4</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Collaborate with faculty and community members to improve the educational environment of the district through the collection and review of relevant feedback ELCC 4.1 			
<ul style="list-style-type: none"> Understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual community resources ELCC 4.2 			
<ul style="list-style-type: none"> Build, sustain, and reflect community interests through positive district relationships with families and caregivers ELCC 4.3 			
<ul style="list-style-type: none"> Build, sustain, and reflect community interests through positive district relationships with community partners ELCC 4.4 			
Ethical Leadership <i>ELCC Standard 5</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Understand and demonstrate integrity and fairness to ensure school district accountability for student academic and social success ELCC 5.1 			
<ul style="list-style-type: none"> Related to district role, understand and model principles of ethical practices ELCC 5.2 			
<ul style="list-style-type: none"> Understand and promote the values of democracy, equity, and diversity within the school district ELCC 5.3 			
<ul style="list-style-type: none"> Understand and can evaluate the potential moral and legal consequences of decision-making at the school district level ELCC 5.4 			
<ul style="list-style-type: none"> Ensure individual student needs inform all aspects of schooling by promoting social justice within the school district ELCC 5.5 			
Advocacy Leadership <i>ELCC Standard 6</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Understand and demonstrate advocacy for district students, families, and caregivers ELCC 6.1 			
<ul style="list-style-type: none"> Understand and demonstrate how to influence local, district, state, and national decisions affecting district-level learning ELCC 6.2 			
<ul style="list-style-type: none"> Adapt district-level strategies through anticipating and assessing emerging trends ELCC 6.3 			
Leadership Internship Experience <i>ELCC Standard 7</i>	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> Internship represents Substantial Experience within a district environment with demonstrated ability to synthesize and apply content knowledge/develop professional district leadership skills through authentic experiences ELCC 7. 1 			
<ul style="list-style-type: none"> Internship includes a Sustained Experience that is concentrated and includes field experiences within a district environment ELCC 7. 2 			
<ul style="list-style-type: none"> Internship includes a Qualified On-site mentor with successful experience at district level ELCC 7. 3 			

Additional Comments:



Final Internship Evaluation for School District Business Leader

Clinical Site Supervisor Name: _____

Candidate Name: _____

School District Location: _____

Date of Evaluation: _____

To what degree has the candidate demonstrated the ability to articulate the professional knowledge and application of the ELCC Standards for School District Leaders from his or her internship experience:

Scoring Rubric

Target: Candidate demonstrates a broad knowledge and compelling evidence in meeting the criteria

Acceptable: Candidate demonstrates a basic knowledge and adequate evidence of criteria

Unacceptable: Candidate demonstrates minimal knowledge and limited evidence of criteria

Understand leadership concepts and their application to the role of the district business leader	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> recognizing key theories of leadership, the research that supports them, and their implications for identifying and using financial and other resources to support the district's educational vision 			
<ul style="list-style-type: none"> understanding the role of interpersonal skills, team building, and communication skills in successful school district business leadership 			
<ul style="list-style-type: none"> understanding and demonstrating the role of the business leader in enabling students to learn, teachers to teach, and schools to fulfill their purpose 			
<ul style="list-style-type: none"> demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures 			
<ul style="list-style-type: none"> relating district financial policies to the broader context of schooling (e.g., elements of the political, economic, social, and cultural systems of the community, the state, and the nation) 			
<ul style="list-style-type: none"> demonstrating an understanding of processes for engaging in and supporting district-wide succession planning, including recruiting, retraining, identifying, and coaching potential leaders 			
<ul style="list-style-type: none"> demonstrating an understanding of the use of district resources to support relationships with organizations outside of the school system (e.g., social service agencies, health providers, mental health professionals, the Board of Cooperative Educational Services [BOCES], institutions of higher education [IHEs]) 			
<ul style="list-style-type: none"> demonstrating an understanding of resources available for professional growth, and maintaining a plan for self-improvement (e.g., continuous learning, reflection, stress and time management, professional networking, active involvement in professional associations) 			

Understand processes used by the district business leader to support and sustain the district educational vision.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> understanding and demonstrating knowledge of fiscally sound policies and practices that are aligned with the district's educational vision 			
<ul style="list-style-type: none"> demonstrating an understanding of methods for providing accurate financial information to support the educational vision 			
<ul style="list-style-type: none"> identifying strategies for continually evaluating district and school financial policies, practices, and outcomes in terms of the district educational vision and the policies and goals of the board of education or other governing entity 			
Understand processes of collaboration and cooperation.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating an understanding of strategies for working effectively with the district leader, building leaders, the board of education or other governing entity, staff, parents/guardians, and community members to identify and allocate resources for supporting the educational vision 			
<ul style="list-style-type: none"> demonstrating an understanding of how to work effectively with diverse groups in the district and community and create an atmosphere that encourages respect and appreciation for all people 			
<ul style="list-style-type: none"> demonstrating an understanding of how to identify and share data from a variety of sources to promote collaboration and effective decision making among stakeholders 			
<ul style="list-style-type: none"> demonstrating an understanding of behaviors that affirm the importance of integrity and ethics in all interpersonal contact 			
Understand the process of change and its relationship to district financial management.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> identifying key concepts and principles of the change process and their relationship to resource issues (e.g., the role of effective and efficient resource allocation, methods for building support for change) 			
<ul style="list-style-type: none"> demonstrating an understanding of methods for supporting the change initiatives of the district and its schools (e.g., through communication with stakeholders, financial analysis, data gathering, contingency financial planning) identifying and analyzing strategies for financing change in the short and long term while sustaining the district's educational vision 			
Understand comprehensive, multiyear, and strategic planning.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating knowledge of principles and practices of comprehensive, data-driven, multiyear planning, including the importance of involving all key stakeholders 			
<ul style="list-style-type: none"> demonstrating knowledge of procedures for developing, implementing, monitoring, evaluating, and updating the district strategic plan 			
<ul style="list-style-type: none"> demonstrating an understanding of procedures for planning and implementing district instructional programs 			

Understand principles of district financial management.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating knowledge of the school district budget process, including planning, developing, monitoring, and administering, as well as contingent budget restrictions 			
<ul style="list-style-type: none"> demonstrating knowledge of the New York State Code of Ethics and legal guidelines for managing district resources and ensuring financial stability 			
<ul style="list-style-type: none"> analyzing the implications of economic, demographic, and political trends at the federal, state, and local levels for district finances 			
<ul style="list-style-type: none"> demonstrating knowledge of sources and mechanisms of public school funding at the local, state, and federal levels and their effects on fiscal equity and fiscal neutrality 			
<ul style="list-style-type: none"> demonstrating an understanding of the impact of and relationship between the tax levy, assessment practices, and equalization rate 			
<ul style="list-style-type: none"> demonstrating knowledge of techniques for projecting student enrollment and staffing needs, and the impact of collectively negotiated agreements for budgeting purposes 			
<ul style="list-style-type: none"> demonstrating knowledge of the Special Aids and Medicaid Unit (STAC) for processing requests for the Commissioner's approval for reimbursement of student services costs 			
<ul style="list-style-type: none"> demonstrating knowledge of operational procedures regarding guidelines and reporting for State Aid purposes including session days, the school calendar, and attendance data 			
Understand financial management practices for school districts	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> applying knowledge of site-based budget planning and management in conjunction with financial administration 			
<ul style="list-style-type: none"> applying knowledge of cash management procedures, including internal controls 			
<ul style="list-style-type: none"> applying knowledge of procedures for processing and managing payroll, including legal requirements 			
<ul style="list-style-type: none"> applying knowledge of accepted governmental accounting procedures and practices 			
<ul style="list-style-type: none"> applying knowledge of methods for preparing, analyzing, and ensuring the accuracy of interim, monthly, and annual financial statements 			
<ul style="list-style-type: none"> demonstrating an understanding of the roles, responsibilities, and effective utilization of internal and independent auditors 			
<ul style="list-style-type: none"> demonstrating an understanding of types of investment and borrowing instruments available to school districts, including uses, limitations, benefits, risks, and yields associated with different types of instruments 			
<ul style="list-style-type: none"> demonstrating knowledge of fund balance and reserve administration 			
Understanding district business practices.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> applying knowledge of procedures for managing and tracking inventories, equipment, and capital assets, including amortization techniques and disposal of surplus property 			
<ul style="list-style-type: none"> demonstrating knowledge of how to develop and implement a district risk management program, including insurance protection, preventive measures, claim administration, and student/employee awareness and training 			
<ul style="list-style-type: none"> demonstrating an understanding of legal requirements and procedures associated with procurement, bidding, and vendor relationships and the use of requisitions, purchase orders, and invoices 			

Understand physical plant and facilities management.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating an understanding of how to work with other district staff to develop data-driven, multiyear facilities plans based on enrollment projections, programmatic needs, period of probable usefulness, and the condition of district physical plants 			
<ul style="list-style-type: none"> demonstrating knowledge of how to help plan and implement a preventive maintenance program for district equipment and building operational systems 			
<ul style="list-style-type: none"> demonstrating an understanding of procedures and practices for maintaining a clean, safe learning environment (e.g., custodial and maintenance services, the Occupational Safety and Health Administration [OSHA], federal and state regulations) 			
<ul style="list-style-type: none"> identifying energy conservation measures to ensure acceptable levels of energy consumption and cost-effectiveness 			
<ul style="list-style-type: none"> demonstrating knowledge of procedures and legal requirements related to school construction and/or reconstruction (e.g., bidding, bonding, construction contract management, final approval process) 			
<ul style="list-style-type: none"> demonstrating knowledge of steps in school construction from planning to completion (e.g., establishing need, selecting construction professionals, developing construction specifications, interacting with government agencies) 			
<ul style="list-style-type: none"> demonstrating an understanding of legal requirements related to the acquisition, use, and disposal of real estate and the roles and responsibilities of officials and government agencies in real estate matters 			
Understand district personnel and human resource administration.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating knowledge of procedures for maintaining accurate employee records 			
<ul style="list-style-type: none"> demonstrating knowledge of issues and procedures in administering employee benefits programs (e.g., retirement systems, worker's compensation, health insurance) 			
<ul style="list-style-type: none"> applying knowledge of procedures for recruiting, screening, hiring, assigning, retaining, evaluating, disciplining, and terminating personnel, including the requirements of school board policy and state and federal law 			
<ul style="list-style-type: none"> demonstrating an understanding of how to design and implement staff development and training programs conducive to growth and skill enhancement, including mandated training (e.g., right-to-know, blood-borne pathogens, Automated External Defibrillator [AED]) 			
<ul style="list-style-type: none"> demonstrating knowledge of legal requirements associated with human resource administration (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Federal Insurance Contributions Act [FICA], COBRA, Equal Employment Opportunity Commission [EEOC]) 			
<ul style="list-style-type: none"> applying knowledge of legal requirements associated with the collective bargaining process when administering negotiated agreements 			
<ul style="list-style-type: none"> recognizing key theories of employee motivation, the research that supports them, and their implication for identifying and using human resources 			

Understand the administration of support services.	Target	Acceptable	Unacceptable
<ul style="list-style-type: none"> demonstrating knowledge of safe and efficient student transportation, including statutory and regulatory requirements, efficient routing, schedule development, training, and oversight practices 			
<ul style="list-style-type: none"> demonstrating knowledge of district school lunch programs, including local, state, and federal requirements and business management practices for operating an efficient, high-quality program 			
<ul style="list-style-type: none"> demonstrating an understanding of issues and procedures related to the provision of health services to students, including legal and regulatory requirements 			
<ul style="list-style-type: none"> identifying procedures for ensuring safe and protected school environments in relation to environmental, safety, and security issues, including emergency plans, disaster preparedness, recovery plans, and staff training 			

Additional Comments:

Appendix B

College Supervisor's Checklist and Rubric

College Supervisor's Checklist and Rubric

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.

Activity	Criteria	Evaluative Comments
1. 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.	
2. 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.	
3. 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.	
4. Intern Seminars	There is evidence that the intern has attended and been an active participant in all required meetings, on-campus and elsewhere, for the internship.	
5. 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.	
6. Meeting with Site Supervisor	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.	
7. 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.	
8. Integrity, Fairness, and Ethics	There is evidence that the intern has acted with Integrity, Fairness, and Ethics as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	

Activity	Criteria	Evaluative Comments
9. Staff Development Workshop	There is evidence that the intern has successfully conducted a staff development workshop as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	
10. 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.	
11. Public Relations	There is evidence that the intern has successfully participated in public relations activities as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	
12. 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.	
13. Working with Parents and/or Guardians	There is evidence that the intern has interacted and worked with both parents and community members in a leadership capacity.	
14. Committee on Special Education Meeting	There is evidence that the intern has participated in a Committee on Special Education Meeting as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	
15. Diversity Amongst the Student Body	There is evidence that the intern has completed the Diversity Amongst the Student Body activities and presented the findings to the principal.	
16. Working with Financial Officers: Budget Planning, Development, and Management	There is evidence that the intern has worked with building administration and district financial officers to observe, study, and analyzes the budget and finance process within the district. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
17. 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.	
18. 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].	
19. Recruiting, Interviewing, and Hiring New Teachers	There is evidence that the intern has participated in the Recruiting, Interviewing, and Hiring of New Teachers.	

Activity	Criteria	Evaluative Comments
20. 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.	
21. Manifestation Determination	Where possible, there is evidence that the intern has participated in a Manifestation determination as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	
22. Ride 2 School Bus Routes	There is evidence that the intern rode at least two different school bus routes, one regular and one for special education.	
23. Superintendent's Hearing	Where possible, there is evidence that the intern has participated in a Superintendent's Hearing as indicated in daily log of activities conducted and decisions made. There is evidence that the intern is reflecting and analyzing these activities and decisions appropriately.	
24. 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.	
25. Working with Building Principal	There is evidence that the intern has worked with building principal to observe, study, and analyze the operation of a school building. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
26. Review Emergency Policies, Plans, & Procedures	There is evidence that the intern has assessed the district and building emergency plans including the process for implementation, continual updating, refinement, relationships with community partners, and first responders; key topics that support school emergency planning, including addressing an <i>active shooter</i> , school climate, psychological first aid, and information-sharing have been considered and evidence of this review is contained within the <i>Internship Portfolio</i> .	
27. Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations	There is evidence, contained in the Internship Portfolio, that the intern has reviewed and analyzed two 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.	
28. "Audit" a regular purchase	There is evidence that the intern has audited a regular purchase. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
29. "Audit" the process for appointing new teacher	There is evidence that the intern has audited process for appointing new teacher. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	

Activity	Criteria	Evaluative Comments
30. "Audit" the process for appointing new civil service employee	There is evidence that the intern has audited the process for appointing new civil service employee. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
31. "Audit" the process for bidding, purchase, and payment	There is evidence that the intern has audited the process for bidding, purchase, and payment. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
32. "Audit" the process for a blanket purchase order (e.g., electrician, local store)	There is evidence that the intern has audited the process for a blanket purchase order (e.g., electrician, local store). Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
33. Shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor	There is evidence that the intern has shadowed a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor to observe, study, and analyze the operation of their respective areas. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
34. "Audit" the accounting process for an extra-curricular account	There is evidence that the intern has audited the accounting process for an extra-curricular account. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
35. Review latest internal, external, and Comptrollers audit documents and corrective action plans for all audits	There is evidence that the intern has reviewed the latest internal, external, and Comptrollers audit documents and corrective action plans for all audits. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
36. Review the payroll preparation process	There is evidence that the intern has reviewed the payroll preparation process. Reflections and comments should be contained within the <i>Internship Portfolio</i> .	
37. Review Classified Staff and Supervisor Evaluation	There is evidence that the intern has conducted a minimum of six [6] evaluative activities 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.	

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-Time Interns
1. 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
2. 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
3. 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.
4. Intern 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.
5. 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
6. Meeting with 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.
7. 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.

Activity	Date Guideline Full-Time Interns	Date Guideline Half-Time Interns
8. Integrity, Fairness, and Ethics	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
9. Staff Development Workshop	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
10. 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.
11. Public Relations	➤ 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.
12. 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.
13. Working with Parents and/or Guardians	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
14. Committee on Special Education Meeting	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
15. Diversity Amongst the Student Body	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
16. 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.
17. Evaluation of the Instructional Process	➤ 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”.
18. 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.

Activity	Date Guideline Full-Time Interns	Date Guideline Half-Time Interns
19. Recruiting, Interviewing, and Hiring New Teachers	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
20. 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.
21. Manifestation Determination	➤ Start looking for this activity early in the “job.” Since manifestation determinations happen very infrequently the intern needs to be prepared to participate on very short notice and may happen at any time during the internship.	➤ Start looking for this activity early in the “job.” Since manifestation determinations happen very infrequently the intern needs to be prepared to participate on very short notice and may happen at any time during the internship.
22. Ride 2 School Bus Routes	➤ 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.
23. Superintendent’s Hearing (where possible)	➤ Start looking for this activity early in the “job.” Since superintendent’s hearings happen very infrequently the intern needs to be prepared to participate on very short notice and may happen at any time during the internship.	➤ Start looking for this activity early in the “job.” Since superintendent’s hearings happen very infrequently the intern needs to be prepared to participate on very short notice and may happen at any time during the internship.
24. 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.
25. Working with Building Principal	➤ Schedule this with the Building Principal as early as you can in the internship.	➤ Schedule this with the Building Principal as early as you can in the internship.
26. Review Building & District Emergency Plans	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
27. Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations	➤ Due by the first visit. Be sure to have evidence of this in your portfolio.	➤ Due by the first visit. Be sure to have evidence of this in your portfolio.
28. “Audit” a regular purchase	➤ Due by the first visit. Be sure to have evidence of this in your portfolio.	➤ Due by the first visit. Be sure to have evidence of this in your portfolio.

Activity	Date Guideline Full-Time Interns	Date Guideline Half-Time Interns
29. "Audit" the process for appointing new teacher	➤ Due by the second visit. Be sure to have evidence of this in your portfolio.	➤ Due by the second visit. Be sure to have evidence of this in your portfolio.
30. "Audit" the process for appointing new civil service employee	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
31. "Audit" the process for bidding, purchase, and payment	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
32. "Audit" the process for a blanket purchase order (e.g., electrician, local store)	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
33. Shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
34. "Audit" the accounting process for an extra-curricular account	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
35. Review latest internal, external, and Comptroller's audit documents and corrective plans for all audits	➤ Due by the second visit. Be sure to have evidence of this in your portfolio.	➤ Due by the second visit. Be sure to have evidence of this in your portfolio.
36. Review the payroll preparation process	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.	➤ Due by the last visit. Be sure to have evidence of this in your portfolio.
37. Review Classified Staff and Supervisor Evaluation	➤ 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 [15weeks] of being on the "job".

Internship Activity Checklist

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
1. Internship Portfolio		
2. Intern Log and Reflective Journal		
3. Internship Project		
4. Intern Seminars		
5. Self-Analysis Activity		
6. Meeting with Site Supervisor		
7. Career and Future Planning		
8. Integrity, Fairness, and Ethics		
9. Staff Development Workshop		
10. Policy and Political Structures in the Public School		
11. Public Relations		
12. Community Agencies and Groups		
13. Working with Parents and/or Guardians		
14. Committee on Special Education Meeting		
15. Diversity Amongst the Student Body		

Activity	Date[s] Completed or Addressed	Comments
16. Working with Financial Officers: Budget Planning, Development, and Management		
17. Evaluation of the Instructional Process		
18. Working and Planning with Instructional Staff		
19. Recruiting, Interviewing, and Hiring New Teachers		
20. Guiding and Disciplining Students		
21. Manifestation determination		
22. Ride 2 School Bus Routes		
23. Superintendent's Hearing		
24. Support Staff and Supporting Offices		
25. Working with Building Principal		
26. Review Building & District Emergency Plans		
27. Analysis of Two District Labor Contracts, Policy Manuals, and Local Regulations		
28. "Audit" a regular purchase		
29. "Audit" the process for appointing new teacher		
30. "Audit" the process for appointing new civil service employee		

Activity	Date[s] Completed or Addressed	Comments
31. "Audit" the process for bidding, purchase, and payment		
32. "Audit" the process for a blanket purchase order (e.g., electrician, local store)		
33. Shadow a buildings & grounds supervisor, transportation supervisor, and the cafeteria supervisor		
34. "Audit" the accounting process for an extra-curricular account		
35. Review latest internal, external, and Comptrollers audit documents and corrective action plan for all audits.		
36. Review the payroll preparation process		
37. Review Classified Staff and Supervisor Evaluation		
Mid-Term Evaluation		
Final Evaluation		
Form – Completion of Internship Requirements		
Internship Certificate(s) [Issued by NYSED]		
Child Abuse Reporting (CAR)		
Safe Schools Against Violence in Education (SAVE) Workshop		
Dignity for All Students (DASA) Workshop		
Criminal Background Check (Fingerprinting)		

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 Program, 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,

Coordinator,
Education Leadership Program
SUNY Cortland

Sample Letter from the Site Supervisor

School Letter Head Stationary with Contact Information

Coordinator, Education Leadership Program
SUNY Cortland
Box 2000
Cortland, New York 13045

Dear _____ :

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, SDA, SBA, SBL, SDL, and/or SDBL] 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,

Appendix E

Completion of Internship Requirements Form

SUNY Cortland
Educational Leadership Program
COMPLETION OF INTERNSHIP REQUIREMENTS

NAME: _____

SITE OF INTERNSHIP: _____

SITE SUPERVISOR: _____

COLLEGE SUPERVISOR: _____

DATES OF INTERNSHIP: _____

TITLE OF INTERNSHIP PROJECT: _____

BRIEF DESCRIPTION OF INTERNSHIP PROJECT: _____

THE SIGNATURES BELOW INDICATE THAT INTERNSHIP ACTIVITIES AND PROJECT REQUIREMENTS HAVE BEEN COMPLETED:

[INTERN]

[DATE]

[SITE SUPERVISOR]

[DATE]

[COLLEGE SUPERVISOR]

[DATE]