



**New York Institute
of Technology**

School of Education

Internship Handbook

School Building Leadership & Technology

Leading to New York State in School Building Leadership Certification and
partial fulfillment requirements for EDLT 845 – Internship and Seminar

2015-2016

TABLE OF CONTENTS

Preface-----	2
Mission of the Educational Leadership and Technology Program-----	3
School of Education Conceptual Framework-----	3
Purpose, Goals, and Objectives of the Internship-----	4
Standards for Advanced Programs in Educational Leadership-----	5
NYS School Building Leader Assessment Framework -----	8
NYIT School of Leadership and Technology Program Outcomes-----	13
Requirements for Application to the Internship-----	14
Responsibilities of the Participants-----	15
Intern-----	15
Host Cooperating Building Administrator-----	16
NYIT Field Supervisor-----	17
Chair of the NYIT Leadership and Technology Program-----	17
Appendices-----	18
A. Internship Proposal and Plan	
B. Weekly Activity Log	
C. Weekly Reflection Journal	
D. Internship Log	
E. Midterm Evaluation	
F. Final Evaluation	
G. Contents for ELCC Standards-Based TaskStream e-Portfolio	
H. Scoring Rubric for the Internship Portfolio	
I. Suggested Internship Activities	



PREFACE

Preface to the NYIT Educational Leadership and Technology Internship Handbook

The mission of the NYIT Educational Leadership and Technology Internship Program is to connect leadership theory to practice. The internship is a supervised experience in a school setting, for graduate students pursuing credentials and expertise to become school building leaders. It is an essential component for the preparation to become a competent educational leader. The program is designed to build on academic and experiential learning. During the internship, supervised educational leadership experiences are required in order to:

- Integrate professional experience with theory for more authentic and complete learning.
- Determine suitability, aptitude, interest, and skills for becoming a K-12 School Building Leader.
- Develop and expand professional competencies, skills, interests and expectations in preparing for a position as a School Building Leader and/or Educational Technology Specialist.
- Fulfill requirements and expectations for School Building Leader certification including the NYS School Leader Examination as well as Educational Technology Specialist certification and exam.

This handbook is a guide to facilitate a successful partnership for the internship experience. The foundation of the Program is a three-way collaboration that includes the NYIT field supervisor, the cooperating building administrator, and the intern. In order for this triad to be effective, all three partners must clearly understand their respective responsibilities and the policies of the NYIT School of Education. The various functions within the triad are specifically outlined so that each partner may be fully aware of his or her role in the internship experience. It is essential that each member effectively communicates, cooperates, and collaborates to assure success. Please read this guide carefully so that you may fully understand the role expectations, responsibilities, and recommendations that will enrich the internship. It is our hope that your shared experiences will provide you with personal and professional growth as well as a rewarding relationship. The NYIT School of Education Educational Leadership and Technology faculty trust that you will find this guide to be helpful in guiding you through the internship experience. For further information or individual concerns please contact Dr. Sarah McPherson, smcphers@NYIT.edu

Dr. Sarah McPherson
Chair Instructional Technology & Educational Leadership

Dr. Jess Boronico
Interim Dean
Dr. Shiang-Kwei Wang,
Associate Dean



MISSION OF THE EDUCATIONAL LEADERSHIP AND TECHNOLOGY PROGRAM

Educational leaders in the 21st century must be prepared to articulate a coherent vision that assures quality education for all K-12 students and they must be able to implement this vision using effective strategies, processes, and policies. The School Building Leader Advanced Diploma Program in Leadership and Technology provides the content and skills base for such leaders to infuse technology with all aspects of educational leadership. As a result, the program not only prepares leaders for educational institutions, it prepares leaders who will help shape the future of educational technology in their schools, districts, and state.

We believe effective educational leaders need a strong foundation in theories and constructs and our courses are designed to accomplish this. We further believe that theory and practice must be brought together as a clinical experience to prepare candidates for School Building Leader certification in order to support, promote, and enhance student achievement and success in schools.

School of Education Conceptual Framework

Diversity

Our commitment to diversity is evident in all we do. Our candidates learn to recognize the individual needs of diverse P-12 student populations and to create and customize educational experiences necessary for success in the 21st century global environment.

Technology

Our commitment to technology integration is woven seamlessly through our beliefs and actions. Technology is an integral part of our curriculum, pedagogy and delivery systems. Our candidates learn to make meaningful connections between technologies and their applications for all learners.

Field Relations

Our commitment to collaboration with schools, agencies, community organizations, businesses, and policymakers enriches our programs, our candidates, our partners, and the educational community.

Effective practice – Professionalism - Content expertise - Standards-based education



Purpose, Goals, and Objectives of the Internship

The purpose of School Building Leadership/Internship is to facilitate performance-based field experiences for candidates seeking state certification as a School Building Leader. This approach relies on a strong conceptual base of knowledge, skills and dispositions of professional practices established by the Educational Leadership Constituent Council standards (ELCC) Standards 2011, New York State School Building Leader Assessment Framework, and the NYIT School Leadership and Technology Program Outcomes. The shared resources of the field settings will enable candidates to participate in a closely supervised experience by the NYIT field supervisor and the cooperating school administrator.

The goal of the internship is to provide the intern with the opportunity to apply theoretical knowledge and skills acquired during graduate study, in an educational setting such as a public school. Candidates are expected to seek opportunities to gain experiences in every level of school building leadership.

The objectives of this internship will be the candidate's demonstration of proficiency in the following Educational Leadership Constituent Council standards, NYS School Building Leader Assessment Frameworks and NYIT School Leadership and Technology Outcomes.



2011 ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC STANDARD ELEMENTS:

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

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

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

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 evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of



school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- ELCC 3.1:** Candidates understand and can monitor and evaluate school management and operational systems.
- ELCC 3.2:** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- ELCC 3.3:** Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- ELCC 3.4:** Candidates understand and can develop school capacity for distributed leadership.
- ELCC 3.5:** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

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

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

- ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- ELCC 5.2:** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.



- ELCC 5.3:** Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
- ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- ELCC 5.5:** Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- ELCC 6.1:** Candidates understand and can advocate for school students, families, and caregivers.
- ELCC 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
- ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education 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 and is monitored by a qualified, on-site mentor.

- ELCC 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.
- ELCC 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.
- ELCC 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.



Authorized for Distribution by the New York State Education Department

FIELDS 107/108: (SEPT 2013)

SCHOOL BUILDING LEADER ASSESSMENT FRAMEWORK

FIELD 107: (SEPT 2013) SCHOOL BUILDING LEADER, PART ONE

COMPETENCY 0001—INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Performance Expectations

The New York State School Building Leader leads the learning community in developing, articulating, and implementing a shared vision of high levels of learning for every student and effective, research-supported curriculum and instructional practice in every classroom. The building leader uses the vision and relevant data to analyze patterns and trends; identify ambitious goals for improved performance; and develop, implement, evaluate, and monitor plans to achieve those goals. The building leader maintains an intense focus on building a learning organization that is responsive to the needs of all students in preparing them to be college and career ready. The building leader uses assessment data to monitor instructional outcomes and identify needs for improved teaching and learning, establishes systems and practices that support individual accountability for results, and advocates on behalf of student learning.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. collaboratively developing and implementing a school vision of high achievement and college/career readiness for all students
- b. collecting, analyzing, and using data to identify vision-aligned goals for improved teaching and learning; developing plans to achieve goals; monitoring and evaluating plan progress and effectiveness; and revising plans as needed
- c. establishing and leading a comprehensive, coherent, and challenging curricular and assessment program aligned to state and college/career readiness standards, including the New York State P–12 Common Core Learning Standards
- d. planning, organizing, supervising, monitoring, and supporting a rigorous instructional program based on research- or evidence-based best practices for curriculum, instruction, and assessment
- e. leading collaborative efforts to use student assessment data to monitor student progress, identify instructional strengths and needs, and develop plans for improved learning



- f. ensuring teachers' use of instructional practices that promote academic engagement and success for every student, including students with diverse characteristics and needs (e.g., English Language Learners, students with disabilities)
- g. using technology and information systems to enhance curriculum and instruction, support student learning, and monitor instructional effectiveness
- h. ensuring that time spent on quality instruction is maximized
- i. establishing and using monitoring and accountability systems to evaluate the impact of the instructional program and ensure accountability for results
- j. using data to anticipate emerging trends and advocate on behalf of students

COMPETENCY 0002—SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

Performance Expectations

The New York State School Building Leader develops, nurtures, and sustains a school culture of achievement focused on rigorous academic and behavior standards and a relentless commitment to high levels of student learning. The building leader works with others in the school community to create a safe, supportive, equitable, and fair environment for all individuals and groups; to use resources efficiently and effectively; and to ensure that consideration of students' academic and social-emotional needs is at the center of all school decision making. The building leader ensures consistent implementation of the building code of conduct and serves as a model of professional, ethical, and respectful behavior at all times.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. establishing an organizational culture of shared commitment to academic excellence and exemplary behavior for all students
- b. ensuring that teachers set rigorous academic and behavior expectations for every student
- c. promoting an environment in which students are consistently learning, respectful, and on task and are active and engaged learners
- d. ensuring that student needs are the primary consideration in all aspects of school decision making and resource use
- e. creating a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity; that supports each student in achieving at the highest levels; and that promotes students' sense of responsibility and accountability for their own learning
- f. ensuring all students full and equitable access to educational programs, curricula, and available supports and safeguarding the values of democracy and diversity
- g. using effective and equitable behavior management systems and systems for supporting students' social-emotional development



h. modeling professional, ethical, and respectful behavior at all times and demonstrating expectations for the same behavior from others

FIELDS 107/108: (SEPT 2013) SCHOOL BUILDING LEADER

ASSESSMENT FRAMEWORK

FIELD 108: (SEPT 2013) SCHOOL BUILDING LEADER, PART TWO

COMPETENCY 0001—DEVELOPING HUMAN CAPITAL TO IMPROVE TEACHER AND STAFF EFFECTIVENESS AND STUDENT ACHIEVEMENT

Performance Expectations

The New York State School Building Leader recruits and retains high-quality staff while fostering continuous improvement in instructional and leadership quality and student achievement. The building leader oversees the development of a professional learning community whose members are committed to achieving the school vision and goals through collaboration, planning, and problem solving grounded in reflection on and analysis of current student and school performance. The building leader uses effective observation and evaluation procedures to evaluate the performance of teachers and other staff, provides differentiated professional growth opportunities to improve performance for all staff and learning for all students, and adheres to requirements related to human resource administration.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. recruiting, developing, and retaining teachers and other staff to support achievement of school goals
- b. assigning and scheduling teachers and other staff to meet student needs and support school goals
- c. designing and implementing effective induction and mentoring plans to support, retain, and improve the performance of new teachers
- d. creating a professional learning community characterized by teamwork, reflective practice, discussion, sharing, problem solving, initiative, innovation, and action research whose members are committed to continuous improvement of the organization
- e. creating professional growth plans and using supervisory approaches appropriate to teacher strengths and needs
- f. observing and evaluating the performance of teachers and other staff functioning at different levels, and providing effective feedback



- g. orchestrating high-quality coaching, workshops, team meetings, and other professional learning opportunities to promote professional growth for teacher effectiveness and student learning
- h. providing formal and informal opportunities to mentor emerging leaders, promote teacher leadership, and create a leadership pipeline
- i. acting in accordance with local policies and procedures and state and federal laws and regulations related to human resource administration; processes of collective bargaining and contract management; and issues of equity, diversity, and fairness

COMPETENCY 0002—FAMILY AND COMMUNITY ENGAGEMENT

Performance Expectations

The New York State School Building Leader effectively promotes and sustains family and community engagement to support student learning and school improvement efforts. The building leader uses leadership skills to reach out to diverse constituencies, develop positive relationships, and create partnerships beneficial to the school and its students.

Performance Indicators

Applies knowledge of skills and strategies for:

- a. guiding staff to establish and maintain positive, productive, and respectful relationships with parents/guardians and engage them in their children's learning
- b. engaging families and the community to support planning and implementation of change
- c. promoting family involvement in children's education and developing partnerships with families that improve the school's ability to achieve goals for student success
- d. building productive partnerships and other relationships with the business community, institutions of higher education, nonprofit organizations, and others in the community to meet specific school needs
- e. responding effectively to diverse family and community interests and needs
- f. establishing effective communication systems between the school and outside stakeholders, including using community and media relations and public information strategies

COMPETENCY 0003—OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

Performance Expectations

The New York State School Building Leader uses, maintains, and monitors effective technological, fiscal, and operational systems and practices and ensures adherence to legal requirements in support of a school organization focused on effective teaching and learning.



Performance Indicators

Applies knowledge of skills and strategies for:

- a. using technological tools and data systems to support organizational management and increase organizational effectiveness
- b. planning, managing, and monitoring school budgets, and allocating, aligning, and efficiently utilizing fiscal resources to achieve educational goals and priorities

Copyright © 2014 by the New York State Education Department

Permission is granted to make copies of this document for noncommercial use by educators.

FULL VERSION OF DOCUMENT http://www.nystce.nesinc.com/PDFs/NY107_108_OBJ_FINAL.pdf



NYIT School of Leadership and Technology Program Outcomes

The School Leadership and Technology Program will prepare candidates to become accomplished school building leaders with the following knowledge, skills, and dispositions:

1. Commitment to a vision of learning shared by all stakeholders for comprehensive initiatives to promote the success of every student.
2. Application to organizational theory for developing, implementing and sustaining 21st century educational community that supports the success of all students.
3. Demonstration of instructional leadership in curriculum, instruction, assessment, and technology programs supportive of diverse learners.
4. Supervision with fair, equitable, comprehensive and transparent accountability system.
5. Nurturing a culture of collaboration conducive to safe learning and an environment for student growth and staff development.
6. Promotion of technology that supports all aspects of teaching and learning to prepare students to be productive global citizens of the 21st century.
7. Management and operation of the organization with efficiency to meet the educational goals of all students.
8. Distributed leadership to maximize resources for excellence in teaching and learning.
9. Use of data driven decision making in instructional and management leadership.
10. Mobilization of a diverse educational community in the political, social, legal, and cultural context.
11. Protection of the values of democracy, equity and diversity in a 21st century global community with safeguards for safety, privacy, and confidentiality.
12. A professional code of ethics acting with integrity and fairness as a professional educator in a leadership role.
13. Advocacy for all constituents of the educational community, students, families, faculty and staff.
14. Preparation for anticipated change and emerging trends in education, technology, students and teaching and learning support systems.



Advanced Diploma in School Leadership and Technology Program Degree Map (33 credits)

Course No.	Course Title	Credits
EDIT 620	Role of the Computer Coordinator	3
EDLT 800	Organizational Behavior and Leadership	3
EDLT 805	Leadership in Technology	3
EDLT 810	Educational Research	3
EDLT 815	Leadership in Technology II	3
EDLT 820	Developmental Supervision of Instructional Programs	3
EDLT 825	Curriculum Design, Implementation and Assessment	3
EDLT 830	Staff Development and Human Resource Administration	3
EDLT 835	Education Law, Policy and Ethics	3
EDLT 840	Resource Allocation	3
EDLT 845	Administrative Internship* and Seminar	3

- 250 Hours

1. The candidate must be matriculated and have completed a minimum of 24 credits of the required courses in the NYIT Leadership and Technology Program credits and cumulative GPA of 3.3.
2. The candidate must attend an Internship Orientation prior to submitting the Internship Proposal. The orientation will familiarize the candidate with the specific steps in the application process and how to write the proposal.
3. To obtain school building certification, candidates are responsible for taking the NYS CST for School Building Leader.
4. To obtain the Educational Technology Specialist Certification, candidates are responsible for taking the NYS CST for Educational Technology Specialist.
5. The candidate must obtain a copy of the Internship Handbook that includes all required forms.
6. The candidate must submit an Internship Proposal and Internship Activity Plan for the internship experience (Appendix A) before the end of the semester prior to registering for EDLT 845 Administrative Internship and Seminar. This proposal should contain:
 - An Internship Plan of activities for accomplishing the ELCC Standards.
 - Signatures of cooperating building administrator and university supervisor.
7. The candidate must be prepared to engage in a 250-hour internship at the building level. Up to 100 hours may be accrued in advance of the semester registering for EDLT 845.
8. The candidate must have subscription to TaskStream at <https://www.taskstream.com/> for posting artifacts that demonstrate attainment of each standard. **Program Code 4BG3BS**
9. The candidate must attend regularly scheduled seminar sessions lead by the university supervisor to discuss the internship experiences.



Responsibilities of the Participants

Responsibilities of the Intern

The internship program requires the intern to work under the supervision of a Cooperating Building Administrator (CBA). The intern will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the intern to assume leadership roles or to participate and observe the decision-making process are vital to a successful internship experience. The intern is required to provide weekly reports comprised of the Activity Log (Appendix B) and Weekly Reflection Journal (Appendix C) to the NYIT supervisor. The CBA may request copies of these reports. The NYIT supervisor will conduct periodic site visits to observe intern and consult with CBA.

Internship Experiences are opportunities to gain knowledge and skills at new levels of leadership above and beyond job responsibilities.

Interns must realize that they may find themselves "in between" teachers and administrators. Interns who serve as building union representatives may want to consider not serving in that capacity during the internship.

It is essential that interns keep privileged information confidential. If difficulties or problems arise during the internship, the issue should be brought to the attention of the NYIT supervisor as soon as possible. The NYIT supervisor will consult with Department Chair for resolution.

The Intern will conduct a mid-term and final self-evaluation (Appendix E and F), which will be submitted to the NYIT Supervisor and discussed in seminar sessions. The information will be shared with the Chair of the Leadership and Technology program.

The intern will:

1. Develop an electronic portfolio using TaskStream to demonstrate knowledge and skills gained during the internship. Details and scoring rubric for e-portfolio are provided in Appendix G.

Artifacts required for submission to TaskStream e-portfolio system include the following:

- Resume or Curriculum Vita (4%)
- Philosophy of Education with Autobiographical Statement (6%)
- Artifacts to demonstrate competencies for each ELCC standard (70%)

Electronic submission (according to Professor)

- Seminar assignments and reflections (20%)

2. Submitted to NYIT Supervisor weekly:

- **Activity Log.** The intern must maintain an Activity Log recording the required 250 hours of administrative experience. The Activity Log is a record of time spent on significant tasks congruent with the ELCC Standards, NYSSBL Frameworks and NYITSLAT Program Outcomes.
- **Weekly Reflection Journal:** The Intern will maintain a Weekly Reflection Journal as a narrative of significant experiences throughout the internship experience. The Journal is the personal account of reflections and must be maintained throughout the internship experience.

3. **Final Presentation:** The intern will prepare a 15-20 minute presentation describing highlights of the experience to present to peers, NYIT faculty, and cooperating building administrators.



Responsibilities of the Host Cooperating Building Administrator:

- Recommend individuals for admission to the internship
- Supervise intern onsite
- Server as a mentor and model for administrative role
- Meet and communicate with the university supervisor
- Assign administrative duties and tasks aligned with ELCC standards
- Guide the intern in administrative processes and procedures
- Assess progress of the intern

It is recommended that the CBA introduce the intern to the faculty at the beginning of the internship experience and explain the function and duties of the Intern to the administration and faculty. It is important that the CBA and Intern have ample opportunity to communicate with each other.

The CBA faces both challenges and opportunities in sponsoring an Intern. The opportunities lie in being able to make a significant contribution to the education field by modeling an effective administrator for the Intern who is an aspiring future administrator. The challenges lie in facilitating experiences in order for the Intern to make valuable contributions to the school's operation while supporting the Intern's mastery of the many important competencies of the school building leader. The CBA will assist the intern with proposed activities that meet the each standard required for School Building Leader certification. To facilitate the internship, the CBA will provide the following:

- A wide range of experiences that help the intern develop a building-level perspective
- Opportunities to observe the mentor in a variety of situations
- Duties of increasing responsibility as the Internship progresses
- Responsibility for at least one major project which will make a special contribution to the school's program
- Experiences with a variety of personnel and educational services.

NOTE: CBAs are invited to attend and participate (not required) in seminar meetings and find presentations.



Responsibilities of the NYIT Field Supervisor:

Faculty of the NYIT School of Education will provide overall guidance and supervision for the internship program. This includes overseeing the intern's experiences, on-site visitations and facilitating on-campus or on-site seminar sessions. Any issues or concerns that may arise related to the success of the Intern should be brought to the attention of the program chair immediately.

The NYIT supervisors will meet with the intern for a conference at which time the intern will explain the activities and leadership roles will be reviewed for determining progress in meeting requirements. NYIT University Supervisor will facilitate the seminar discussions with a variety of activities and experiences designed to complement the internship, develop the e-portfolio, and to prepare interns for the NYSSBL certification test.

The NYIT supervisor will conduct meetings with the intern for mid-term and final evaluation (Appendix E and F) and a final grade for EDLT 845.

The final grade will be based on

- Final presentation
- Activity Log
- E-portfolio listed in Appendix G
- Participation, written assignments, and attendance at seminar

All assessment scores will be recorded on score sheets and provided to interns at end of internship/EDLT 845 (Appendix H).

Responsibilities of Chair of the NYIT Leadership and Technology Program:

The Chair of the NYIT Leadership and Technology Program will provide the Internship Handbooks and conduct Internship Orientation meetings for each cohort. The Chair of the NYIT Leadership and Technology Program will oversee the field placement with cooperating CBA, assign and supervise the NYIT Supervisors and monitor the internship process. The Chair of the NYIT Leadership and Technology Program will provide clarification of the requirements, as needed, and information about the NYSED School Building Leader certification examination. The Chair of the NYIT Leadership and Technology program, will resolve any issues that may compromise a successful internship experience, and will provide information about opportunities and events that may supplement the internship experience.



APPENDICES

Appendix A: Internship Proposal and Plan.....	19
Appendix B: Weekly Activity Log.....	24
Appendix C: Weekly Reflection Journal.....	26
Appendix D: Internship Log.....	27
Appendix E: Midterm Evaluation.....	28
Appendix F: Final Evaluation	30
Appendix G: Contents for ELCC Standards-Based TaskStream e-Portfolio.....	32
Appendix H: Scoring Rubric for the Internship Portfolio.....	33
Appendix I: Suggested Internship Activities	34



INTERNSHIP PROPOSAL AND PLAN

The purpose of the School Building Leadership Internship is participation in educational administration field-based experience. The internship process is to apply concepts and practices to administrative areas such as instruction, budget and resources, intellectual development of students, school climate, and parent-community relations. Assigned and elective administrative tasks will include activities in the broad areas listed above, plus any other activities suggested by the building and/or university supervisors.

A minimum of 250 hours will be devoted to administrative tasks, functions and activities. The site will be (_____). This internship will include administrative duties as assigned by the cooperating building administrator in coordination with the university field supervisor and/or program advisor. The on-site supervisor will be (_____). The university supervisor will be (_____).

In partial completion of requirements for the School Building Leadership Internship Experience I (_____) agree to the following:

- (A)** I will be responsible for conducting regularly scheduled conferences with the building supervisor and university supervisor. A schedule of conference dates will be provided to the university supervisor.
- (B)** I will carry out administrative functions, observations, and exploration opportunities agreed upon by university and building supervisors and myself.
- (C)** I will maintain a comprehensive log of activities and experiences during the internship. The log will contain field notes including date, description of activity, and length of activity, ELCC standard exhibited, and comments on experiences.
- (D)** I will maintain a weekly reflection journal containing a commentary on weekly activities.
- (E)** I will submit all documentation in electronic format to TaskStream for evaluation by the university supervisor.
- (F)** I will present highlights of my experience to my peers, faculty, and CBA at the end of the internship experience.

_____	Candidate	Date _____
_____	University Supervisor	Date _____
_____	Building Administrator	Date _____
_____	Program Chair	Date _____



INTERNSHIP PLAN

Provide Internship Plan with specific Activities or Interests using the following format. You should include the element as listed in the standards for each proposed activity.

Standard ELCC	Suggested Skill and Experience Areas	Proposed Activities (see pages 34 - 37 for suggested activities)
Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. 1.3 Candidates understand and can promote continual and sustainable school improvement. 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	
Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.	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. 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	



<p>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 evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.</p>	<p>3.1 Candidates understand and can monitor and evaluate school management and operational systems.</p> <p>3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p> <p>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.</p> <p>3.4 Candidates understand and can develop school capacity for distributed leadership.</p> <p>3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>	
<p>Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</p>	<p>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.</p> <p>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.</p> <p>4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p> <p>4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	



<p>Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.</p>	<p>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.</p> <p>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.</p> <p>5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.</p> <p>5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p> <p>5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.</p>	
<p>Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	<p>6.1 Candidates understand and can advocate for school students, families, and caregivers.</p> <p>6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p> <p>6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	



<p>Standard 7.0: A building-level education 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 and is monitored by a qualified, on-site mentor.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
---	---	--

- Form is available via Shared Folder on Google Drive

Proposal Date: _____

Intern Signature: _____

NYIT Supervisor Signature: _____

Program Chair Signature: _____

Final Review Date: _____

Intern Signature: _____

NYIT Supervisor Signature: _____

Program Chair Signature: _____



Appendix B

WEEKLY ACTIVITY LOG

The Weekly Activity Log provides a record of the dates and times of the 250 hours required for the NYIT School Building Leadership internship. Record the information on a daily basis. Duplicate the log for use throughout the internship experience. The log will be reviewed during the on-site meetings and submitted as part of the required documentation for the portfolio.

Site _____ Room _____ CBA _____

Date/Time	Brief Description of Activity	ELCC Standard
Comments:		
Comments:		
Comments:		
Comments:		

Date: _____ Page Total Hours: _____ Cumulative Total Hours: _____

- Form is available via the shared folder on Google Drive



SAMPLE ACTIVITY LOG

Name: Sally Smith

Site: Applegate Elem

CBA Mr. H

Date/Time	Brief Description of Activity	ELCC Standard
September 10, 2010 8:30-11:30 AM	Attended monthly principals' meeting at Central Office with Dr. K.	2. 1
Comments: Discussion centered on school policy for school uniforms. The pros were discussed as developing school pride and identity, reducing peer-pressure, elimination of inappropriate dress for school. Next steps: information meetings with parents, student leadership activity to enforce policy, rewards system for compliance.		
September 10, 2010 1:00-2:00 PM	Attended interviews with director of human resources for prospective teachers for leave replacement positions.	2.3
Comments: I was pleased to see that the meeting focused on professional development training on data analysis with ample opportunity to actively process information and discuss implications with other building leaders throughout the district.		
Comments:		
Comments:		

Date: _____ Page Total Hours: _____ Cumulative Total Hours: _____



WEEKLY REFLECTION JOURNAL

Name of Intern: _____

Dates Covered: _____

The Intern is to devise his/her own format for maintaining a Reflection Journal. The long-term goal for this requirement is that the intern will develop the habit of regular and frequent professional reflection.

Required components are:

Acceptable reflections are written contemporaneously with the events described in first-person narrative.

- (1) The time span (dates) covered by the reflection narrative.
- (2) The narrative relates to events recorded in the daily log.
- (3) Identification of the ELCC Standards that apply to the activities described in the narrative.

Note: The reflection for each week should be 2-3 pages.

WHAT IS A REFLECTION?

Reflection requires actually thinking about what you are doing, why you are doing it, what the outcomes are, and how the information can be used for continuous improvement. It is a critique of your activities and the answer to “So what?”, “What did I learn?”, “What do I still need to know?”, “Who can help me?”, “What can I read?”, “What do I do to adjust what I am doing?” etc.

Acceptable reflections are written contemporaneously with the events described in first-person narrative.

- Form is available via the shared folder on Google Drive



INTERNSHIP LOG

Intern's Name: _____

Intern's Signature: _____ Date: _____

List Dates of Meetings with Principal for feedback: _____

(To the best of my knowledge this information is accurate.)

Principal's Signature: _____ Date: _____

(To the best of my knowledge this information is accurate.)

School: _____

School District: _____

School Demographics: _____

Total Hours Logged for the Spring Semester 2015: _____

- Form is available via the shared folder on Google Drive



MIDTERM EVALUATION

The Mid-term Evaluation is to be completed by the Intern with his/her on site supervisor. After the evaluation is completed the Intern and NYIT Supervisor will discuss and develop, if necessary, plans for improvement

Intern _____

SITE Supervisor _____

Rate the accomplishment of the stated competencies:

ADVANCED (4pts): Knowledge and skills are advanced

PROFICIENT (3pts): Knowledge and skills are adequate

NOVICE: (2pts): Knowledge and skills are at the beginner level

SUPPORT NEEDED (1pt): Knowledge and skills are developing

1. Staff Development: (ELCC Standards 1, 2 & 5, NYS Standards P1 6; P2 1, 2, 3, 4, 5; SLAT 2, 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

2. Curriculum Leadership: (ELCC Standards 1, 2, 5 & 6, NYS Standards P.1 1, 2; P2 1, 2, 3, 4, 5; SLAT 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

3. Supervision of Instruction: (ELCC Standards 2, 3 & 5, NYS Standards P1 1, 2, 3, 4, 5, 6 & 7 P2 1, 2, 3, 4, 5; SLAT 2, 3, 4, 5, 6)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

4. Personnel Management: (ELCC Standards 3 & 5, NYS Standards P1 3, 4 & 6 P2 2; SLAT 4, 5, 7, 8, 10, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

5. Community Relations: (ELCC Standards 4, 5 & 6, NYS Standards P1 1, 2, 3, 4, 5; SLAT 1, 10, 11, 12, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED



6. Legal Issues: (ELCC Standards 3, 5 & 6, NYS Standards P2 8; SLAT 11, 12)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

7. School Finance: (ELCC Standards 3, 4, 5 & 6, NYS Standards P2 7; SLAT 6, 7, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

8. Management: (ELCC Standards 3 & 5, NYS Standards P2 7; SLAT 7)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

9. Technology: (ELCC Standards 1, 2, 3 & 5, NYS Standards P1 1, 2 6; SLAT 6, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

10. Personal Professional Development: (ELCC Standards 1, 2 & 5, NYS Standards P1 1; SLAT 1, 4, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

OVERALL RATING:

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

COMMENTS:

SIGNATURE _____ Date _____



FINAL EVALUATION

The **Final Evaluation** is to be completed by the Intern and NYIT Supervisor **together**.

Intern _____

NYIT Supervisor _____

Rate the accomplishment of the stated competencies:

ADVANCED (4pts): Knowledge and skills are advanced

PROFICIENT (3pts): Knowledge and skills are adequate

NOVICE: (2pts): Knowledge and skills are at the beginner level

SUPPORT NEEDED (1pt): Knowledge and skills are developing

Rate the accomplishment of the stated competencies (CHECK ONE):

1. Staff Development: (ELLC Standards 1, 2 & 5, NYS Standards P1 6; P2 1, 2, 3, 4, 5; SLAT 2, 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

2. Curriculum Leadership: (ELLC Standards 1, 2, 5 & 6, NYS Standards P.1 1, 2; P2 1, 2, 3, 4, 5; SLAT 3)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

3. Supervision of Instruction: (ELLC Standards 2, 3 & 5, NYS Standards P1 1, 2, 3, 4, 5, 6 & 7 P2 1, 2, 3, 4, 5; SLAT 2, 3, 4, 5, 6)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

4. Personnel Management: (ELLC Standards 3 & 5, NYS Standards P1 3, 4 & 6 P2 2; SLAT 4, 5, 7, 8, 10, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

5. Community Relations: (ELLC Standards 4, 5 & 6, NYS Standards P1 1, 2, 3, 4, 5; SLAT 1, 10, 11, 12, 13)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED



6. Legal Issues: (ELLC Standards 3, 5 & 6, NYS Standards P2 8; SLAT 11, 12)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

7. School Finance: (ELLC Standards 3, 4, 5 & 6, NYS Standards P2 7; SLAT 6, 7, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

8. Management: (ELLC Standards 3 & 5, NYS Standards P2 7; SLAT 7)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

9. Technology: (ELLC Standards 1, 2, 3 & 5, NYS Standards P1 1, 2 6; SLAT 6, 9, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

10. Personal Professional Development: (ELCC Standards 1, 2 & 5, NYS Standards P1 1; SLAT 1, 4, 14)

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

OVERALL RATING:

___ADVANCED ___PROFICIENT ___NOVICE ___SUPPORT NEEDED

COMMENTS:

SIGNATURE _____ DATE _____



Contents for ELCC Standards-Based TaskStream e-Portfolio

- I. Resume or Curriculum Vita (4%)
- II. Educational philosophy with autobiographical statement. How did I get here? My experiences related to education so far. (2-3 pages) (6%)
- III. To demonstrate the competencies for each ELCC standard- submit 1 artifacts for each ELCC Standard. Provide a rationale for how the activities that these artifacts represent show evidence that you have met the Standard and include a reflection. Why did you select them? If you were given the opportunity to redo this activity what might you do differently? What was successful? What needs rethinking?

ELCC Standard Elements 1.1-1.5

Candidates understand, develop, articulate, and implement, a shared vision for a school (10%)

ELCC Standard Elements 2.1-2.4

Candidates understand and sustain a school learning environment and instructional Program (10%)

ELCC Standard Elements 3.1-3.5

Candidates understand, monitor and evaluate school management and operational systems (10%)

ELCC Standard Elements 4.1-4.4

Candidates understand and collaborates with families and faculty Community by analyzing schools improvements (10%)

ELCC Standard Elements 5.1-5.5

Candidates understand and act with integrity and fairness (10%)

ELCC Standard Elements 6.1-6.3

Candidates understand and advocate for schools in a Legal, Political, Cultural, Social, and Economic Context (10%)

ELCC Standard Elements 7.1-7.3

Evidence of Internship Experience (Final Presentation) (10%)

- IV. Activity Log (20%)
- V. Conclusion/PRESENTATION/Reflection-UPLOAD to TaskStream



Scoring Rubric for School Leadership and Technology (SLTECH) E-Portfolio and Seminar

Intern _____

NYIT Supervisor _____

Resume or Curriculum Vita	4 pts	
Your educational philosophy and personal vision for School Leadership	6 pts	
<u>Competencies for each ELCC standard elements</u>		
ELCC Standard Element 1 Candidates understand, develop, articulate, and implement, a shared vision for a school	10 pts	
ELCC Standard Element 2 Candidates understand and sustain a school learning environment and instructional Program	10 pts	
ELCC Standard Element 3 Candidates understand, monitor and evaluate school management and operational systems	10 pts	
ELCC Standard Element 4 Candidates understand and collaborates with families and faculty Community by analyzing schools improvements	10 pts	
ELCC Standard Element 5 Candidates understand and act with integrity and fairness	10 pts	
ELCC Standard Element 6 Candidates understand and advocate for schools in a Legal, Political, Cultural, Social, and Economic Context	10 pts	
ELCC Standard Element 7 Evidence of Internship Experience (Final Presentation)	10 pts	
Seminar – Assignments, Reflections	20 pts	
	TOTAL	



Suggested Internship Activities for Associated Standards

Standard 1.0: Candidates who complete the program are 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 school vision of learning supported by the school community.

Note: indicate which activities meet each element of the standards

Suggested Activities

- Attend building level strategic planning meetings
- Implement vision and mission at building level
- Oversee grant proposals to gain resources
- Create action research around student learning
- Assess existing and potential resources for attainment of school mission and/or vision
- Develop a vision of effective leadership, teaching and learning for your school, department or grade level
- Facilitate the revision of the school mission/vision statement
- Review current requirements for your school under federal and state and compile a list of actions needed to meet mandates
- With permission of the superintendent or principal, observe a school meeting where the leader plans to use collaborative decision making
- Evaluate School Improvement Plans (SIP)
- Compare building level SIP to District plans
- Critique communication in school

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 promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Suggested Activities

- Chair school professional development committee assess needs
- Lead parent and teacher focus groups on high-stakes testing and alternate testing
- Disaggregate student assessment data and prepare an analysis
- Participate in IEP meetings
- Become a faculty representative for community organization
- Organize and implement programs to improve student achievement
- Initiate faculty sharing sessions on technology
- If allowed, observe teachers through classroom observations and give feedback



- Review teacher applications, participate in interviews, assist in selection committee
- Serve on a committee of curriculum alignment
- Participate in or lead the examination of testing policy and procedures in your school
- Develop and implement a school improvement project base on an analysis of current school needs
- Participate in conference dealing with student discipline
- Participate in the district textbook selection process
- Participate in the process of student scheduling
- Survey school faculty on methods to motivate students
- Conduct a staff development activity at your school
- Meet with a school leader involved in implementing a school change

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Note: indicate which activities meet each element of the standards.

Suggested Activities

- Serve on a hiring committee
- Analyze budget and identify how specific budget allocations support the school improvement strategic plan
- Work with central office and participate in recruitment planning
- Develop staff orientation for induction into the organization
- Work with building administrator on budget process
- Review building safety/crisis management plan
- Conduct a needs assessment of building and grounds and repairs
- Prepare or update safety/crisis management plan
- Observe student discipline process
- Serve on technology committee
- Work with teachers experiencing challenges with discipline
- Develop student activities handbook
- Participate in the development of the school master schedule
- Participate in or lead some aspect of attendance report
- Review procedures and participate in school opening and closing of the school year
- Observe a food service working in the preparation of a breakfast or lunch meal

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Note: indicate which activities meet each element of the standards.



Suggested Activities

- Plan new student and parent orientation program
- Prepare monthly school newsletter, including tips for parents
- Design a brochure for community support
- Provide conflict mediation or team building training for faculty
- Develop a mentor program for at-risk students
- Participate at PTA meeting
- Design a school informational brochure
- Assist in the development of written communication to send to parents to the public
- Participate or lead in some aspect of a program to promote cultural diversity in the school
- Participate in or lead the establishment of school partnerships
- Write a proposal to increase or improve parent involvement in the school
- Observe a school improvement meeting assess the role of parents in the process and provide recommendations of increasing parent effectiveness
- Compile a list of social agencies that will be helpful to all stakeholders

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by activity with integrity, fairly, and in an ethical manner.

Note: indicate which activities meet each element of the standards.

Suggested Activities

- Participate in or lead an examination of the school honor code
- Participate in or lead the creation of a code of ethical practice
- Review the schools budgeting process
- Prepare a presentation to the faculty on ethics
- Observe a student disciplinary meeting with an ethical eye
- Examine the schools symbols and traditions and develop new programs to build upon these
- Meet with a group of students to gain their beliefs about ethical practices in the classroom; then compile the list and make recommendation
- Participate and examine technology acceptable use policy - confidentiality, privacy, security

Standard 6.0: Candidates who complete the program are 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.

Note: indicate which activities meet each element of the standards.



Suggested Activities

- Attend a school board meeting and interview a school board member about the challenges of the role
- Investigate the means by which administrators remain updated on legal issues
- Attend a session in juvenile court
- Attend a special education placement or annual review meeting
- Participate or lead in the process of writing a grant application or proposal
- Review the requirement for the current **Individuals with Disabilities Education Improvement Act** (IDEIA) and compile a list of the recommendations about what administrators need to know about IDEIA guidelines
- Using current literature, compile a list of current issues that affect teaching and learning
- Write a professional development plan or be involved in the process, to assist a colleague to write a plan

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders.
- The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- Each candidate should have a minimum of 250 hours of Internship experience:
- Candidates apply skills and knowledge articulated in the ELCC standards, as well as state and local standards for educational leaders.
- Experiences are designed to accommodate candidates' individual needs.
- Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

The Following Activities may apply to any or all ELCC standards depending on the assignment:

- Serve as the substitute for the principal or assistant principal when they are absent
- Participate in the coordination of a summer school program

These activities are suggestions and are not meant to be an exhaustive list of possible activities



