

**School Building Leader
and
School District Leader
Intern Handbook**

EDL 555 Requirements



****PLEASE NOTE IMPORTANT CHANGES REGARDING YOUR INTERNSHIP
CERTIFICATE AND SUBMISSION OF ALL INTERNSHIP MATERIALS ON THE
CHECKLIST (PAGE 29)**

REVISED NOVEMBER 2017

**School Building and School District Leader Intern Handbook:
EDL 555 Requirements**

Table of Contents

I.	Internship Application (Required prior to beginning internship)	3-4
II.	Professional Standards for Educational Leaders <i>(Formerly ISLLC Standards)</i>	5
III.	Internship Requirements Including Applying for your Intern Certificate	6-7
IV.	Steps for Securing Your Internship (Required prior to beginning internship)	8
V.	Additional Components of EDL 555	9-25
	a. Intern Self-Assessment (Required prior to beginning internship) Form A	9-13
	b. Internship Goals and Objectives	14
	c. Reflective Journal	14-15
	d. Annotated Record/Professional Reading	15-16
	e. STAR* - Formatted Activity Descriptions	16-17
	f. Leadership Project	17
	g. Required Documentation	18
	h. Educational Leadership Internship Evaluations	18-28
	i. Form B Mid-Point and Final Internship Evaluation	19-23
	ii. Form C Professional Standards Rubric	24
	iii. Form D EDL Program Rubric	25-28
VI.	Le Moyne College Site and College Supervisor Agreements	29
VIII.	Petition to Graduate	30
VII.	Internship Packet Checklist	31

[Last Name]

[First Name]

[Maiden Name]

[M.I.]

Directions: This is a proposal for serving as a Leadership Intern. Please complete all information requested and forward two copies of or email all requested materials to: **Dr. Suzanne Gilmour, Director, Educational Leadership Program 101 Reilly Hall, 1419 Salt Springs Road, Syracuse NY 13214 or gilmous@lemoyne.edu**. The information will be reviewed to assure that your proposed internship is appropriate and comprehensive. A leadership internship must be equivalent to a minimum of 15 weeks full-time service. You will be notified when the review process is completed and the proposal is considered acceptable. **Please note: This is not an application for registration into EDL 555 Leadership Internship. The intern must register in the Education Department for the 6 - credit course. Online registration for this is not available.**

PERMANENT CONTACT INFORMATION	INTERNSHIP SITE INFORMATION
Home Address:	
City: State: NY Zip	
Phone:	Address
Le Moyne E-mail:	City: State: NY ZIP
Work Phone: Home Phone: Cell Phone:	
Date your internship will begin:	Date your internship will conclude:
Name/Title of On-site Supervisor:	
Site Supervisor's E-mail:	
Title of Internship:	
Time of day you will be serving as leadership intern:	

Please attach the following items with this proposal: See checklist at the end of this packet

- A complete job description outlining the title, duties and responsibilities of the internship including your tentative internship goals and objectives
- Letter from your on-site supervisor consenting to supervise the internship
- Letter from the district superintendent indicating knowledge and approval of the internship

Internship Options:
Option A: Half time/Full Year [Minimum of three clock hours per day]
Option B: Full time/Half Year [One Semester] [Minimum of six hours per day]
Option C: Two consecutive Full Time Summer School (Minimum of six clock hours per day with additional experience determined for during the school year). The intern will design this with her/his supervisor.
Option D: One Full Time Summer School [Minimum of six clock hours per day] and half time during the fall and/or spring semester [Minimum of three clock hours per day]

**Requirements for Admittance into a Leadership Internship: The intern has
[Check all requirement that have been completed]**

Been officially accepted into Educational Leadership Department's CAS program.
Completed twelve- fifteen semester hours of program course work.
Obtained approval from site supervisor. See attached form Appendix
Obtained approval from the district superintendent.
A job description that is developed in collaboration with the site supervisor,
Completed the self- assessment.
Completed the <i>Petition to Graduate Form</i>

Evidence of Course Work:
Please complete the following chart.

Course number & Name		Semester and year taken
EDL		

All students completing internships that include spring semester or are 2-summer internships graduate in August but are encouraged to walk the stage for graduation in May.

Applicant's Signature _____ **Date** _____

Please Note: No internships are officially accepted until this form, the internship proposal, the job description, and the schedule are approved by the Director of the Le Moyne Leadership Program; the student then must enroll in EDL 555 Leadership Internship and this registration needs to be completed through our office and not online since it requires approval. This proposal is not an application to the course. **Please email or mail your materials and verify that they have been received with a follow-up email to the Director.**

For Department Use Only

_____ Approved Date ___/___/___ _____ Disapproved Date ___/___/___

Director of Educational Leadership _____

Comments: _____

College Supervisor Assigned _____

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Adopted October 2015

(Formerly known as the ISLLC Standards)

These new standards communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders. There is a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century. Future leaders will be expected to demonstrate these standards throughout their coursework and their internship experiences.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

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

Standard 4. Curriculum, Instruction, and Assessment

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

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

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

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Link to Full Standards and Domains:

http://blogs.edweek.org/edweek/District_Dossier/2015/11/professional_standards_school_leaders.html

National Policy Board for Educational Administration

Internship Requirements

The internship is possibly the most important aspect of the preparation of school administrators. An increasing body of research shows that it is during the internship that the prospective leaders develop the model of the type of administrator he or she will become. It is through the internship that the intern has the unique opportunity to develop key skills needed for leadership. The prospective administrator works with one or more site supervisor/mentor(s) to practice the skills, knowledge and attitudes developed through the classroom portion of the leadership preparation program. In addition, the intern is exposed to practical aspects of administration, which cannot be taught in a theoretical setting. The internship represents a cooperative effort between local school districts and the college. This section of the Internship Handbook is designed to make clear the responsibilities of the leadership intern, the site supervisor/mentor and the college supervisor.

The internship is a field experience with a practicing administrator that must be the equivalent to a *minimum* of 15 weeks (600 clock hours) full-time active participation in leadership skills worth six college credits. It is through such experience that professionals practice the skills, knowledge, and attitudes learned in the classroom. The site supervisor/mentor plays a key role in this practice by providing a model, selecting and structuring the experience from which the intern can benefit, and allowing the intern to build competence in a “safe” apprenticeship environment. Directed selective experience increases the likelihood that mistakes will be kept at a minimum, and that the consequences of mistakes will not be severe. The intern can begin slowly, can observe and practice, and as he/she becomes more confident and competent, can tackle increasingly complex and difficult situations.

One purpose of the internship is to provide the candidate with the opportunity to gain experience in applying theories, procedures and skills learned in the classroom to real situations. An equally important second purpose, however, is to provide the candidate with an opportunity to place these in the context of the school, and to add the information and develop the skills which are not included in formal college classroom instruction. Just as the student teacher learns from the master teacher a great deal about social norms of teaching, so the leadership intern learns the behavior and deportment expected of an administrator. Thus, the site supervisor/mentor is doing more than selecting the structure of the intern’s experience; he or she, along with other administrators in the building, is serving as a model for the intern to emulate.

Another purpose of the internship is to be a final screening device for certification. In order to be eligible for a school building leader, school district leader or school district business leader certificate, the candidate must receive a passing grade for the internship. The candidate who has done well in the college classroom and who understands the theories of school administration must be able to apply appropriately those theories in actual school situations. The site supervisor/mentor and the college supervisor will discuss whether the candidate has satisfactorily demonstrated the attitudes and abilities, which qualify him/her for entry into the profession. The final decision will reside with the college supervisor in consultation with the Le Moyne Director of Educational Leadership.

The internship is greater than the total number of hours and is designed to help prepare you for future successful leadership positions and for successful completion of the required EAS, SBL and SDL NYSED assessments.

If you are completing a 2-summer internship, you will engage in leadership experiences throughout the year in between to help you gain additional skills and content.

In summary, the internship experience provides:

For the intern

- Fulfillment of a requirement in the NYS leadership certification program
- An opportunity to experience the role of an education leader and decide if she/he wishes to pursue the role of an education leader as a career
- An opportunity to assume increasing responsibility and gain confidence in administrative tasks
- An opportunity to model the new *Professional Standards for Educational Leaders*

For the site supervisor/ (s)/mentor

- A chance to “pass the torch”, sharing experience and expertise with the next generation of school leaders and to have real influence on their learning
- Additional assistance from a person with fresh ideas and enthusiasm and background from recent academic coursework

For the college supervisor

- An opportunity for the college supervisor to observe the intern in actual practice before making a decision to endorse him/her for a leadership certificate
- An opportunity to have close contact with the “real world” of school administration

Applying for your Intern Certificate:

To obtain an intern certificate please do the following: (1) email Mrs. Trait trait@lemoyne.edu that you are going on your TEACH site www.highered.nysed.gov/tcert/teach to apply for the internship certificate. (2) She will provide you with the appropriate required code which you will enter on the site. (3) Once you have done this, email her again and she will go on and recommend you. This intern certificate requires a recommendation from Le Moyne. **It is necessary for you to contact Mrs. Trait to obtain your SBL internship certificate PRIOR TO your internship being approved.** Trait@lemoyne.edu Please **DO NOT** apply for SDL.

You also need to register and successfully complete the assessments for Educating All Students (EAS), School Building Leader (SBL) and School District Leader (SDL) (if applicable). In addition you will need to document that you have completed the required DASA training.

Please note that if you are completing a two-summer internship you will register for all 6 credits the first summer. If you are not taking additional courses during the school year, you may need to begin repaying any students loans 6 months after your first summer. Please check with financial aid for the most current information related to your financial situation. Your Le Moyne email will be discontinued if you have not used it in 120 days. Please contact IT to have it reinstated.

All interns are required to have a Le Moyne email account. Please contact our IT department if you do not. Some of the required graduation materials are only sent out on this email account and not on other accounts you may have been using during the program.

15 Steps for Seeking and Finalizing Your Internship – EDL 555

1. Make sure you are accepted into the appropriate graduate leadership program and you have returned your acceptance form to the Graduate Admissions Office. **All students begin with SBL and then we add on SDL later.** SDBL students apply for this.
2. Review the internship handbook and familiarize yourself with the required components.
3. Take the self-assessment. You will share this with Dr. Gilmour and your site and college supervisors. Your Internship Plan will be developed using this.
4. Have conversations with leaders in your setting and/or other settings who may have or might be able to help design a possible internship.
5. Identify and gain permission to work with a certified, experienced administrator, site supervisor/ mentor in a particular school district and secure permission from the district's superintendent to do your internship. Written letters of permission must accompany the Internship Proposal.
6. Communicate with those offering the internship that you must have this **approved by the college prior to your saying “yes” to their offer.**
7. Schedule a time to talk with Dr. Gilmour to discuss your internship proposal and internship goals, which are based upon the self-assessment (Pages 9-13 in the Internship Handbook)and your proposed job description. This will be refined when you meet with your college and site supervisors.
8. Complete the appropriate pages in the internship handbook, including a job description etc., self-assessment. Please also complete the *Petition to Graduate form Page 28* in the Internship Handbook for use within the department recommending you for graduation and certification at the appropriate time. At a later date, you will also receive another form from the college that you will also need to complete. This is why you should check your Le Moyne email regularly.
9. Email/mail these documents to Dr. Gilmour. She will review your plan and be in touch with any changes that are needed and then with the final approval. Make sure you check off each required item on the check off form – (page 29)
10. Once you have received your approval, email Mrs. Linda Cerio (ceriols@lemoyne.edu) to register for the 6-credit internship EDL 555, indicating you have my approval and please include the following: your full name; address; student # or the last 4 digits of your SS#; semester for which you are registering. Because this internship requires approval, you will not be able to register for this online.
11. Dr. Gilmour will review all internship proposals to determine the best match with college supervisors (building levels, areas of expertise- e.g. SBL or SDBL, geographic location, etc.)
12. To obtain an intern certificate please do the following: (1) email Mrs. Trait (trait@lemoyne.edu) that you are going on your TEACH site www.highered.nysed.gov/tcert/teach to apply for the internship certificate. (2) She will provide you with the appropriate required code which you will enter on the site. (3) Once you have done this, email her again and she will go on and recommend you. This intern certificate requires a recommendation from Le Moyne.
13. Once your supervisor is assigned, be in contact with your college supervisor to set up a meeting to discuss your individual plan. She or he, in conjunction with your site supervisor is your best advocate for the internship.
14. Be sure to include on your own calendar (1) the required intern seminars- when announced, (2) the dates you have decided you will take the required assessments- EAS, SBL, SDBL and or SDL, (3) the date for taking DASA if you have not already done so.
15. Throughout your internship please contact Mrs. Cerio ceriols@lemoyne.edu if you have questions regarding registration or Mrs. Trait (trait@lemoyne.edu) regarding certification or Dr.Gilmour (gilmous@lemoyne.edu) if you have questions about your program.

Congratulations on this next step in your professional journey!

NAME

DATE

INTERN SELF-ASSESSMENT: FORM A

The intern self-assessment form is designed for the intern to think about his/her skills for school leadership and assess which areas are ones of strength and which are ones in need of improvement. Interns need to read the skills description, think about their expected ability level with regards to that particular skill and rate themselves with a score of 4 (very high), 3(high), 2(moderate), or 1(low). It is understood that the intern may not have a clear idea on how well he/she would perform on these skills, but the intern should never-the-less make a guess as how he/she would perform based on past experiences as an educator. **Please submit this with your internship packet and share with your supervisor.**

Performance Rubric (Measures of Competence)

- x Not measurable at this time
- 1 Beginning status; limited experience – This is (almost) entirely new to me. I have little or no experience or knowledge of this aspect of leadership.
- 2 Satisfactory competency - I believe I can do this and have some related, if not direct, experience. However, I need more experience in this area.
- 3 Very competent - I am confident in my ability/experience with this.
- 4 Outstanding competency - I have an exceptional level experience with this, can do this, and am confident in my abilities

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a. Develop and educational mission for the school to promote the academic success and well-being of each student.
- b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c. Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; opened, caring and trust; and continuous learning.
- d. Strategically develop, implement and evaluate actions to achieve the vision for the school.
- e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Score: _____

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.
- c. Place children at the center of education and accept responsibility for each student's academic success and well-being.

- d. Safeguard and promote the values of democracy, individual freedom, and responsibility, equity, social justice community and diversity.
- e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Score: _____

Standard 3. Equity and Cultural Responsiveness

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

Effective leaders:

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

Score: _____

Standard 4: Curriculum, Instruction and Assessment

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

Effective leaders:

- a. Implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.
- b. Align and focus systems of curriculum, instruction and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners and healthy sense of self.
- c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student.
- d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e. Promote the effective use of technology in the service of teaching and learning.
- f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Score: _____

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.
- b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.
- e. Cultivate and reinforce student engagement in school and positive student conduct.
- f. Infuse the school's learning environment with the culture and languages of the school's community.

Score: _____

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

Score: _____

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning
- b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.
- c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and

- equitable practice; trust and open communication; collaboration; collective efficacy, and continuous individual and organizational learning and improvement.
- d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 - e. Develop and support open, productive, caring and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
 - h. Encourage faculty-initiated improvement of programs and practices.

Score: _____

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a. Are approachable, accessible, and welcoming to families and members of the community.
- b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c. Engage in regular and open two-way communication with families and the community about the school, students, needs problems and accomplishments.
- d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage in resources for the school.
- e. Create means for the school community to partner with families to support student learning in and out of school.
- f. Understand, value and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g. Develop and provide the school as a resource for families and the community.
- h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i. Advocate publicly for the needs and priorities of students, families, and the community.
- j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Score: _____

Standard 9. Operations and Management

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

Effective leaders:

- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community's professional capacity and community; and family and community engagement.
- d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e. Protect teachers' and other staff members' work and learning from disruption.
- f. Employ technology to improve the quality and efficiency of operations and management.
- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school environment.

- h. Know, comply with, and help the school community understand local, state, and federal law, rights, policies, and regulations so as to promote student success.
- i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j. Develop and manage productive relationships with the central office and school board.
- k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Score: _____

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

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

Score: _____

***Please include this self-assessment**

(1) with your internship packet and

(2) plan to share this at your first meeting with your college intern supervisor.

Internship Goals and Objectives

Before the internship may begin, upon completion of the Self-Assessment Form, the intern will meet with the site supervisor/mentor and together create a statement of goals and objectives that address the interests, skills and abilities identified on the Self-Assessment Form as well as introduce the intern to as many real-life administrative experiences as possible. **This tentative list of goals and objectives will be submitted with the leadership intern application.** These goals and objectives will be shared with the assigned college supervisor. During the internship, the intern, the college supervisor, and the mentor will determine whether these goals and objectives are realistic and appear to be attainable or if some need to be revised/eliminated with new goals and objectives that have emerged because of the responsibilities/ duties of the intern. At the midterm of the internship, the intern and mentor may develop a revised list of goals and objectives. At the end of the internship, the intern, mentor, and college supervisor will develop a final list of goals and objectives accomplished during the internship period. **The goals and objectives need to be congruent with the new Professional Standards for Educational Leaders. One goal must be related to supervision and one must be related to school finance.**

Sample Goals and Objectives

Curriculum and Instruction

Goal 1: Be able to demonstrate the ability to evaluate a teacher * **This is required**

Objective: The intern will use the clinical supervision model (or current model used in the setting) to evaluate willing teachers in concert with the district's APPR.

Activity 1: Meet with teacher to discuss clinical supervision options

Activity 2: Observe teacher using clinical supervision techniques

Activity 3: Meet with teacher to discuss and share the results

Goal 2: Be able to articulate the curriculum and instructional strategies being used in the classroom

Objective 1: The intern will observe and take note in a minimum of two different classrooms at the same grade level and a minimum of three different grade levels.

Activity 1: Visit willing teachers and classrooms as much as possible

Activity 2: Suggest to teachers that you would be interested in being a guest presenter or willing to help out in any way.

Discipline

Goal 1: Be able to articulate the procedures implemented for disciplining students

Objective 1: The intern will assist the principal and assistant principal with disciplinary concerns. Activity

1: Read and become familiar with the discipline policy of the school/district.

Activity 2: Attend disciplinary conferences

Activity 3: Attend suspension/expulsion hearings and/or have conferences with hearing officer(s)

Reflective Journal The intern must maintain a reflective journal. First the intern must identify with the approval of the college supervisor a format that lets him/her accumulate the necessary information easily on a regular/daily basis. The journal should provide an account of events (or a critical event) that occurred during the internship experience and the intern's thinking regarding *what s/he learned* about him/herself and school leadership from the experience(s). It should not simply be a listing of what the intern did on a particular day.

Sample Reflective Journals

Sample 1

Date	Activities	Goal Category	Reflection
Monday 1/25/16	Technology committee meeting discussing what will be needed, work on presentation, discuss creation of extra classes for next year and prediction of enrollment, discussion of speech placement and special education programs, assist teacher to her car, attend school board meeting	Instructional Leadership Managing the Learning Environment Community and Stakeholder Partnerships Decision Making Strategies Technology Human Resource Development	I was an observer at the first part of the Technology meeting but soon discovered that I knew more about current tech than the other administrators and they were eager to hear my ideas. I was surprised at how much special education knowledge is required of a principal. Board meetings last forever- what formality!
Tuesday 1/26/16	Building walk, greet children, help to solve a testing problem for first grade, kindergarten assistance, bus time dismissal, explain technology at teachers meeting, PTO meeting	Instructional Leadership Managing the Learning Environment Community and Stakeholder Partnerships Technology	Being visible is such an important part of leadership –both for the faculty and for the students. The Technology presentation would have gone better if I had anticipated that not all teachers knew how to do Power Point.

Sample 2

Monday, 1/25/16 8 a.m. – 11 p.m.

Technology committee meeting discussing what will be needed, work on presentation, discuss creation of extra classes for next year and prediction of enrollment, discussion of speech placement and special education programs, discussion of placement of special education students, assist teacher to car, attend school board meeting.

Reflection

I was an observer at the first part of the Technology meeting but soon discovered that I knew more about current tech than the other administrators and they were eager to hear my ideas. I was surprised to learn how much special education knowledge is required of a principal. Board meetings last forever – what a formality!

Tuesday, 1/26/16 8 a.m. – 9 p.m.

Building walk, greet children, help to solve testing problem for first grade, Kindergarten assistance, bus time dismissal, explain technology at teachers meeting, PTO meeting.

Reflection

Visibility is such an important part of leadership – both for faculty and students. The technology presentation would have gone better had I anticipated that not all teachers knew how to do Power Point.

Annotated Record/Professional Reading

The intern will develop an annotated bibliography of materials read and reviewed during the internship period. The bibliography could include student handbooks, teacher handbooks, policy manuals and materials used on site

as well as books and periodical literature related to the internship. APA style should be used for books and periodicals, Annotations should provide a brief synopsis of the content/focus of the cited material. A minimum of 10 readings should be included. These readings should not include textbooks and assignments from other classes. Books and periodicals must have a copyright date of 2006 or later. District materials might be older.

Sample Annotated Record/Professional Reading

The listing should include handbooks, policy manuals used on site as well as books and periodical literature related to the internship. APA style should be used for books and periodicals. Annotations should provide a brief synopsis of the content/focus of the cited material. A minimum of 10 readings should be included. These readings should not include textbooks and assignments from other classes.

Name: _____ **Date:** _____

SAMPLE BOOK

Terrell, R.D., & Lindsey, R.B. (2013). *Culturally proficient leadership: The personal journey begins within 3rd edition*. Thousand Oaks, CA: Corwin Press.

With schools becoming more diverse, the ability of leaders to understand and respect students' cultural diversity is essential. This book provides strategies for building a school culture that promotes a culturally proficient environment for students and staff.

PERIODICAL LITERATURE/WHITE PAPERS/ETC.

Hammond, L., LaPoint, M., Meyerson, D., Orr, M., & Cohen, C. (2007) *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs: Final report*. Stanford, CA: Stanford University Press.

Engaging leadership students in authentic analysis of issues and real-life situations is essential for the preparation of these future leaders. The Wallace Foundation has been instrumental in supporting and documenting these best practices.

HANDBOOKS/POLICY MANUALS OF DISTRICT OR SCHOOL INFORMATION MATERIALS

List of unpublished materials that are school, district or state specific that were found to be particularly valuable to you.

Star*- Formatted Activity Descriptions

During the internship, the intern will write four (4) papers using the STAR (Situation- Task-Action-Result) format that describe four different activities or events in which the intern participated during the internship involving different leadership essential characteristics. Each paper will identify the leadership characteristic for which the STAR is being developed. The SITUATION and TASK that were presented to the intern will be described. The description should discuss the context or setting in which the experience took place and detail the task and its surrounding circumstances. A description of the ACTION will follow. What did you do? What did you say? What were the steps you took to reach your goal or accomplish your objective? In describing your actions, provide a specific step-by-step description of your actions. Do not talk about what you intended to do or what your co-workers did. The paper will end by reporting your RESULTS. What was the final outcome? What is your final assessment of the actions you took? The result is the outcome or consequence of actions taken. Were your actions effective in changing or somehow affecting the original situation? Your Star*- formatted activity descriptions should provide a fairly complete description but should not exceed two pages (double spaced) in length. It should also provide an example of your best written communication skills. An example of a STAR*- formatted activity description is contained elsewhere in this packet. *** **Please note that one of your STAR activities must be related to school finance/budgeting.**

Example of a STAR*-Formatted Activity Description

Name: _____ Date: _____

Essential Characteristic of Effective Leader: Instructional Leadership

Situation

Establishing classes to meet the needs of summer school students in Grades K-5.

Task

The task was to establish classes and prepare to hire teachers for these classes. My objective was to put the classes together from the two feeder schools with similar academic need and to find a teacher who would use an academic program to encourage continuous progress during the summer school period.

Action

I used the student referral packet and class lists from the two schools feeding into Smithfield School's summer session. I grouped the students by grade attempting to balance the classes with similar numbers. The list of teachers and teaching assistants who had applied for summer school positions was used, and special attention was given to the teachers who were from the feeder schools and from Smithfield. After listing eligible teachers, I began the hiring process. Input on each candidate was sought from the principal or assistant principal of each teacher's home school since we were looking for teachers who used a holistic approach to teaching and would use varied methods to reach children at their level. Teachers also needed to be sufficiently skill driven to strengthen student academic skills as needed. I assumed responsibility for interviewing candidates and in coordination with the administrative staff from the building finalized recommendations to hire a staff of 25.

To facilitate a smooth summer school, a preplanning meeting for summer school staff was planned and held on May 18. The agenda included expectations, goals and needs for an effective summer school session (see attached). Teacher input was also sought during the meeting.

Result

The final outcome of the preparation for summer school was: the core of teachers was hired and ready to begin using the class lists they were given in preplanning. We did have some changes in both the lists and teacher assignments at the beginning of summer school. The planning of a strong core of teachers and support personnel was important to the changes that took place on the first day of student attendance. Adjustments were made to class lists and another teacher was added to assist with unexpected student enrollment.

***Based on materials from College of Education, University of Central Florida, Orlando, FL.**

Leadership Project

Early during the internship period, the intern will work with site supervisor/ mentor to determine a problem/situation that the school or district is facing. This may be a staffing issue, a curriculum issue, a redistricting issue, a facility issue, etc. During the internship period, the intern will assume the leadership in solving this problem by carefully, thoughtfully analyzing the issue to define the parameters, the stakeholders involved, the research/data collection that has been done and determine what research/data collection needs to be done and suggest possible solutions to the problem/situation. Preferably the project will involve the intern leading a committee, task force or other staff members to complete the project. The intern will write a summary of this process and submit this report to the site supervisor/mentor. The intern will also submit it with other required materials to the Le Moyne College at the end of the internship period.

Required Documentation

Each intern will maintain a 3- ring binder or an e-portfolio with sections identified by the college supervisor. At the end of the internship, the intern will use a thumb drive containing information from the sections determined by the college supervisor. No internship will be considered complete until the binder/electronic portfolio and the thumb drive have been submitted to and approved by the college supervisor. **Please remember to make sure your name is on all materials including your thumb drive.**

Educational Leadership Internship Evaluations

At the mid-point and final point of the internship period, a formal assessment of the intern's level of competency with regard to the NYS Leadership Internship will be completed by the intern, the site supervisor/mentor, and the college supervisor. A three-way meeting among intern, site supervisor/mentor and college supervisor may be held to discuss the assessment form B. This evaluation is based upon the new Professional Standards for Education Leaders. In addition, all interns will be evaluated on the Education Department's Professional Standards using the form C, and the EDL Program Evaluation Form D that are included in this packet.

NAME _____

MID-POINT & FINAL SBL/SDL LEADERSHIP INTERNSHIP EVALUATION FORM B

Directions: At the mid-point and conclusion of the administrative internship, assess your intern in relation to the skills identified under each leadership characteristic, and give one overall score for the entire category that best describes the intern's level of competence.

Performance Rubric (Measures of Competence)

- x Not measurable at this time
- 1 Beginning status; limited experience – This is (almost) entirely new to the intern. The intern has little or no experience or knowledge of this aspect of leadership.
- 2 Satisfactory competency- The intern believes he or she can do this and has some related, if not direct, experience. However, the intern needs more experience in this area.
- 3 Very competent - The intern is confident in her/his ability/experience with this.
- 4 Outstanding competency –The intern has an exceptional level experience with this, can do this, and is confident in her/his abilities

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- h. Develop an educational mission for the school to promote the academic success and well-being of each student.
- i. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- j. Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous learning.
- k. Strategically develop, implement and evaluate actions to achieve the vision for the school.
- l. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- m. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- n. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Score: _____

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

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

Score: _____

Standard 3. Equity and Cultural Responsiveness

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

Effective leaders:

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

Score: _____

Standard 4: Curriculum, Instruction and Assessment

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

Effective leaders:

- h. Implement coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.
- i. Align and focus systems of curriculum, instruction and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners and healthy sense of self.
- j. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy and the needs of each student.
- k. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- l. Promote the effective use of technology in the service of teaching and learning.
- m. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- n. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Score: _____

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- g. Build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.
- h. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- i. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- j. Promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.

- k. Cultivate and reinforce student engagement in school and positive student conduct.
- l. Infuse the school's learning environment with the culture and languages of the school's community.

Score: _____

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- j. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- k. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- l. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- m. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- n. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
- o. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- p. Develop the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.
- q. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- r. Tend to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.

Score: _____

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

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

Score: _____

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- k. Are approachable, accessible, and welcoming to families and members of the community.
- l. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- m. Engage in regular and open two-way communication with families and the community about the school, students, needs problems and accomplishments.
- n. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage in resources for the school.
- o. Create means for the school community to partner with families to support student learning in and out of school.
- p. Understand, value and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- q. Develop and provide the school as a resource for families and the community.
- r. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- s. Advocate publicly for the needs and priorities of students, families, and the community.
- t. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Score: _____

Standard 9. Operations and Management

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

Effective leaders:

- m. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- n. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- o. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community's professional capacity and community; and family and community engagement.
- p. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- q. Protect teachers' and other staff members' work and learning from disruption.
- r. Employ technology to improve the quality and efficiency of operations and management.
- s. Develop and maintain data and communication systems to deliver actionable information for classroom and school environment.
- t. Know, comply with, and help the school community understand local, state, and federal law, rights, policies, and regulations so as to promote student success.
- u. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- v. Develop and manage productive relationships with the central office and school board.
- w. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- x. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Score: _____

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

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

Score: _____

Signature(s):

_____ Intern

_____ Site Supervisor

_____ College Supervisor

Date:

NAME _____

LEMOYNE PROFESSIONAL STANDARDS : FORM C

	Unable to Assess (1)	Not yet applicable (2)	Developing (3)	Proficient (4)
Takes initiative Claims 2,3,4 PSEL Standards 1-10 Score _____			Makes some decisions and takes steps without continuous supervisory prodding but needs support and intervention from supervisors; Displays industrious work ethic; Goes beyond minimal requirements	Makes decisions and takes steps without continuous supervisory prodding; Displays industrious work ethic; Goes beyond minimal requirements
Demonstrates Reflective Practice Claims 2,3,4; PSEL Standards 1-10 Score _____			Engages in self-analysis when encouraged and learns from experience; Makes some changes based on self-awareness; Seeks and accepts constructive criticism and feedback when encouraged to do so ; Seeks ways to initially understand issues and ideas that are unfamiliar.	Engages in self-analysis and learns from experience; Makes changes based on self-awareness; Seeks and accepts constructive criticism and feedback; Seeks ways to understand issues and ideas that are unfamiliar.
Demonstrates Dependability Claims 2,3,4 PSEL Standards 1-10 Score _____			Meets most deadlines and program requirements; Displays beginning awareness development of required materials; Communicates in a timely manner; Follows through on most commitments; Follows program policies.	Meets deadlines and program requirements; Displays thorough development of required materials; Communicates in a timely manner; Follows through on commitments; Follows program policies.
Demonstrates Ethical Conduct Claims 2,3,4 PSEL Standards 1-10 Score _____			Is honest; Acts with integrity; Is trustworthy; Adheres to confidentiality in current sphere of decision making; Accounts for personal behaviors and decisions with support.	Is honest; Acts with integrity; Is trustworthy; Adheres to confidentiality; Accounts for personal behaviors and decisions;
Projects Positive Demeanor Claims 2,3,4 PSEL Standards 1-10 Score _____			Maintains appropriate appearance; Possesses a healthy sense of humor: Is congenial and resilient with support; Communicates high expectations for all learners with most stakeholders.	Maintains appropriate appearance; Possesses a healthy sense of humor: Is congenial and resilient; Communicates high expectations for all learners.
Demonstrates Flexibility Claims 2,3,4; ISLLC Standards 1,2, 3,4,5 &6 Score _____			Responds to needs of all learners: Changes and adapts when necessary including experiences related to settings, resources, situations and personalities with support from supervisors.	Responds to needs of all learners: Changes and adapts when necessary including experiences related to settings, resources, situations and personalities.
Collaborates Claims 2,3,4 PSEL Standards 1-10 Score _____			Considers other perspectives and points of view when coached. Listens and respects opinions of others; Accepts responsibility for work within groups or professional communities with support; Builds upon others' ideas with support; Is willing to compromise.	Considers other perspectives and points of view; Listens and respects opinions of others; Accepts responsibility for work within groups or professional communities; Builds upon others' ideas; Is willing to compromise.
Provides Equitable Learning Opportunities for All Students Claims 2,3,4 PSEL Standards 1-10			Is tolerant of and responsive to most ideas and views of others; Is respectful of and responsive to individual differences in most situations; Considers backgrounds, interests, abilities and attitudes of all students when planning and teaching .	Is tolerant of and responsive to ideas and views of others; Is respectful of and responsive to individual differences; Considers backgrounds, interests, abilities and attitudes of all students when planning and teaching.
Maintains Boundaries Claims 2,3,4 PSEL Standards 1-10 Score _____			Maintains professional demeanor and behavior in a variety of professional relationships, such as principal/teacher, teacher/teacher, teacher/parent, and teacher/student with feedback provided by supervisor. Follows chain of command.	Maintains professional demeanor and behavior in a variety of professional relationships, such as principal/teacher, teacher/teacher, teacher/parent, and teacher/student
Maintains a Safe Learning Environment Claims 2,3,4 PSEL Standards 1-10 Score _____			Appropriately responds to situations that can negatively impact the learning environment and/or student/teacher well-being with feedback provided by supervisor.	Appropriately responds to situations that can negatively impact the learning environment and/or student/teacher well-being

Total Score _____ *I have received these Professional Standards and agree that I need to demonstrate these throughout the leadership program, ultimately reaching a proficient level.*

Intern Name _____ Signature _____ Date _____

College intern Supervisor _____ Signature _____ Date _____

EDL PROGRAM RUBRIC: FORM D

Education Leadership Claims:

1. Our EDL candidates possess and refine professional knowledge and strategic decision making skills necessary to lead educational institutions. This is congruent with Professional Standards for Educational Leaders 1,3,4,5,6,7,9 & 10.
2. Our EDL candidates are ethical, caring leaders in the Jesuit tradition who recognize, develop and unconditionally accept all members of the school community. This is congruent with the Professional Standards for Educational Leaders 2,3,4,5,6 & 7.
3. Our EDL candidates possess and practice effective human relation skills which build partnerships with diverse individuals and organizations. This is congruent with the Professional Standards for Educational Leaders 2,3 & 8.
4. Our EDL candidates model and practice professional and personal self-reflection in an effort to continually refine their professional practice. This is congruent with the Professional Standards for Educational Leaders 1,2,3,4,5,6,7,8,9 & 10.

Cross Cutting Themes:

1. Our EDL candidates learn how to learn: Learning information on his/her own; transfer this new learning to new contexts; and have the dispositions and skills to be lifelong learners in their field. This is congruent with the Professional Standards for Educational Leaders 1,3,4,5,6,8,9 & 10.
2. Our EDL candidates possess an understanding of, and can take the perspective of others from various cultural backgrounds: Have the knowledge of other cultural perspectives, practices and traditions; understand the implications of confirmed scholarship **on** gender, race, individual differences, social class, and ethnic and cultural perspectives. This is congruent with the Professional Standards for Educational Leaders 1,2,3,4,5,6,7,8,9 & 10.
3. Our EDL candidates are current in their knowledge and use of technology-management and instructional: Know the technologies that enhance the work of leaders, staff and students; have acquired the basic productivity tools of the profession. This is congruent with the Professional Standards for Educational Leaders 4,5,6,7 & 8.

Scale Descriptors:

Ineffective: *Demonstrates behaviors that indicate a lack of readiness and/or potential to develop knowledge, skills and/or dispositions to assume an entry-level administrative position. It is highly unlikely they would meet success.*

Developing: *Demonstrates the potential to internalize the knowledge, skills and dispositions to assume an entry-level administrative role with mentoring that will allow him/her to continue to grow into the role and be successful.*

Effective: *Demonstrates the knowledge, skills and dispositions to assume an entry-level administrative role with minimal support from the district. Is highly likely to be successful.*

Highly Effective: *Demonstrates deep knowledge, refined skills and dispositions to assume an entry-level administrative position and would be successful without additional support.*

Claim 1:	<u>Ineffective 1</u>	<u>Developing 2</u>	<u>Effective 3</u>	<u>Highly Effective 4</u>
<p>Our EDL candidates possess and refine professional knowledge and strategic decision making skills necessary to lead educational institutions.</p> <p>PSEL Standards- 1,3,4,5,6,7,9 & 10.</p>	<p>Demonstrate insufficient knowledge of schools & schooling to make sound decisions in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Does not have experience in a K-12 setting • Has not demonstrated knowledge of K-12 operations 	<p>Demonstrate basic professional knowledge of schools & schooling to make sound decisions in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has 1-2 years of building level experience as quasi-administrator or teacher leader. • Has been a member of building level team(s). 	<p>Demonstrate professional knowledge of schools & schooling to make sound decisions in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has beyond 2 years of building level experience as quasi-administrator or teacher leader. • Is an active member of building or district-level team(s). 	<p>Demonstrate insightful professional knowledge of schools & schooling to make sound decisions in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has beyond 2 years of building level experience as quasi-administrator or teacher leader, or holds an administrative position presently. • Is an active member of building and district level teams. • Is a mentor or leader for teacher/ administrator PD opportunities. • Currently holds a building leadership role.

<p>Claim 2:</p> <p>Our EDL candidates are ethical leaders in the Jesuit tradition who recognize, develop and unconditionally accept all members of the school community.</p>	<p>Does not apply ethical and caring perspectives and concepts, consequently does not unconditionally accept all member of the school community.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has been found to be dishonest • Has demonstrated bigotry • Speaks ill of others in the program or in his/her school/work setting. 	<p>Inconsistently applies ethical and caring perspectives and concepts, consequently in only certain situations unconditionally accepts all member of the school community.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has on one or more occasion spoken ill of classmates • Has shaded the truth or been less than forthcoming at least once • Has been observed offering help to and support of classmates 	<p>In nearly all cases applies ethical and caring perspectives and concepts, consequently in nearly all situations unconditionally accepts all member of the school community.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Frequently has been observed offering assistance and support to classmates • Has worked well in groups with everyone • Has given examples of how s/he has worked with others in his/her school. 	<p>Always applies ethical and caring perspectives and concepts, and unconditionally accepts all members of the school community.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has shared examples of times in professional practice when s/he worked with diverse individuals/groups • Has worked well on class assignments with other students • Speaks well of all stakeholders
<p>Claim 3:</p> <p>Our EDL candidates possess and practice effective human relation skills which build partnerships with diverse individuals and organizations.</p> <p>PSEL Standards 1,2,3 & 6.</p>	<p>Demonstrates insufficient skill in facilitating the contributions of others and/or fostering constructive diverse partnerships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has demonstrated limited skill in interacting with diverse individuals and groups. • Has demonstrated difficulty working in collaboration with diverse individuals or groups in class. • Demonstrates a lack of concern for building partnerships with others. 	<p>Demonstrates a rudimentary ability to facilitate the contributions of others that in some cases can lead to constructive diverse partnerships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Demonstrates basic skills in human relations; is able to work in collaboration with diverse individuals in groups. • Has been observed occasionally drawing out the ideas of others. • Has demonstrated some initiative in building partnership with diverse individuals and groups. 	<p>Demonstrates the basic ability to facilitate the contributions of others and fosters constructive diverse partnerships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • On multiple occasions has demonstrated the ability to relate with others, initiate partnerships and facilitates collaboration for and with others including individuals in groups. • Has been observed multiple times drawing out the ideas of others in collaborative settings. 	<p>Demonstrates exceptional ability to skillfully and inclusively facilitate the contributions of others, thus fostering constructive and productive diverse partnerships.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Demonstrates exceptional ability to skillfully relate to others. • Inclusive facilitates the contributions of others thus fostering constructive diverse partnerships. • Engages all members of the group; facilitates the growth of others in the area of human relations; in the professional setting has consistently demonstrated exceptional skill in fostering the growth of others and building diverse partnerships (i.e., business, community partnerships)
<p>Claim 4:</p> <p>Our EDL candidates model and practice professional and personal self-reflection in an effort to continually refine their professional practice.</p> <p>PSEL Standards 1,2,3,4,5,6,7,8,9 & 10.</p>	<p>Rarely if ever engages in professional and personal self-reflection as it relates to his/her professional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • There is no evidence of self-reflection in any coursework, assignment or assessment. • Student is not able to provide a self-improvement plan if/when asked. 	<p>Inconsistently engages in professional and personal self-reflection as it relates to his/her professional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • There is minimal evidence of self-reflection in any coursework, assignment or assessment. • Student provides limited self-improvement dialogue when prompted or coached. 	<p>Frequently engages in professional and personal self-reflection as it relates to his/her professional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Uses assignments, coursework and assessments to demonstrate self-awareness and reflections. • Student can provide self-reflective improvement dialogue when promoted 	<p>Consistently demonstrates perceptive professional and personal self-reflection as it relates to his/her professional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • All student activities model recognition of self-reflective practices. • Student displays self-reflective practices without prompting and uses reflection to improve daily practice.

<p>Cross Cutting Themes:</p> <p>1. Our EDL candidates learn how to learn: Learning information on their own; transfer this new learning to new contexts; and have the dispositions and skills to be lifelong learners in their field.</p> <p>PSEL Standards 1,3,4,5,6,8, 9 & 10.</p>	<p>Demonstrates insufficient ability to build on prior knowledge and experiences to respond to a new and challenging context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has demonstrated inability to do independent research in order to build on knowledge base. • Has shown inability/unwillingness to extend knowledge on their own; relies on current knowledge and views it as sufficient. 	<p>Inconsistently demonstrates the ability to build on prior knowledge and experiences to respond to a new and challenging context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has infrequently demonstrated the desire to learn independently. • Attention to research is sporadic; (rarely demonstrates application of new knowledge or new skills.) 	<p>Frequently demonstrates the ability to skillfully and consistently build on prior knowledge and experiences to respond to a new and challenging context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Frequently demonstrates independently acquired knowledge of current research and its application to real issues in education. • Brings appropriate newly acquired research to problem posing and problem solving situations and written assignments and classroom dialogue. 	<p>In all cases demonstrates the ability to skillfully and consistently build on prior knowledge and experiences to respond to a new and challenging context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Demonstrates strong desire, willingness and ability to learn independently and apply new knowledge/skills. • Reads and applies research in innovative ways to new situations in written assignments and classroom dialogue.
<p>Cross Cutting Themes:</p> <p>2. Our EDL candidates possess an understanding of, and can take the perspective of others from various cultural backgrounds: Have the knowledge of other cultural perspectives, practices and traditions; understands the implications of confirmed scholarship on gender, race, individual differences, social class, and ethnic and cultural perspectives.</p> <p>PSEL Standards 1,2,3,4,5,6,7,8,9 & 10.</p>	<p>Demonstrates insufficient ability to apply knowledge of cultural differences and perspectives of others in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Through observed language and/or actions has demonstrated bias or insensitivity to those with differences. • Has not shown that s/he has read or learned about individuals with differences (such as Understanding Poverty by Ruby Payne) 	<p>Inconsistently demonstrates the ability to apply knowledge of cultural differences and perspectives of others in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has made one or two comments or has shown in writing a lack of understanding of individuals with differences. • Has been observed at least once differentiating his/her approach to another individual that shows some knowledge of how to work with exhibiting differences. 	<p>Frequently demonstrates the ability to apply knowledge of cultural differences and perspectives of others in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has spoken on a couple of occasions of how s/he sees others as individuals and makes an effort to work with them. • Has been observed on a couple of occasions to modify his/her approach and/or expectations of others based on the person's individual differences. 	<p>Always demonstrates an insightful ability to apply knowledge of cultural differences and perspectives of others in an educational context.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Through his/her language and behavior, has shown a deep knowledge of individual differences. • Has been observed on numerous occasions to differentiate his/her approach and/or expectations of others based on their unique individual differences.

<p>Cross Cutting Themes:</p> <p>3. Our EDL candidates are current in their knowledge and use of technology-management and instructional (know the technologies that enhance the work of leaders, staff and students; have acquired the basic productivity tools of the profession).</p> <p>PSEL Standards 4,5,6,7 & 8.</p>	<p>Demonstrates insufficient ability to use technology resources to improve administrative, educational and instructional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has had problems using technology (computer, on-line systems, presentation software, spreadsheets, etc.) that most students do not. • Has had to ask on several occasions for either the instructor and/or students to help with using technology. • Has demonstrated little or no knowledge of current technology use for instruction and/or administrative purposes. 	<p>Demonstrates some ability to use technology resources to improve administrative, educational and instructional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • On one or two occasions has had problems with technology (computer, on-line systems, presentation software, spreadsheets, etc.) but was able to resolve them quickly. • Has had to ask once or twice that the instructor and/or classmates help using technology • Has shown some rudimentary knowledge of technology use for instruction and/or administrative purposes. 	<p>Demonstrates ability to use technology resources to improve administrative, educational and instructional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has not demonstrated any difficulty with technology (computer, on-line systems, presentation software, spreadsheets, etc.) • Never had to ask the instructor and/or classmates for help using technology • Possesses solid knowledge of technology for instruction and/or administrative purposes. 	<p>Demonstrates the ability to skillfully and consistently use technology resources to improve administrative, educational and instructional practice.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Has shown advanced knowledge and ability to use technology (computer, on-line systems, presentation software, spreadsheets, etc.) beyond the ability of an entry-level school leader. • Demonstrated to the instructor and classmates new and/or better uses for existing technology. • Offered innovative and advanced strategies to use technology to improve instruction and/or administrative practice.
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Intern Name and Signature _____

Date _____

College Supervisor Name and Signature _____



LE MOYNE COLLEGE EDUCATIONAL LEADERSHIP PROGRAM
INDIVIDUAL LEADERSHIP INTERN SUPERVISORS
(315) 445-4376 (315) 445-4744 FAX

I agree to provide intern supervision for _____ while
she/he is participating in an internship from _____ to _____ and _____ to _____. (if two-summertime/parts)

I also agree to complete an Internship *Mid Evaluation*, with the intern, at the midpoint of the internship. I further agree to complete a *Final Evaluation* of the intern's overall performance and submit this evaluation to the Le Moyne College Educational Leadership Program at the conclusion of the rotation. It is my understanding that the intern will have written objectives of activities that should be given emphasis during this internship under my supervision. These objectives may also be found in electronic form in our Internship Handbook.

A description of the goals and objectives for this internship will be agreed upon among the Director of Education Leadership, the intern, and the intern supervisors. All required rubrics and documentation will be submitted by the intern to the college supervisor prior to a grade of passing being given. All paperwork will provide necessary documentation of goal and objective achievement that will be aggregated for use in our future CAEP accreditation.

During this internship, the Le Moyne College Educational Leadership Program will provide personal liability insurance protection for the intern and will assist me, as necessary, in providing the optimal environment for the intern's education.

Furthermore, I realize that the Le Moyne College Educational Leadership Program prohibits its director, faculty, supervisors, students and interns from discriminating on the basis of age, race, color, religion, national origin, gender, marital status, sexual orientation or physical/mental handicap.

INTERN NAME _____ DATE _____

SUPERVISOR NAME _____

Site Intern Supervisor's Name _____ (Please Print)

Signature _____ Date _____

Telephone _____ Fax _____ Email _____

College Intern Supervisor's Name _____ (Please Print)

Signature _____ Date _____

Telephone _____ Fax _____ Email _____

Checklist of Items to Include in the Internship Packet

Sent to

The Le Moyne Director of Education Leadership for
Approval

- *All items must be included unless you have discussed this with the Director.*
- *Approval of the Internship by the Director is required prior to your being able to register for EDL 555.*
- *Please DO NOT send the entire internship handbook back. We need only the items below and will need to return the handbook if you send the entire document. Please include this checked form with your internship paperwork.*

Name _____ Date Submitted _____

1. _____ Internship plan (pages 3---4) (Including your **Le Moyne email** where information about your internship and graduation will be sent.)
2. _____ A complete job description outlining
 - a. _____ the title
 - b. _____ duties and responsibilities of the internship
 - c. _____ your tentative internship goals and objectives which need to be aligned with the new Professional Standards for Educational Leaders. One goal must include teacher/staff supervision and one must include finance.
3. _____ Letter on letterhead from the district superintendent/designee indicating knowledge and approval of the internship
4. _____ Completed Intern Self---Assessment (pages 9---13)
5. _____ Signed Agreement signature page (page 27)
6. _____ Petition to Graduate form – (page 28)
7. _____ Copy of your email to Mrs. Trait asking her to please recommend you for your internship certificate. Please go to the TEACH website to apply for this internship certificate.

**Please remember to put your name on each document and thumbdrive
you send.**

NOTES: