

**State University of New York at Oswego
Department of Educational Administration**

Internship Handbook

2015-2016

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Internship Requirement Checklist

Preparation Phase:

1. Determining current level of competency through reflection & self-assessment:
 - a. ELCC Worksheet Grid – first completed at the end of EAD 610
 - b. Significant professional & life experiences
2. Planning key internship learning activities – Learning Plans (3)
 - a. Job description and responsibilities
 - b. Proposed learning activities – select three from list of ELCC competencies
3. Leadership project proposal – created in consultation with college & field supervisors

Implementation Phase:

4. Meetings between field site supervisor and college supervisor (ongoing):
 - First – September/October
 - Second – January/February
 - Third – June for Oral Comprehensive Examination
 - College Supervisor will typically make three site visitations during the year prior to the final (fourth) one which is the Oral Comprehensive Exam
5. All-Intern Seminars: These are arranged and facilitated by College Supervisors.
 - a) Orientation (during EAD 610)
 - b) Organizational Meeting: Form Groups & Review Leadership Project/Plans (June or July)
 - c) Meeting Facilitation & Review NYS Leadership Assessments (October)
 - d) Educational Law (November)
 - e) Resume, Cover Letter, Entry Plan for Job Search (February)
 - f) Interviewing for Entry Level Administration Positions (March or April)
 - g) Annual Awards Meeting for Alumni & Program Graduates (May)
 - h) Commencement Ceremony (May)
6. Team Seminars: These are arranged and facilitated by Candidates within Cohorts
 - a) Topics are discussed & selected at the summer organizational meeting.
 - b) Candidates are assigned to topics, one of which must be on diversity.
 - c) Dates & locations are determined; five or six are typically scheduled.
 - d) Candidates are required to attend all seminars planned in their cohort.
7. Monthly Reflection Essays: Submitted to College Supervisor on 1st of the month

| | | |
|-----------|----------|-------|
| September | December | March |
| October | January | April |
| November | February | |
8. Diversity Shadowing (half-day) Experience
9. Supervisory Activities – Two Complete (Formal) & Three Summary (Informal):
10. Platform Statements (14 total): Two Submitted to College Supervisor on 15th of the month; these may be submitted in any order beginning on October 15th through April 15.

Increasing Student Success by:

1. Using Data for School Improvement
2. Providing Leadership for Integrating 21st Century Skills in the Classroom
3. Implementing a Standards-Based Curricula for a Global Society
4. Meeting the Needs of Diverse Learners
5. Fostering a School-Wide Student Management Plan

Creating Effective School Environments Through:

6. Developing School, Parent & Community Partnerships
7. Implementing and Sustaining Organizational Change
8. Budgeting and Financial Resource Allocation
9. Integrating Instructional and Administrative Technology

Enhancing Professional Growth Through:

10. Supervising and Evaluating School Personnel
11. Maintaining High Standards for Hiring, Personnel Management and Professional Development

Leading Effectively Through One's:

12. Leadership Style
13. Ethical Leadership
14. Vision for
 - a. A High Performing School and
 - b. The Leader's Role in Developing and Sustaining This Vision.

Conclusion Phase:

11. Oral Comprehensive Examination in June/July
12. Final Comprehensive Portfolio
13. Leadership Project Reflection
14. Final Reflection on the Internship
15. Completion of Documents for the Internship

Explanation of Internship Requirements

Preparation Phase:

During the preparation phase of the internship you analyze your present level of competency and develop a learning plan for the internship. This phase actually begins near the end of the EAD 610 course when you complete the ELCC Worksheet Grid and review it with the professor for that course. An orientation to the internship also occurs during EAD 610. At some point between the June or July All-Intern Organizational Meeting and the October All-Intern Seminar, you will determine which three ELCC Competencies you will focus on during various parts of the internship. You will also discuss potential Leadership Project assignments with your field supervisor and have the proposal ready for review by your college supervisor prior to the October All-Intern Seminar.

1. Assessing your current levels of competency using the ELCC Worksheet Grid:

You analyze your current level of competency within each of the six ELCC Standards by reviewing all of the various indicators; you should record this information on the ELCC Worksheet Grid. Remember that you are assessing your competency to handle both school

building level and school district level responsibilities. The grid includes three columns, one each for four increasing levels of competency.

U = Undeveloped: I have heard about this. I have minimal knowledge/skill about this topic.
A = Awareness: I can talk about this with accuracy. I have a good grasp of the topic but have not had sufficient exposure to master it.
D = Developed: I have the knowledge and skill to accomplish these duties.
E = Expertise: I have expert knowledge and skill to achieve this and lead others to do so.

a. **ELCC Worksheet Grid Information:** Self-assess your abilities & highlight courses taken.

b. **Significant Life Experiences** - Second, identify any significant professional or life experiences which have provided you with knowledge and/or skills in the evidence column (e.g. Masters' Degree work, description of current or previous job experiences).

2. Planning Key Learning Activities for the Internship:

a. **Job Description** - First, secure a job description for your internship role. Check with your immediate field supervisor. If there is one for your role, use that. If none exists for your role, work with your supervisor to develop one. This job description is useful to you during your internship because it makes clear exactly what your field supervisor and other district leaders expect you to accomplish. The job description also is useful to help plan your internship learning because it forecasts what you can expect to learn on the job. Compare your job description to the ELCC Standards & Indicators and decide which you expect to learn as part of your work.

b. **Proposed Learning Activity Plans** – Now you are ready to select three additional learning activities, which will occur during your internship. Look at your ELCC Worksheet Grid to identify areas where you are not at the Developed or Expert level. Create three separate proposed learning activities, which will bring you to your next highest level. For each of these areas, complete a one-page **Learning Activity Plan** (Format and form are discussed at the Organizational Meeting with All Interns in the summer.) These plans are numbered to coincide with the ELCC Indicator (example: 2.3.3 or 4.1.2). You may want to highlight these three competency areas on the ELCC Worksheet Grid.

3. Leadership Project Proposal:

You are required to complete a leadership project during your internship. This is an opportunity for you to demonstrate your leadership and to add to your comprehensive portfolio. You and your supervisor should agree on a project that you can lead from its inception to its conclusion. There needs to be some kind of project end point or benchmark by the end of your internship. The project should focus on a district or building needs and involve working with and facilitating the work of others.

Complete a **Leadership Project Proposal** (Format and form discussed at the Organizational Meeting with All Interns during the summer.)

REMEMBER that the deadline for submitting the Learning Plans & Leadership Project to your college internship supervisor is the October all-intern seminar. Please be prepared to share your Leadership Project Proposal at this seminar. You should have shared it with your field supervisor so that all three of you can discuss it at your first meeting (See #4 below).

Implementation Phase:

During the implementation phase of the internship you work on your internship role and you implement your learning plan. Remember that an internship is a learning opportunity where everyone knows you are learning to be an administrator. Thus it is expected that you will leave your work site at times to involve yourself at learning activities.

4. Three meetings of field supervisor and college supervisor:

Your field and college supervisors typically meet at least two or three times during your internship. They may meet more often if necessary. The college supervisor maintains contact with the field supervisor via email as well. The first meeting is in September-October on site. At this meeting expectations of the intern and both supervisors are reviewed. Your learning plans and potential leadership project are discussed and the approval of both supervisors is noted.

The second meeting is mid-winter, in January or February on site. At this meeting, your college internship supervisor asks the field supervisor what is going well in the internship, and what is not going well. Then they share this information with you and adjustments are made to your internship as necessary. Your overall internship progress is discussed.

The third meeting of your field and college supervisors occurs in conjunction with your Oral Comprehensive Examination in June or July (See #10 for information on the Comprehensive Examination). Prior to this meeting:

- a. Your college supervisor will send the SBL/SDL Internship Rubric to the field supervisor
- b. S/he, in consultation with you, will complete this EAD 695 rubric, and you both sign it.
- c. You will submit your final portfolio to both supervisors, at least 2 weeks before the meeting.
- d. You will select a third administrator to participate in the Oral Comprehensive Exam.

5. All-Intern Seminars:

All interns and their college supervisors meet eight times during the internship for seminars on the internship requirements and on career advancement. These are required seminars.

a. Orientation – March or April

Internship requirements and time; takes place during EAD 610.

b. Organizational Meeting to Form Groups & Leadership Project/Plans – June

Internship teams form, discuss learning plans, plan team seminars (topics & dates); format for leadership project proposal and learning plans will be discussed.

c. Meeting Facilitation & NYS Leadership Assessments – October

Teams share their lists of seminar dates, topics and locations. Instructors review meeting facilitation skills; we will review practice questions and discuss strategies for preparing for the NYS Leadership Assessments (EAS, SBL & SDL).

d. Education Law Seminar – December

Professionals from the field will lead a two-hour seminar on educational law topics that are current and critically essential for entry level administrators.

e. Resume, Cover Letter & Entry Plan for Job Search – February

Professors facilitate a two-hour seminar on the resume, the cover letter, the job search. Currently practicing administrators will lend advice on these items and the job search process in general. Candidates are asked to bring their most recent resume and a sample cover letter to this seminar for critique.

f. Interviewing Seminar – March or April

Professors and field administrators lead a two-hour interviewing interactive seminar. All candidates will be “mock” interviewed by an administrator for a typical entry level administrative position. Come prepared to show your stuff.

g. Annual Award/Alumni Meeting – May

This event is held the Friday evening before **graduation**. Alumni and graduates attend and network. A speaker delivers a short address. Graduates, alumni and program supporters receive awards.

h. Commencement Ceremony – May

Graduates march across the stage at the Oswego campus. You will shake hands with the college president and celebrate with your peers. All interns officially graduate in August, but there is not ceremony in August, therefore, this is the ceremony for August, December and May graduates.

6. Team Seminars:

Your team holds five or six half-day seminars on site in five or six different school district (or BOCES, etc.) locations. Each intern hosts one of these, and if there are more than six interns in the team, then two may be asked to co-host a seminar. Candidates are responsible for securing a speaker at no cost to the team. Interns discuss various topics they believe will augment their education, and enhance their leadership competencies. The group collaboratively determines which five or six will be delivered. One session must be on the topic of Diversity. Others that commonly appear on the list of “brainstormed” topics include: Community/Public Relations (including parent involvement); Special Education; Grant Writing; Technology for Administrators; Community Support Services; Transforming School Culture; and School Finance/Budgeting. Candidates must also design an evaluation form for their seminar, and all in attendance provide feedback via this form. Data are reviewed with the college supervisor.

Seminars are scheduled throughout the three internship semesters, and sometimes they coincide with the dates selected for the All-Intern Seminars listed above.

Each half-day typically include a one and a half-two hour presentation by a speaker, a business meeting run by college supervisor, and a site tour. Often administrators in the host district welcome the interns as well. Generally luncheon refreshments are served.

7. Monthly Reflections:

You are expected to spend a few minutes a day to reflect on your work. Many administrators report that this activity assists them to make sense of the day's work. We expect that you will write a monthly reflection to your college internship supervisor via email. **This reflection should focus on what you have learned, not what you have done.** Your monthly report informs the college internship supervisor of your progress on your internship learning goals.

Also, it alerts the college supervisor to any difficulties you are encountering. Finally, they may serve as "agenda items" at the business meeting of the team seminars. Email your monthly reflection to your college supervisor the first of each month from September through April. Your remaining activities should be recounted in the Final Internship Reflection included in the Portfolio.

8. Diversity Shadowing:

- ❖ At some time during your internship, you must leave your job and travel to shadow an administrator in a school district unlike yours. Thus, if you are in a rural district, plan to visit an administrator in an urban or suburban district. We encourage you to expand your horizon and visit a school distinctly different from any you have worked in previously. This is an opportunity to experience first-hand an environment that is new for you.
- ❖ Plan to shadow the administrator for at least one-half day, and make arrangements in advance of your visit – in other words, do not show up unannounced to a school building and plan to shadow a practicing principal or vice principal.
- ❖ Written report should include the Name & Title of the administrator you shadowed. Also provide the location of the experience, and the date/time of your visit.
- ❖ Your remarks should include your definition for and understanding of the term "diversity" and an explanation of why you believe this individual in her/his particular position and school building offered you a diverse experience (i.e., compare/contrast to your own administrative venue).
- ❖ Describe the nature of the activities you observed during your visitation.
- ❖ Discuss the leadership behaviors and strategies you witnessed during your visit and how those actions were received by others (e.g., students, faculty, staff, other administrators).
- ❖ What did you learn during this half-day shadowing exercise that you believe is pertinent to your future success as an educational leader for teachers who work with diverse learners in today's P-12 schools?
- ❖ The written reflection should approximate the length of a Platform Statement.

9. Supervisory Experiences:

We believe that the supervision of staff members is a responsibility of all administrators. Thus we require that you evaluate a **minimum** of five educators in various educational settings to increase your supervisory skills.

Since your field supervisor is available to coach you through these experiences, we will ask him/her to work with you as you complete this task to give you feedback.

You may follow either Plan A **or** Plan B below. Obviously, you may need to revise either plan in order to follow guidelines in your district's contracts with teachers and other professional staff members. Two of these supervisory activities must be complete/formal observations. See ELCC Indicators 2.4.1 and 2.4.2 for guidance. Similar to the assignment completed in EAD 641, you will conduct both a pre- and post-observation conference with an educator, and follow the school district's approved APPR Rubric to complete your written assessment.

The remaining three supervisory activities can be summary/informal observations. The school district where you are completing your internship may actually have a "walk-through" or "unannounced visit" form that you may use to complete these three reports. If you don't have access to a "walk-through" observation form, you may develop one of your own. These reports are normally one-two pages maximum and should include a summary of what you observed and the written suggestions/recommendations you offered to the teacher or other educational professional.

Plan to include one sample observation report (minus name of individual) in your professional portfolio.

| Plan A | Plan B |
|---|--|
| <ul style="list-style-type: none"> ▪ One elementary teacher ▪ One middle school teacher ▪ One high school teacher ▪ One classified staff member ▪ One additional tenured faculty member as per district's APPR | <ul style="list-style-type: none"> ▪ One regular classroom teacher ▪ One special educator ▪ One special area teacher ▪ One classified staff member ▪ One additional tenured faculty member as per district's APPR |

10. Platform Statements:

The platform statement requirement is listed in the Implementation Phase of the internship process with the hope that you are writing them throughout your internship. However, you share them in their final form at the end of the internship through their inclusion in your portfolio.

Your educational platform statements are a series of assumptions, theories and beliefs about what you hold to be possible, true and desirable on the topics that we identify. Your platform statements are your beliefs that guide you as you think, act, chose, and decide as an educational leader. The process of developing a platform is arduous for some, but beneficial for all. By writing a platform, you clarify your values and synthesize your thoughts about educational leadership. In addition, your platform statements help you to communicate with others in an articulate way about your professional positions on educational and leadership issues.

When writing your platform statements, make clear the standards of practice that you will use in judging your own performance, the actions of others, and the learning environment. Platform statements (two to three pages, 12 point font, double spaced) are living documents that can be modified or revised over time. All platforms will be written in the professional third person voice. Statements like: “An effective leader collaborates” or “A leader should ...” **Occasionally however, it makes sense to use the first person voice when citing a specific personal experience or example which illustrates the point you are making in the Platform.** The very last platform developed should be your Vision Statement. This platform should encompass all learning about leadership and will be handed in toward the end of your CAS. Your vision platform should illustrate YOUR vision for your school/district and can be written entirely in the first person.

The list of platform statement topics for your internship is:

Increasing Student Success By:

1. Using Data for School Improvement
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Leading Effectively Through One's:

12. Leadership Style
13. Ethical Leadership
14. Vision for
 - a. A High Performing School and
 - b. The Leader's Role in Developing and Sustaining This Vision.

Your college supervisor will provide you with a time line for completing these statements. Generally, we recommend that you write two per month, beginning in October. Submit your drafts to your college supervisor as you complete them. He/she will comment on your drafts. You then may be asked to re-submit a revised version for final approval before including them in your portfolio (See #12 below).

Conclusion Phase:

Your internship concludes with a series of culminating experiences that take place during the late spring and early summer. Once items 11 - 15 below are completed, your college supervisor will enter a passing grade for EAD 695 on your transcript for all three semesters of your internship. Prior to this, you will have earned an “IP” grade for the EAD 695 courses indicating “in progress” for the time frame under consideration (i.e., fall and spring terms).

11. Oral Comprehensive Examination in June/July:

The oral comprehensive examination is an opportunity for you to demonstrate your learning and establish that you are ready to enter the field of educational administration. You present yourself before a panel of at least three who will: listen to your responses to their inquiries and general discussion regarding your internship experiences; deliberate about your readiness to enter the field; make a decision (pass, fail, pass with distinction); share that decision with you; and provide feedback regarding your strengths and weaknesses.

The **panelists** for your examination are your field supervisor, your college supervisor and one additional administrator who should be someone who is not immediately familiar with your work as an administrative intern; he/she is then able to provide additional objectivity to the process. You should consult with your college supervisor and field supervisor as you consider who to invite to participate as the third member of the panel.

The oral comprehensive exam generally occurs in June or July; the latest possible date is very early August. You must work cooperatively with your college supervisor, field supervisor and third administrator to determine a date and location that will work for all. Typically the entire examination lasts about 90 minutes, but you should probably schedule a two hour block to be safe.

The "oral comprehensive exam" questions are focused on the ELCC competencies as well as other issues which are pertinent to building leadership appointments in today's P-12 schools and districts. The actual oral portion of the exam generally lasts around 50-55 minutes. Panel members then ask the candidate to leave the room while they debrief about his/her responses and come to an agreement about their "scoring" of the rubric. After their deliberations are completed, the candidate is invited back to the exam room to discuss the results and receive feedback from the panel members.

In preparation for that exam, candidates are asked to submit a copy of their final portfolio to the field site supervisor and college supervisor at least 2 weeks prior to the exam date. The third administrator should receive a folder which contains (minimally): The candidate's resume, all revised platform statements, and summary of the leadership project completed during the internship.

The college supervisor will send the following documents (electronically), or the candidate him/herself will deliver them, to the field site supervisor immediately after the date/time for the exam has been established:

- a. Leadership Skills Reflection Form is completed by college supervisor, with input from field supervisor and third administrator as appropriate;
- b. Written Comprehensive Exam Rubric is completed by college supervisor and field supervisor (it is essentially a review of the portfolio) at the conclusion of the oral comprehensive exam;
- c. Oral Comprehensive Exam Form is completed and signed by all three members of the exam panel;
- d. Oral Comprehensive Exam Rubric is completed by all three members of the exam panel; and
- e. SBL/SDL Internship Evaluation Scoring Guide for EAD 695 *

* The field site supervisor is asked to complete the **SBL/SDL Internship Evaluation Scoring Guide for EAD 695** in consultation with the candidate -- this completed rubric is then signed by both persons. The college supervisor will take it with him/her after the exam, and the data will ultimately be uploaded into our Tk20 Assessment & Data Management System for accreditation and program improvement purposes. Since the SBL/SDL form is somewhat lengthy (16 pages), we suggest that it be completed prior to the date of the Oral Comprehensive Exam.

12. Final Comprehensive Portfolio:

Approximately two weeks prior to the Oral Comprehensive Examination date, candidates are required to submit a copy of their portfolio to both the college supervisor and field site supervisor.

The portfolio is a collection of elements, which illustrates and provides a snapshot of your knowledge, skill and dispositions as an entry-level administrator.

Required Portfolio Elements

- ☐ Vision Statement
- ☐ Resume & Sample Cover Letter for an Administrative Position
- ☐ Platform Statements
- ☐ Leadership Project: Executive Summary and Reflection (see #13 below)
- ☐ Sample Supervisory Observation Report (staff member's name blacked out)
- ☐ Final Reflection on the Entire Internship Experience (see #14 below)

Additional Portfolio Elements

- ☐ Products from course work and the internship that demonstrate administrative skill
- ☐ A Self-assessment of areas for continued professional growth
- ☐ Notes of commendation, newspaper clips, video clips, etc.

13. Leadership Project Reflection:

At the completion of your leadership project, you should reflect on the results of the work you initially proposed during the preparation phase of the internship. To conduct your reflection, we suggest you may want to:

- Survey the people with whom you worked on the ways (behaviors) you:
 - o Demonstrate concern for task
 - o Demonstrate concern for people

- o Provided resources to the team
 - o Ensured that the values of the district and community imbued the final product
 - o Communicated openly with team members throughout the project
 - o Diagnosed team needs, intervened when appropriate
 - o Resolved conflicts
- Request and receive feedback from your supervisor on the overall quality of the leadership project.
 - Identify the critical points in your leadership of the project. Indicate what you did well, and activities that might not have gone so well. Describe the outcomes.

On the basis of all this data, write a reflective essay on your team leadership skills, and provide an executive summary of the results of the project. It is included in the final portfolio.

14. Final Reflection on Internship:

Your last responsibility as an intern-learner is to reflect on your entire internship. As you reflect, consider all the evidence and artifacts you have included in your portfolio, and all the other activities you experienced during the internship. You may include any information you wish in your final reflection, and it must be submitted as a separate document in your final portfolio.

Some examples of topics for reflection include, but are not limited to:

- Your supervisory experiences;
- An internship high and low. For the internship high, describe an issue/situation in which your leadership helped to bring about desired outcomes. What did you learn about your leadership ability as a result of this experience? For the internship low, describe the issue/situation in which the resolution did not meet with your expectation or that of others. What did you learn as a result of this?
- Finally, reflect on your learning during your entire internship, with specific references to those who both mentored you and/or provided you with new perspectives.
- You may wish to note areas for continued growth.

15. Completion of Documents for the Internship:

The candidate's completion of the internship normally coincides with the passage of the oral comprehensive examination, and also signifies the completion of the Certificate of Advanced Study program. The college supervisor must submit the following three documents to the Department of Educational Administration's Secretary. Upon their review and approval by the Department Chair, the candidate will be recommended for SBL/SDL certification (please note that all NYS Leadership Assessments must be successfully passed for the certifications to be conferred).

- a. Oral Comprehensive Exam Form & Rubric (signed by three exam panelists)
- b. Leadership Skills Form & Written Exam (Portfolio) Rubric (signed by college supervisor)
- c. SBL/SDL EAD 695 Internship Evaluation Scoring Rubric (signed by candidate and field site supervisor)