NEW YORK INSTITUTE OF TECHNOLOGY

School of Education

Internship Handbook

School Building Leadership & Technology

2014 - 2015

Leading to New York State Certification in School Building Leadership and partial fulfillment of requirements for EDLT 845 – Internship and Seminar
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Preface to the NYIT Educational Leadership and Technology

Internship Handbook

Academic Year 2014-2015
The mission of the NYIT Educational Leadership and Technology Internship Program is to connect leadership theory to practice. The internship is a supervised experience in a school setting, for graduate students pursuing credentials and expertise to become school building leaders. It is an essential component for the preparation to become a competent educational leader. The program is designed to build on academic and experiential learning. During the internship, supervised educational leadership experiences are required in order to:

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

This handbook is a guide to facilitate a successful partnership for the internship experience. The foundation of the Program is a three-way collaboration that includes the NYIT field supervisor, the district cooperating administrator, and the intern. In order for this triad to be effective, all three partners must clearly understand their respective responsibilities and the policies of the NYIT School of Education. The various functions within the triad are specifically outlined so that each partner may be fully aware of his or her role in the internship experience. It is essential that each member effectively communicates, cooperates, and collaborates to assure success. Please read this guide carefully so that you may fully understand the role expectations, responsibilities, and recommendations that will enrich the internship. It is our hope that your shared experiences will provide you with personal and professional growth as well as a rewarding relationship. The NYIT School of Education Educational Leadership and Technology faculty trust that you will find this guide to be helpful in guiding you through the internship experience. For further information or individual concerns please contact Dr. Janice Sawyer, jsawye01@NYIT.edu or Dr. Sarah McPherson, smcphers@NYIT.edu

Dr. Janice Sawyer  
Director of Field Placement & Certification  
School of Education  
New York Institute of Technology

Dr. Sarah McPherson  
Chair Instructional Technology & Educational Leadership  
School of Education  
New York Institute of Technology

Dr. Shiang-Kwei Wang, Associate Dean  
School of Education  
New York Institute of Technology
Mission of the Educational Leadership and Technology Program

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

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

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Diversity

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

Technology

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

Field Relations

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

Effective practice – Professionalism - Content expertise - Standards-based education
Purpose, Goals, and Objectives of the Internship

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

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

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

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

STANDARD ELEMENTS:

1.1: Develop a Vision
   a. Candidates develop a vision of learning for a school that promotes the success of all students.
   b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners’ needs, schools as interactive social and cultural systems, and social and organizational change.

1.2: Articulate a Vision
   a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
   b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
   c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3: Implement a Vision
   a. Candidates can formulate the initiatives.
   b. necessary to motivate staff, students, and families to achieve the school’s vision.
   c. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4: Steward a Vision
   a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
   b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
   c. Candidates assume stewardship of the vision through various methods.

1.5: Promote Community Involvement in the Vision
   a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
   b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

STANDARD ELEMENTS:

2.1: Promote Positive School Culture
   a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2: Provide Effective Instructional Program
   a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
   b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.
   c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3: Apply Best Practice to Student Learning
   a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
   b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
   c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4: Design Comprehensive Professional Growth Plans
   a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
   b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
   c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

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

STANDARD ELEMENTS:

3.1: Manage the Organization
   a. Candidates demonstrate the ability to optimize the learning environment for all
students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2: Manage Operations

a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3: Manage Resources

a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

b. Candidates creatively seek new resources to facilitate learning.

c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.

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

STANDARD ELEMENTS:

4.1: Collaborate with Families and Other Community Members

a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.

b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.

c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.

d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.

f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2: Respond to Community Interests and Needs
   a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
   b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
   c. Candidates provide leadership to programs serving students with special and exceptional needs.
   d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3: Mobilize Community Resources
   a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
   b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
   c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

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

   STANDARD ELEMENTS:

   5.1: Acts with Integrity
   a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

   5.2: Acts Fairly
   a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

   5.3: Acts Ethically
   a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

   STANDARD ELEMENTS:

   6.1: Understand the Larger Context
   a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
   b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a
Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2: Respond to the Larger Context

a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3: Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

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

STANDARD ELEMENTS:

7.1: Substantial

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

b. Each candidate should have a minimum of six- months (or equivalent, see note below) of full- time internship experience.

7.2: Sustained

a. Candidates participate in planned intern activities during the entire course of the
program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.3: Standards-based
a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
b. Experiences are designed to accommodate candidates’ individual needs.

7.4: Real Settings
a. Candidates’ experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
b. Candidates’ experiences include work with appropriate community organizations such as social service groups and local businesses.

7.5: Planned and Guided Cooperatively
a. Candidates’ experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.
b. Mentors are provided training to guide the candidate during the intern experience.

7.6: Credit
a. Candidates earn graduate credit for their intern experience.
NYS School Building Leader Assessment Framework

School Building Leader, Part One

*Developing, Communicating, and Sustaining and Educational Vision.*

0001. Understand leadership concepts and principles and their application in the school.

0002. Understand processes for developing and implementing a shared, sustainable educational vision for the school.

0003. Understand principles and practices of clear and effective communication.

0004. Understand processes of collaboration and cooperation.

*Managing Change, Making Decisions, and Ensuring Accountability.*

0005. Understand the process of change and its management in the school environment.

0006. Understand comprehensive planning.

0007. Understand data-driven decision-making and problem-solving skills and procedures.

0008. Understand how to ensure accountability within the school environment.

School Building Leader, Part Two

*Leading the School wide Educational Program.*

0001. Understand student development and learning; curriculum planning; supervision of instruction; and procedures for creating positive, productive learning environment for all students.

0002. Recognize effective instruction and assessment and procedures for establishing high standards and expectations for students and staff.

0003. Understand effective methods for providing support to students.

0004. Understand effective methods for providing support to teachers and other staff.

0005. Understand effective strategies for fostering ongoing staff development and sustaining personal professional growth.

*Managing School Resources, Finances, and Compliance.*

0006. Understand organizational and operational management.

0007. Understand management of facilities, resources, and finances.

0008. Understanding the management of compliance with federal, state and local mandates.
NYIT School Leadership and Technology Program Outcomes

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

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

1. The candidate must be matriculated and have completed a minimum of 24 credits of the required courses in the NYIT Leadership and Technology Program.

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

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

* 250 hours

2. The candidate must obtain a copy of the Internship Handbook that includes all required forms.

3. The candidate must submit an Internship Proposal and Internship Activity Plan for the internship experience (Appendix A) before the end of the semester prior to registering for EDLT 845 Administrative Internship and Seminar. This proposal should contain:
   - Need to design form.
   - An Internship Plan of activities for accomplishing the skills in the ELCC Standards.
   - Signatures of building cooperating administrator and university supervisor.

4. The candidate must be fully matriculated, have completed 24 credits and cumulative GPA of 3.3.

5. The candidate must attend an Internship Orientation prior to submitting the Internship Proposal. The orientation will familiarize the candidate with the specific steps in the application process and how to write the proposal.

6. The candidate must be prepared to engage in a 250-hour internship at the building level. Up to 100 hours may be accrued in advance of the semester registering for EDLT 845.

7. The candidate must have subscription to TaskStream at https://www.taskstream.com/pub/ for posting artifacts that demonstrate attainment of each standard.

8. The candidate must attend regularly scheduled seminar sessions to discuss the internship experiences lead by the university supervisor.

9. To obtain school building certification-candidates are responsible for taking the NYS CST for school building leader

10. To obtain the Educational Technology Specialist Certification, candidates are responsible for taking the NYS CST for Educational Technology Specialist
Responsibilities of an Intern

Responsibilities of the Intern

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

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

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

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

At the end of the internship after all required components have been evaluated, the Intern will provide a final evaluation of the Internship Experience (Appendix T) and return to the NYIT Field Placement Director and Chair of the Department. The Intern will conduct a mid-term and final self-evaluation (Appendix C and F), which will be submitted to the NYIT Supervisor and discussed in seminar sessions. The information will be shared with the NYIT Director of Field Placement and the Chair of the Leadership and Technology program.

The intern will:

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

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

   - Resume or Curriculum Vita (4%)
   - Philosophy of Education with Autobiographical Statement (6%)
   - Artifacts to demonstrate competencies for each ELCC standard (70%)
   - Seminar assignments and reflections (20%)
2. Submitted to NYIT Supervisor weekly:

- **Activity Log.** The intern must maintain an Activity Log recording the required 250 hours of administrative experience. The Activity Log is a record of time spent on significant tasks congruent with the ELCC Standards, NYSSBL Frameworks and NYITSLAT Program Outcomes.

- **Weekly Reflection Journal:** The Intern will maintain a Weekly Reflection Journal as a narrative of significant experiences throughout the internship experience. The Journal is the personal account of reflections and must be maintained throughout the internship experience.

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

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

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

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

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

NOTE: BCAs may attend and participate (not required) in seminar meetings and find presentations.
Responsibilities of the NYIT Field Supervisor:

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

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

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

The final grade will be based on

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

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

Responsibilities of NYIT Director of Field Placement:

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

Appendix A: Internship Proposal and Plan
Appendix B: Activity Log
Appendix C: Log sign off sheet for BAC
Appendix D: Weekly Reflection Journal
Appendix E: Contents for ELCC Standards Based TaskStream Portfolio
Appendix F: Scoring Rubric for Leadership and Technology E Portfolio
Appendix G: Suggested Activities
Appendix A.

Internship Proposal and Plan

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

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

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

______ (A) I will be responsible for conducting regularly scheduled conferences with the building supervisor and university supervisor. A schedule of conference dates will be provided to the university supervisor.

______ (B) I will carry out administrative functions, observations, and exploration opportunities agreed upon by university and building supervisors and myself.

______ (C) I will maintain a comprehensive log of activities and experiences during the internship. The log will contain field notes including date, description of activity, and length of activity, ELCC standard exhibited, and comments on experiences.

______ (D) I will maintain a weekly reflection journal containing a commentary on weekly activities.

______ (E) I will submit all documentation in electronic format to TaskStream for evaluation by the university supervisor.

______ (F) I will present highlights of my experience to my peers, faculty, and BCA at the end of the internship experience.

_________________________________________________ Candidate Date _____________

_________________________________________________ University Supervisor Date ______________

_________________________________________________ Building Administrator Date ______________

NYIT Educational Leadership and Technology Internship

Academic Year 2014-2015
**INTERNSHIP PLAN**

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

<table>
<thead>
<tr>
<th>Standard ELCC</th>
<th>Suggested Skill and Experience Areas</th>
<th>Proposed Activities (see pages 19 – 22 for suggested activities)</th>
</tr>
</thead>
</table>
| Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. | • 1.1 Develop a vision  
• 1.2 Articulate a vision  
• 1.3 Implement a vision  
• 1.4 Steward a vision  
• 1.5 Promote community involvement in the vision |                                                                 |
| Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. | • 2.1 Promote positive school culture  
• 2.2 Provide effective instructional programs  
• 2.3 Apply best practices to student learning  
• 2.4 Design comprehensive professional growth plans |                                                                 |
| Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and | • 3.1 Manage the organization  
• 3.2 Manage operations  
• 3.3 Manage resources |                                                                 |
| Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. | • 4.1 Collaborate with families and other community members  
• 4.2 Respond to community interests and needs  
• 4.3 Demonstrate the knowledge to mobilize community resources |
| --- | --- |
| Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. | • 5.1 Act with integrity  
• 5.2 Act fairly  
• 5.3 Act ethically |
| Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | • 6.1 Understand the larger context  
• 6.2 Respond to the larger context  
• 6.3 Influence the larger context |
| Standard 7.0 A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is | • The candidate will develop an individual internship plan which will guide him/her through their internship experiences throughout their entire program. |
| monitored by a qualified, on-site mentor |   |   |
NYIT Educational Leadership and Technology Internship

Proposal Date: ________________________________

Intern Signature: ________________________________

NYIT Supervisor Signature: ________________________________

Proposal Date: ________________________________

Intern Signature: ________________________________

NYIT Supervisor Signature: ________________________________

Final Review Date: ________________________________

Intern Signature: ________________________________

NYIT Supervisor Signature: ________________________________
Appendix B.

**WEEKLY ACTIVITY LOG**

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

Site ______________________ Room_________________ SBA ______________________

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Brief Description of Activity</th>
<th>ELCC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Brief Description of Activity</th>
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<tbody>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:

Date: __________  Page Total hours: __________  Cumulative Total Hours: __________
# SAMPLE ACTIVITY LOG

**Name** Sally Smith  
**Site:** Applegate Elem  
**SBA Mr. H**

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

**Comments:**

**Date:** __________  
**Page Total hours:** __________  
**Cumulative Total Hours:** __________
Appendix C.

INTERNSHIP LOG

Intern’s Name: _______________________________________

Intern’s Signature: __________________________________ Date: __________________

List Dates of Meetings with Principal for feedback: _____________________________

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

Principal’s Signature: _____________________________ Date: __________________

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

School: _____________________________________________

School District: ____________________________________

School Demographics: _______________________________________

______________________________________

Total Hours Logged for the Spring Semester 2015: _____
Appendix D.

WEEKLY REFLECTION JOURNAL

Name of Intern: ________________________________
Dates Covered: ________________________________

The Intern is to devise his/her own format for maintaining a Reflection Journal. The long-term goal for this requirement is that the intern will develop the habit of regular and frequent professional reflection. Required components are
(1) The time span (dates) covered by the reflection narrative.
(2) The narrative relates to events recorded in the daily log.
(3) Identification of the ELCC Standards that apply to the activities described in the narrative.
Note: The reflection for each week should be 2-3 pages.

WHAT IS A REFLECTION?
Reflection requires actually thinking about what you are doing, why you are doing it, what the outcomes are, and how the information can be used for continuous improvement. It is a critique of your activities and the answer to “So what?”, "What did I learn?", "What do I still need to know?", "Who can help me?", "What can I read?", "What do I do to adjust what I am doing?” etc.
Acceptable reflections are written contemporaneously with the events described in first-person narrative.
Appendix E.

Contents for ELCC Standards-Based TaskStream e-Portfolio

I. Resume or Curriculum Vita (4%)

II. Educational philosophy with autobiographical statement. How did I get here? My experiences related to education so far. (2-3 pages) (6%)

III. To demonstrate competencies for each ELLC standard- submit 3 artifacts and provide rationale for how each artifact meets the standard and elements.
   For EACH ARTIFACT provides a rationale for how these activities meet the elements for each standard and include a reflection. Why did you select them and how do they show evidence that you have met the standard elements? If you were given the opportunity to redo this activity what might you do differently? What was successful? What needs rethinking?

   Standard 1.1-1.5 – Vision (10%)

   Standard 2.1-2.4 – Learning Environment and Instructional Program (10%)

   Standard 3.1-3.3 – Management (10%)

   Standard 4.1-4.3 – Collaboration with Families and Communities (10%)

   Standard 5.1-5.3 – Ethics and Fairness (10%)

   Standard 6.1-6.3 – Legal, Political, Cultural, Social, Economic Context (10%)

   Standard 7.1-7.6 - Evidence of Internship Experience (Final Presentation) (10%)

IV. Activity Log (20%)

IV. Conclusion/PRESENTATION/ Reflection- UPLOAD to Taskstream
Appendix F.

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

Resume or Curriculum Vita 4 pts _____

Your educational philosophy and personal vision for School Leadership 6 pts _____

Competencies for each ELCC standard elements

**Standard 1** – Vision 10 pts _____

**Standard 2** – Learning Environment and Instructional Program 10 pts _____

**Standard 3** – Management 10 pts _____

**Standard 4** – Collaboration with Families and Communities 10 pts _____

**Standard 5** – Ethics and Fairness 10 pts _____

**Standard 6** – Legal, Political, Cultural, Social, Economic Context 10 pts _____

**Standard 7** – Final Presentation 10 pts _____

Seminar-Assignments, Reflections 20 pts _____

**TOTAL** 100 pts _____
Appendix G

Suggested Internship Activities for Associated Standards

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Note: indicate which activities meet each element of the standards

Suggested Activities

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

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Suggested Activities

- Chair school professional development committee assess needs
- Lead parent and teacher focus groups on high-stakes testing and alternate testing
- Disaggregate student assessment data and prepare an analysis
• Participate in IEP meetings
• Become a faculty representative for community organization
• Organize and implement programs to improve student achievement
• Initiate faculty sharing sessions on technology
• If allowed, observe teachers through classroom observations and give feedback
• Review teacher applications, participate in interviews, assist in selection committee
• Serve on a committee of curriculum alignment
• Participate in or lead the examination of testing policy and procedures in your school
• Develop and implement a school improvement project based on an analysis of current school needs
• Participate in conference dealing with student discipline
• Participate in the district textbook selection process
• Participate in the process of student scheduling
• Survey school faculty on methods to motivate students
• Conduct a staff development activity at your school
• Meet with a school leader involved in implementing a district or school change.

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

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

Suggested Activities

• Serve on a hiring committee
• Analyze budget and identify how specific budget allocations support the school improvement strategic plan
• Work with central office and participate in recruitment planning
• Develop staff orientation for induction into the organization
• Work with building administrator on budget process
• Review building safety/crisis management plan
• Conduct a needs assessment of building and grounds and repairs
• Prepare or update safety/crisis management plan
• Observe student discipline process
• Serve on technology committee
• Work with teachers experiencing challenges with discipline
• Develop student activities handbook
• Participate in the development of the school master schedule
• Participate in or lead some aspect of attendance report
• Review procedures and participate in school opening and closing of the school year
• Observe a food service working in the preparation of a breakfast or lunch meal
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

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

Suggested Activities

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

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

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

Suggested Activities

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

**Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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

**Suggested Activities**

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

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

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

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

*These activities are suggestions and are not meant to be an exhaustive list of possible activities appropriate for meeting the ELCC standards.*