Educational Leadership

Informational Booklet

FOR THE FIELD
INTERNSHIP EXPERIENCE PROPOSAL

Stony Brook University

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INTRODUCTION

OVERVIEW OF THE INTERNSHIP PROGRAM

The *Educational Leadership Internship* is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. It is strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the program.

The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities, which involve direct interaction and involvement with students, staff, parents, community leaders, and social service organizations involved with inter-agency activities affecting schools.

The experiences within the internship should also immerse the candidate in the day to day administrative activities of both principals and central office administrators, as well as provide opportunities to develop the skills necessary to carry out the comprehensive and systematic work of administrators. The overall goal of the internship will be to structure these field experiences so the candidate gains proficiency in the ISLLC leadership standards found on page 10. Put simply, the complete internship experience must prepare candidates to be…

> *"both a leader and a manager, not only of people but also of systems.*
> *...to understand how educational organizations function and that*
> *organizations both impact and are impacted by various internal and*
> *external forces" (Chance, 1990).*

The majority of the internship consists of a minimum of **300 logged hours** of both building and district level administrative/supervisory experiences and **three comprehensive action projects**. This can be accomplished in two semesters spanning either a summer/fall or spring/summer set of semesters.

The purpose of the *Internship Seminar* is to facilitate the blending of practical field experiences with academic learning…
"in a forum for sharing insights, understanding and developing problem solving and decision making skills, and practicing collaborative problem solving among the interns" (Veir, 1990).

THE PERSONAL PROFILE

An effective internship must recognize the uniqueness of each intern. The selection and development of comprehensive activities must address individual needs, strengths, areas of weakness, past experiences, and academic preparation. Designing an appropriate individualized internship will, therefore, maximize personal and professional growth and development.

> *"Interns will seldom, if ever, be equipped equally with the repertoire of competencies, knowledge, and skills needed to perform effectively in all activities. The most important aspect of the internship is the intern's reflection about the leadership abilities and the types of experiences that would be most beneficial." (Cunningham, 2007)*

Directions:

As a result of taking coursework in the Educational Leadership Program you should have increased your proficiency in the professional knowledge, skills and dispositions reflected in the ISLLC leadership standards. These are the standards that drive all preparation programs like ours and indicate what administrators should know and be able to do. Your *Personal Profile* will focus on these ISLLC standards.

The *Personal Profile:* To aid in the design of your internship, answer each question below as they relate to whom you are as an educational leader. Keep the answers to these questions firmly in mind as you select responsibilities, tasks and projects to create your complete internship experience. Answer each question in about 1 – 2 pages.

1. Reflect on your <u>present</u> level of proficiency in each of the six ISLLC standards (found on page 10). Arrange them in rank order from the one you have become the most proficient in (#1), to the standard you have mastered the least (#6).
2. Discuss the importance of moral and ethical behavior in educational leadership.
3. How have past experiences influenced your values and ideas about leadership?
4. How have the strong and weak points of your academic preparation through Stony Brook influenced your present level of proficiency in the six ISLLC standards?
5. What specific needs or goals do you have for doing this internship experience?

<u>A finished copy of your *Personal Profile* must be submitted with your Internship proposal. Make your *Personal Profile* 5 separate sections.</u>

STRUCTURE OF THE INTERNSHIP

The major purpose of the *Educational Leadership Internship* is to provide those opportunities that will enable you to become both an **effective manager and instructional leader**. Therefore, the majority of the internship will consist of 2 parts.

PART 1: MANAGING THE DAILY OPERATIONS OF A SCHOOL AND DISTRICT

Each candidate will work with building and district administrators on a regular basis to become competent in **managing the daily operations of a school and district**.

Select <u>several</u> building and district administrators who will allow you to accumulate a total of **300 hours of daily experiences** that will meet your unique needs identified in your *Personal Profile*, and enable you to become proficient in the ISLLC leadership standards. Let's look at these standards found on page 10. These administrative experiences should:

1. provide an understanding of the organization, structure, and cultural context of the schools and district where you are doing your internship.
2. provide opportunities to manage, facilitate and evaluate the daily operation of the schools and district.
3. be **split equally between building level and district level experiences**.
4. expose you to all aspects of the educational system outside of your assigned area. (**75% of the experiences must be outside of your assigned area**)

These tasks or responsibilities will be short in duration and will cover the full spectrum of administrative management. It is realized at this time that you cannot indicate the daily experiences that you will be engaged in during your internship. **During the internship, all daily activities and tasks will be carefully logged and aligned to the ISLLC leadership standards, building vs. district level work, and inside vs. outside of your assigned area.** Your cooperating administrator must sign off on these hours. A copy of this log is found on page 16.

PART 2: INSTRUCTIONAL LEADERSHIP – THREE COMPREHENSIVE ACTION PROJECTS

The role of instructional leader creates very distinctive needs for the 21st century educational leader. It demands that administrators can *define, manage and improve curriculum and instruction* (Hoachlander, Alt & Beltranena, 2001 & New York State Board of Regents, 2003); be expected to *help teachers become instructional strategists*, *lead school improvement through the collection and analysis of data* (Green, 2001); *incorporate standards into challenging curriculum, engage in long-term planning, align staff development with student learning needs, and have a sophisticated understanding of assessments* (Lashway, 2002).

*"Today, the principal's to-do list is different, and instructional leadership is right
        at the top of it." (Johnson, 2008)*

In order to develop the skills necessary to carry out the comprehensive and systematic work of administrators as instructional leaders, you will design, implement and evaluate three (3) comprehensive action projects that will take into account your unique needs identified in your *Personal Profile*, the ISLLC leadership standards listed on page 10, and the diverse educational settings also listed on page 10.

It is important to consult with administrator(s) in your district during the design phase of these projects. This is because the projects must be authentic in nature. As a result, you and the administrator(s) you work with will design projects that will benefit both your professional development and the district you are serving.

> *"The internship should give the opportunity to work on meaningful projects that will ultimately help the sponsoring district develop and deliver better services to its student." (Capasso & Daresh, 2001)*

GENERAL GUIDELINES FOR THE ACTION PROJECTS

1. Different standards can be aligned to each action project, but after the three projects are designed *ALL* the ISLLC leadership standards listed on page 10 must be aligned.
2. During the implementation of the three action projects the candidate must work within *ALL* the diverse educational settings listed on page 10. (Not all the diverse settings need to be incorporated within each project.)
3. This is not an academic exercise. **Projects must be authentic in nature.**
4. Detailed reports must be submitted at the end of the internship. You will follow the specific directions supplied for each action project.
5. *Important note:* One of the projects can be an extension of the research paper you may be implementing in CEQ595. The combination of research and authentic problem-solving and decision making will greatly enhance your ability to address a specific educational issue. Your CEQ595 instructor will explain this linkage.

PROJECT #1: Educational Systems

With the help of administration, design a *Systems Project* that will promote higher levels of student achievement. (It could be the creation, or evaluation of an instructional program.)

DIRECTIONS FOR THE PROJECT REPORT:
- ❖ Collect and analyze **relevant data** to assist in this project from research, assessment results, and/or the input from colleagues, parents and/or community members.
- ❖ What were the **financial** considerations within the project? What **political** forces influenced the nature of the project? What **cultural** aspects of your work setting influenced the project?
- ❖ Using the State learning standards, district goals, and/or community expectations as benchmarks **evaluate the effectiveness** of your project for improving student achievement where you work.
- ❖ Make specific **recommendations** for improving upon what you accomplished.
- ❖ Submit a plan for **monitoring the impact of your project**.

UNDERSTANDING SYSTEMS:

According to Webster:
> *"(systems) a set of facts, principles, rules, etc. classified or arranged in a regular, orderly form so as to show a logical plan linking the various parts."*
> *"a regular, orderly way of doing something."*
> *"a number of parts acting together to perform one function."*

According to the Handbook for Effective Supervision of Instruction:
> *"Its (system) concerns are with interrelated parts and with how these parts together accomplish the purpose for which the system exists."*

Examples of systems:

➢ schools	➢ instructional models
➢ media systems	➢ scheduling
➢ curriculum mapping	➢ budgeting
➢ maintenance	➢ staff development
➢ specific educational programs	➢ communication systems

Deciding where and how to improve educational systems was addressed by Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004):
> *"...involves changing those organizational characteristics that might blunt or wear down educators' good intentions and actually prevent the use of effective practices."*

And Hattie (1992) reinforced the need for constant monitoring by concluding that
> *"the most powerful single modification that enhances achievement is feedback."*

PROJECT #2: Educational Vision

With the help of administration, design a *Vision Project* that will support the existing vision of your building or district.

DIRECTIONS FOR THE PROJECT REPORT:
- ❖ Create an ***organizational map*** of the school or district which identifies the key people, networks and relationships that exists at this work setting.
- ❖ Design a ***strategic communication system*** that will be used to disseminate the information in your project to all stakeholders.
- ❖ Establish concrete goals for ***improving curriculum, instruction and/or assessment practices***.
- ❖ Describe how your project was supported or hindered by existing ***"structural" aspects*** of the school or district, such as, professional development, scheduling, policies and budgeting.

UNDERSTANDING VISION:

According to Martha Bruckner, associate superintendent for educational services in Millard Public Schools, Omaha, Nebraska:

> *"(Educational leaders need to) be involved in frequent visioning and looking forward. They influence the priorities that others plan for."*

> *"Without goals, a vision can languish. A leader has to go beyond merely envisioning the future and take action to make the vision a reality."*

As described by Leithwood and Riehl (2003),

> *"Leadership involves purposes and direction. Leaders know the ends toward which they are striving. They pursue goals with clarity and tenacity, and are accountable for their accomplishments."*

Therefore, when you *develop, implement, or sustain an **educational vision*** don't forget to analyze the goals and objectives that are derived from the vision.

And finally, an old proverb:

> *"A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world."*

PROJECT #3: School Improvement Plan

With the help of administration, design a *School Improvement Plan* that will improve aspects of the organization and lead to increased student success.

DIRECTIONS FOR THE PROJECT REPORT:
- ❖ Collect and analyze ***relevant data*** to assist in this project from research, assessment results, and the input from colleagues, parents and/or community members.
- ❖ Use the ***organizational map*** in Project #2 which identifies the key people, networks and relationships that exists at this work setting.
- ❖ Identify and describe the key ***obstacles*** that hindered the realization of the improvement plan and the ***strategies used to overcome*** them.
- ❖ Describe your plan for promoting ***collaborative decision making*** during the resulting change process.
- ❖ Submit a plan for ***involving parents and members of the community*** during the change process.

UNDERSTANDING THE SCHOOL IMPROVEMENT PROCESS:

Sosik and Dionne (1997) have analyzed what it would take to stimulate change in an organization:

> *"by analyzing the organization's need for change, isolating and eliminating structures and routines that work against change, creating a shared vision and sense of urgency, implanting plans and structures that enable change, and fostering open communication."*

While Robert Marzano in his book, *School Leadership That Works,* highlights three characteristics required for change; "*challenging the status quo, systematically considering new and better ways of doing things, and leading change initiatives with uncertain outcomes.*"

ISLLC Leadership 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 all stakeholders.

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 advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

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 ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

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 faculty and community members, responding to diverse community interests and needs, and mobilizing 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.

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.

DIVERSE EDUCATIONAL SETTINGS

During the implementation of the three action projects the candidate must work within *ALL* the diverse educational settings listed below. However, not all of the diverse settings need to be incorporated within each project.

1. Different grade levels
2. Different disciplines.
3. Different schools.
4. Work with diverse student populations.
5. Work with a social service, private, or community organization.

APPLYING FOR THE INTERNSHIP

STEP 1: INTERNSHIP ELIGIBILITY

Before being admitted into the internship program matriculated students must have completed 27 credits before the internship begins. This means 27 credits by the end of the fall semester before the spring/summer internship, or 27 credits by the end of the summer I semester (on campus students) before the summer/fall internship. The student must download and submit a copy of his/her unofficial transcript from the SolarSystem to verify this eligibility. This must be accompanied by the ***Internship Application*** found on page 14. This form will verify the endorsement of the district superintendent and the cooperating administrator. The superintendent's signature verifies that he/she is allowing you to see, hear and be part of confidential information normally not reserved for teachers. Both items must be promptly submitted to the SBU Coordinator of Internships.

STEP 2: SELECTING A COOPERATING ADMINISTRATOR

After the candidate selects a school district for the proposed internship experience a cooperating administrator must be chosen. **Although the intern will be working with many administrators, only one cooperating administrator can be selected to oversee the entire internship experience.** This should be an administrator that the candidate feels comfortable with, can confide in, and is confident that this person can provide the adequate mentoring required during the internship.

The role of cooperating administrators as the critical guide throughout the experiential learning process has been the focus of numerous studies (Daresh, 1995, 1997, Huling-Austin, 1992, Playko, 1991, Crocker & Harris, 2002, Malone, 2001). The research has shown that there is a direct relationship between a successful internship and an effective mentor. Choosing the right administrator to serve as your mentor is a critical and important step in designing your internship and will certainly improve the probability of having a quality experience.

First, here are a few quotes regarding the mentoring process that will help guide your thinking as you choose an effective mentor.

> Mentoring is a *"comprehensive effort directed toward helping a mentee develop the attitudes and behaviors of self-reliance and accountability within a defined environment" (Kay, 1992).*

> The work of a mentor should be grounded in a learner-centered approach. *"One of the principle reasons that mentoring relationships fail is that the learning process is not tended to and the focus on learning goals is not maintained" (Zachary, 2000).*

> *"The mentor's role has been replaced from the sage on the stage to the guide on the side" (Zachary, 2000).*

What follows is a list of characteristics, synthesized from available research, shown to be pertinent to the role of cooperating administrators as mentors. Reflect on the administrator you propose to ask to be your mentor. This cannot be a coordinator or chairperson. It must be an administrator with K-12 responsibilities like a K-12 director, assistant principal or above. For each characteristic listed below, **honestly** evaluate how this administrator rates on the adjacent Likert scale from 1 to 3. If the final assessment of this administrator contains mostly 2's, consider choosing a more effective candidate to assist you.

Your potential mentor should be able to;

	Poor	Good	Excellent
1. *project a caring attitude.*	1	2	3
2. *listen to colleagues' ideas.*	1	2	3
3. *exhibit enthusiasm for the work that he/she does.*	1	2	3
4. *provide the necessary time & energy to mentees.*	1	2	3
5. *model the principles of continuous learning/reflection.*	1	2	3
6. *possess high standards & expectations.*	1	2	3
7. *accept alternative solutions to complex problems.*	1	2	3
8. *share a clear vision with all stakeholders.*	1	2	3
9. *communicate clearly and effectively.*	1	2	3
10. *avoid sarcasm and cynicism.*	1	2	3
11. *move staff towards self-reliance & independence.*	1	2	3
12. *share knowledge and skills with staff.*	1	2	3
13. *help the intern clarify a "vision" of administration.*	1	2	3
14. *provides needed emotional support.*	1	2	3

STEP 3: THE TOTAL INTERNSHIP PROPOSAL

After consulting with the SBU Coordinator of Internships and the cooperating administrator, the candidate is ready to complete and submit the *Internship Proposal*. Remember, the goal of the *Internship Proposal* is to structure field experiences so the candidate gains proficiency in all six ISLLC leadership standards listed on page 10.

The *Internship Proposal* is a compilation of all the items found in the chart on the next page. These items must be submitted to the SBU Coordinator of Internships by the date announced at the orientation meeting. Use this chart as a check for yourself that the items are being submitted properly. ***No hours can be logged until all items have been submitted and approved by the SBU Coordinator of Internships. You will receive official notification by e-mail when you may begin logging hours.***

INTERNSHIP PROPOSAL
ITEMS FOR SUBMISSION

ITEM	HOW TO SUBMIT	IMPORTANCE	CONTAINS	(√)
Internship Application	*Mailed only*	Verifies that the district will allow and support the internship as proposed.	Superintendent and cooperating administrator's signatures.	
Transcript	*Mailed only*	Verifies eligibility	Proof that 27 credits have been successfully completed before the internship begins.	
Personal Profile	*E-mailed only (in Microsoft Word)*	Enables you to individualize your internship.	Shows perceived leadership strengths/weakness, personal needs or goals, past experiences, and academic preparation that will influence the individual design of the internship. (**Submit in five separate sections.**)	
Three action projects	*E-mailed only (in Microsoft Word)*	Aids in the development of specific skills and dispositions related to instructional leadership.	***Educational System*** 1. Submit an **overview** of the project chosen. Provide some **background** as to why the district requires this project and explain what you hope to **accomplish**. 2. Describe all sources of **relevant data** you anticipate collecting and utilizing during the project. 3. Specifically indicate which schools, grade levels, student groups, disciplines, and outside community groups will be involved during the project. 4. As a result of your involvement in this project, identify which ISLLC leadership standards will be the areas targeted for your professional growth.	
			Educational Vision 1. Submit an **overview** of the project chosen. Provide some **background** as to why the district requires this project and explain what you hope to **accomplish**. 2. Describe all sources of **relevant data** you anticipate collecting and utilizing during the project. 3. Specifically indicate which schools, grade levels, student groups, disciplines, and outside community groups will be involved during the evaluation process. 4. As a result of your involvement in this project, identify which ISLLC leadership standards will be the areas targeted for your professional growth.	
			School Improvement Plan 1. Submit an **overview** of the project chosen. Provide some **background** as to why the district requires this project and explain what you hope to **accomplish**. 2. Describe all sources of **relevant data** you anticipate collecting and utilizing during the project. 3. Specifically indicate which schools, grade levels, student groups, disciplines, and outside community groups will be involved during the evaluation process. 4. As a result of your involvement in this project, identify which ISLLC leadership standards will be the areas targeted for your professional growth.	

INTERNSHIP APPLICATION

Applicant:_____
          (name)   (home phone #)

_____
          (address)

_____
    (e-mail address)   (Stony Brook ID #)

___ Summer/Fall Semester 20___   OR   ___ Spring/Summer Semester 20___

Are you an on-campus student? ___yes ___no If not, name of cohort _____

Employer:_____
          (District)   (School)

_____
         (Position)   (Business Phone #)

Place of Internship:_____
         (District)   (School)

_____
     (School Location)   (School Phone #)

Name of Cooperating Administrator: _____
Title: _____ **Phone:** _____
e-mail address: _____ **Address:** _____

Statement of Commitment:

Intern: I will abide by the internship rules set by the University and the school district. I will complete all requirements for the internship, which have been agreed to with both my cooperating administrator and SBU faculty supervisor.

_____   _____
        Signature of Intern   Date

Supervising Administrators: We agree to provide the experiences, which have been identified in the Internship Proposal, and to provide technical administrative guidance as required. We will evaluate the performance of the intern upon completion of the internship.

_____   _____

Signature of Cooperating Administrator   Date

_____   _____

Signature of Superintendent   Date

IMPLEMENTING THE INTERNSHIP

Once the *Internship Proposal* has been approved by the SBU Coordinator of Internships the intern can begin to engage in the planned educational experiences using the *official start date*. The intern, the SBU intern supervisor assigned to the intern, and the district cooperating administrator work together as a team to ensure the effective implementation of the *Internship Proposal*. If problems do arise during the internship, the intern can call upon the SBU intern supervisor and/or the Coordinator of Internships as advocates.

THE INTERNSHIP LOG

During the internship the intern is expected to maintain a ***BiWeekly Log*** (found on the next page). After the intern and cooperating administrator sign-off on the accuracy of the entries, the log is submitted to the SBU intern supervisor at the biweekly internship seminar. **This log only tabulates the 300 management hours**.

THE REFLECTIVE JOURNAL

The purpose of the ***Reflective Journal*** is to take time to step back and analyze decisions, actions and thoughts related to your work as an administrator. To improve performance, self-assessment needs to become an integral part of the routine. The intern must make weekly entries into this journal for the purpose of self-evaluation. The cooperating administrator and the SBU intern supervisor may ask to review events found in the journal. Journal entries will be required to be posted on-line in the electronic portfolio and will be explained at the first seminar.

OTHER INTERNSHIP REQUIREMENTS

Specific assignments for each item below will be distributed at the first seminar class.
1. Each intern will be **formally observed** once by the SBU intern supervisor.
2. Each intern will attend **2 School Board meetings** and write a 2-3 page critique on each meeting.
3. Each intern will complete **4 clinical observations** with appropriate write-ups.
4. Each intern will complete **one written memo and one formal letter** per instructions.
5. Each intern will maintain an **electronic portfolio**. This comprehensive document will highlight the detailed experiences accomplished within the internship. It will represent a complete portrait of the intern's understanding of the conceptual aspects of leadership within the ISLLC standards.

ASSESSING THE INTERNSHIP EXPERIENCE

A number of assessment tools will be employed at the end of the internship to determine the level of proficiency attained in each of the ISLLC leadership standards. These assessments will relate to the above internship requirements and determine if the intern has learned the knowledge, skills, and dispositions necessary in becoming an effective educational leader.

Specific details regarding student evaluation/grading, and the assessment tools that will be employed, will be explained in detail at the first seminar.

Date	Task, Activity or Responsibility	#1 (✔) Steward A Vision	#2 (✔) Instr Leader	#3 (✔) Manage Organizat	#4 (✔) Collaborate Stakholders	#5 (✔) Act With Integrity	#6 (✔) Larger Context	Total Hours In Task	Administrative Level (hrs)		Assigned Area (hrs)	
									Building	District	Inside	Outside
	Math Meeting		√	√				*3*	*3*	*0*	*0*	*3*
	Math Meeting		√	√				*3*	*0*	*3*	*3*	*0*
	Parent Meeting	√			√		√	*2*	*2*	*0*	*0*	*2*
							TOTALS	*8*	*5*	*3*	*3*	*5*

*Intern's Signature*_____ _____ *Print Name*_____

Cooperating Administrator's Signature _____

*Total Hours This Page*_____