

**INTERNSHIP IN  
EDUCATIONAL LEADERSHIP  
HANDBOOK**



**Manhattanville  
COLLEGE®**

**SCHOOL OF EDUCATION  
EDUCATIONAL LEADERSHIP DEPARTMENT**

2016-2017

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Dear Prospective Interns:

The Internships in Educational Leadership are designed to provide varied, substantive, practical experiences over the course of a minimum of two semesters. You will be involved in challenging and exciting experiences that include a school and or a district based as well as a community-based internship. The foundation of each internship is three-way collaboration among the supervisor from the college faculty, district or community organization cooperating administrators, and the intern. In order for this triad to be effective, all three partners must clearly understand their respective responsibilities and the requirements of the School of Education.

This handbook is a guide to facilitate a successful partnership. This handbook is not intended to cover every aspect of the internship. It is intended to provide an overview of some essential components you will need to be successful. The various functions within the professional collaboration are specifically outlined so that each partner may be fully aware of his or her role in this interdependent relationship. It is essential for each member to effectively communicate, cooperate, and collaborate to assure success. Please read this guide carefully so that you may fully support the role expectations, responsibilities and recommendations that will enrich the partnership and internship experience.

Our goal is for you to gain enriching experiences that will assist you in becoming an effective leader. Additionally, we hope you leave your internship(s) with lasting, tangible contributions to an educational or community organization. It is our hope that the internship experiences will provide you with personal and professional growth as well as a rewarding journey.

Lenora Boehlert, Ed.D.  
Liaison, Educational Leadership

**Manhattanville College  
School of Education  
Educational Leadership  
The Internship Experience**

**Purpose**

The purpose of the Internships in Educational Leadership is to facilitate performance-based field experiences for the postgraduate student seeking administrative certification **for the School Building Leader (SBL) and/or the School District Leader (SDL)**. This approach relies on a strong conceptual base of knowledge and understanding of professional practices. The shared resources of the field settings will enable students to participate in a closely supervised experience by the College Internship Supervisor and the Cooperating Administrator.

The goal of the Internships is to provide the intern with *substantial and sustained* standards-based opportunities to apply the theoretical knowledge and skills acquired during graduate study within *multiple institutional settings* that include a K-12 school setting and a community-based organization. Some of the intended outcomes of the internship seek to provide the conditions that will enable interns to receive:

- Field experiences and clinical internships that demonstrate a wide range of opportunities for candidate responsibility in leading, facilitating, and making decisions typical of those made by educational environment
- Field experiences and clinical internships that involve interns in many direct interactions with school staff, parents, students and school community leaders
- Opportunities to gain experiences in two or more types of settings (e.g. elementary, middle, high, urban, suburban, rural, virtual, and alternative schools) to practice a wide range of relevant, school based knowledge and leadership skills
- Opportunities to interact with a variety of district wide and community organizations (e.g. community and business groups, community and social service agencies, and parent groups)
- A leadership role in more capstone leadership activity with supervised assistance from an On-Site Mentor that maximizes leadership practice and refines school and district level leadership skills.

## Leadership Standards

The Educational Leadership Constituent Council (ELCC) internship standards provide the framework for Candidates' performance during the internship experiences.

### ELCC Standards

#### **ELCC Standard 7.0 Building and District Internship**

Building and district level internships allow future leaders to apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school and district based field experiences and clinical internship practice within a school and district setting and is monitored by a qualified, on site mentor.

Each candidate must complete two internships over the course of a minimum of two semesters:

- **building/district internship – 300 hours**
- **community/business internship – 100 hours**

An internship seminar occurs during each term to allow for meaningful group interaction and discussion of related matters. Appropriate readings are assigned to assist the candidate in obtaining a leadership perspective and thought-provoking management techniques.

Upon completion of the school/district internship, a comprehensive portfolio must be submitted as evidence of a candidate's substantial and sustained effort.

#### **Standard 7.1 Substantial Field and Clinical Internship Experience**

The program provides significant field experiences and clinical internship practice for candidates within a school building/district environment to synthesize and apply the content knowledge and develop professional skills as identified in the ELCC Standards through field experiences within a school or district.

#### **Standard 7.2 Sustained Internship Experience**

Candidates are provided a semester or more opportunity to earn concentrated internships that include field experiences within the appropriate environment.

#### **Standard 7.3 Qualified On Site Mentor**

An on-site mentor who has demonstrated experience as an educational leader within a building and/or district is selected collaboratively by the intern and program.

When choosing an internship location it is important to ascertain that commitment to the program will be unwavering. Planning, coordination, and cooperation between the internship supervisor and cooperating administrator are essential for the program to be

effective for the candidate. The candidate must be assigned to work with mentors who are willing to provide training and guidance as required.

### **Internship Credit**

Upon completion of the internships leadership candidates will earn six credits. The community internship is equivalent to 2 credits and the school/district internship is equivalent to 4 credits. In order to earn graduate credit for the intern experience, each candidate must meet the following requirements:

1. log 100 (community)/300 school/district hours of internship experience;
2. attend internship seminar meetings;
3. submit internship time log that identifies activities, dates and hours worked;
4. submit internship journals reflecting on experiences;
5. demonstrate 80% or more proficiency in leadership competencies;
6. submit internship eportfolio (for school and district internships)

Upon satisfactorily completing all of the above requirements, the candidate will receive a pass/fail grade for successful completion of the internship that will be posted to his/her official transcript.

During the internship Leadership Candidates will demonstrate proficiency in competencies specified in the following ELCC standards:

#### **BUILDING LEVEL STANDARDS**

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

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

**ELCC Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**ELCC Standard 4:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**ELCC Standard 5:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**ELCC Standard 6:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**ELCC Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

## DISTRICT LEVEL STANDARDS

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

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

**ELCC Standard 3.0:** A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

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

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

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

**ELCC Standard 7.0:** A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

## REQUIREMENTS FOR APPLICATION TO THE INTERNSHIP IN EDUCATIONAL LEADERSHIP

1. The Candidate must have an Initial (or Permanent) New York State Teaching Certification.
2. The Candidate must complete a minimum of eighteen (18) (15 hours for SBL) semester hours of approved graduate study at Manhattanville College in the Program of Educational Leadership.
3. The Candidate must maintain a cumulative grade point average of 3.0 in the Educational Leadership Program.
4. Candidates will receive faculty review and endorsement with regard to each Candidate's readiness for the internship.

**PROCEDURE FOR ADMISSION  
INTO THE  
INTERNSHIP IN EDUCATIONAL LEADERSHIP**

In preparation for the Internship, the student must adhere to the following procedures:

1. The candidate will review the *Handbook for the Internship in Educational Leadership* (including all forms).
2. The candidate must complete the application forms and write an Internship Proposal for each internship placement (i.e., the school, district and community). This proposal will contain four areas: (1) A description of the intern's proposed site of the internship. If the internship will take place in two different settings, then both organizations must be described. (2) A proposal and description of the major project to be undertaken. (3) A description of the day-to-day internship activities in the form of an action plan that will support substantial experience toward fulfillment of the leadership competencies.
3. The candidate must interview and consult with his/her Cooperating Administrator for the internship and the Organizational leader (i.e., Superintendent of Schools, BOCES Superintendent, and Executive of Non-Profit). The purpose of these meetings is to obtain approval from the organizational leaders and to ensure sufficient support for your internship placement within each organization.
4. The candidate must then submit the Internship Proposal and Application Forms. The candidate will meet with the appropriate administrator to review the Application, Proposal and Projects. Upon approval, the candidate must then obtain the designated Cooperating Administrator signatures on the Request for Approval form.
5. The accepted proposal, including the Application Form and the signed Request for Approval Form, must then be copied and disseminated (one copy for: Manhattanville, the School District or Community Organization, and the candidate) .
6. The approved and signed proposal and forms must be submitted no later than the first week of the semester.

**Internships begin either in the Fall or Spring (school/district), or Summer I and II  
Internship Requirements:**

**The Intern will--**

- Attend seminar meetings for the duration of the internship, and complete all of the assignments at the appropriate competence level. The internship must be completed in consecutive semesters.
- Maintain a Time Log of the total required 400 hours of administrative service. The log is the time-diary of activities during the course of each day. The log must be maintained to account for the hours spent on administrative/leadership activities and should be linked to the ELCC standards. A time log must be submitted at the completion of each internship in the electronic portfolio. Refer to *page 22* for sample format. The time log should include an overview with written entries regarding the activities.
- Monitor and note leadership roles and responsibilities in the log. The Intern must present the Leadership Internship Competency Instrument to the Cooperating Administrator(s) for signature(s) during regularly scheduled meetings throughout the internship.
- Complete the “additional required school building leader/school district leader activities”. These activities should be incorporated into the internship documentation (e.g., time log).
- Meet on-site with the College Internship Supervisor twice, or as needed, during their internship experience. The purpose of these visits is to follow the development of the Intern and monitor professional progress. Also, these visits will give the Intern and Internship Supervisor an opportunity to discuss the Intern’s progress with the Cooperating Administrator.
- Complete final reports that document the internship projects. Refer to *page 23* for project report guidelines. The Rubric is posted separately on Blackboard.
- Prepare an eportfolio that represents the scope of leadership responsibilities and accomplishments during the internship. The portfolio should be organized around the ELCC standards. Refer to *page 25* for portfolio guidelines and rubric (posted separately on Blackboard).
- Submit all required documentation to the Internship Supervisor upon completion of the internship for final grade. Failure to arrange appropriate meeting times, course requirements or ePortfolio submission may result in an internship grade of F.

**Additional Required  
School Building Leader Internship Activities**

- Complete at least two classroom observations; observe an end-of-year evaluation.
- Write various communications ( for example, memos) for internal and external distribution
- Review building safety plan and procedures.
- Plan, implement, and evaluate a professional development session.
- Facilitate a faculty meeting.
- Participate in a CSE or CPSE meeting. Interview the special education director and principal about the building administrator’s role in supporting special education services.
- Observe at all grade levels and areas within the building.
- Attend at least one Board of Education meeting.
- Review building opening and closing procedures. Participate in school opening and/or closing.
- Participate in class scheduling.
- Meet with the head custodian to review job responsibilities, maintenance schedules, and related building issues.
- Interview the director of transportation to discuss building issues and concerns.
- Interview school building food services manager regarding requirements and issues or concerns.
- Participate in building-level staffing needs and budget planning process
- Review health and wellness policy.
- Participate in two learning walks at different levels.
- Review union contract; discuss past grievances with principal.
- Interview the principal’s secretary and office staff about how they support administration and the building operations.
- Review purchase order process with building principal.

- Attend school events such as plays and concerts.

**Additional Required  
School District Leader Internship Activities**

- Complete at least two observations of district wide staffing; observe an end-of-year evaluation.
- Write various communications for internal and external distribution at the district wide level.
- Review district safety plans and procedures.
- Assist in the planning, implementing, and evaluating for a professional development session for the district.
- Interview and shadow key central office administrators about roles and responsibilities. Discuss TRS and ERS retirement information with business department
- Participate in a CSE or CPSE meeting. Interview the special education director about challenges and the roles of district personnel.
- Observe at all levels within the district.
- Attend at least one Board of Education meeting
- Meet with the director of maintenance to review job responsibilities, maintenance schedules, and related district issues.
- Interview director of transportation to discuss district issues and concerns.
- Participate in district budget planning process. Attend a district level budget meeting.
- Assume a leadership role in a district committee.
- Participate in a district-level administrators' meeting.
- Examine the Board of Education Policy manual and interview the school superintendent and one board member regarding the process for school board policy review
- Attend a district level PTA meeting
- Develop a district level grant.
- Participate in collective bargaining/ negotiations sessions

**Manhattanville College  
School of Education  
Educational Leadership**

**Application for the Internship in Educational Leadership  
(EDAD 5501, EDAD 5502, EDAD 5503)**

Complete this form and attach it to your written INTERNSHIP PROGRAM PROPOSAL and submit both with the APPROVAL FORM signed by the District Superintendent to the Department Chair.

**PLEASE TYPE OR PRINT CLEARLY**

Candidate for the: SBL\_\_\_\_ SDL\_\_\_\_ SBL/SDL\_\_\_\_

Anticipated date of Graduation: \_\_\_\_\_

Internship (circle one that applies to proposal):

Community (EDAD 5501) School Building(EDAD 5502) School District (EDAD 5503)

Internship Period (indicate semester internship will begin): \_\_\_\_\_

Name of Candidate:

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Home Address: \_\_\_\_\_

\_\_\_\_\_

Work Address: \_\_\_\_\_

\_\_\_\_\_

Cell Phone: ( ) \_\_\_\_\_

Home Email: \_\_\_\_\_

Work Email: \_\_\_\_\_

5501)

**Sample Format for Internship Proposal**

*Please use this format to prepare a 1-2 page typed proposal*

Name:

Date:

**1. Description of Proposed Site:**

**2. Description of Proposed Projects** (specific problem area/need, goal, intended outcomes):

**3. Preliminary Action Plan** (will be further developed during internship):

Identify some of the day-to-day internship activities associated with the project completion. Please be sure that you include all the *required competencies* and incorporate as many of the other relevant competencies as you possible.

<b>Professional Goals</b> (link to ELCC standards)	<b>Targeted Competency Area</b> (refer to specific stand. #)	<b>Activities that will Support Competency Development</b>	<b>Expected Outcomes or Benchmark for Success</b>
Ex. Develop effective means to involve the broader community.	4.1 g	<ul style="list-style-type: none"><li>• Identify key community organizations in community that might be a resource to the school.</li><li>• Visit organizations.</li></ul>	Compile community resource briefing for cooperating administrator.



**INTERNSHIP IN EDUCATIONAL LEADERSHIP**

**Request for Approval**

**Circle one: School (EDAD 5502) District (EDAD 5503)  
Community (EDAD 5501)**

This is to certify that \_\_\_\_\_ is currently enrolled in the School of Education’s preparatory program in Educational Leadership and has completed the requirements necessary for application to serve as an intern.

The period of time for this Internship will be from \_\_\_\_\_ through \_\_\_\_\_.

The School of Education Internship Supervisor will schedule two supervisory visits (more as needed) with the Intern and Cooperating Administrator.

It is agreed that at the conclusion of the internship service, the Cooperating Administrator will provide a written assessment of the Intern’s performance to the Internship Supervisor.

\_\_\_\_\_  
Superintendent of Schools  
or Organizational Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Coordinator  
School of Education

\_\_\_\_\_  
Date

Dear Cooperating Administrator:

Thank you for agreeing to assume the shared responsibility of supervising and mentoring our intern in Manhattanville College's Educational Leadership program. We truly appreciate the time you will be spending with our Leadership Intern. During the internship, we seek to ensure that each intern is given ample opportunity to participate in a range of leadership and administrative responsibilities. Additionally, we would like to the intern to lead a project that will leave a positive contribution to your organization.

At the end of the intern's experience, we ask that you write an evaluation of the intern's progress. This will become a part of the intern's permanent Professional Portfolio at Manhattanville College.

Prior to the internship I will review your role and internship requirements more fully. Please do not hesitate to contact me with any questions or suggestions you have prior to that meeting. I can be reached at (914)323-5443 or via e-mail (lenora.boehlert@mville.edu).

Sincerely,

Lenora Boehlert, Ed.D.  
Liaison for the Educational Leadership Program

## **Internship Support Team Roles & Responsibilities**

### Internship Coordinator

The Department Chair acts as the Internship Coordinator. Primary responsibilities include:

- Oversee and monitor the dual internship program.
- Conduct bi- annual internship orientations for Leadership Candidates.
- Conduct an orientation for Cooperating Administrators.
- Review and approve internship proposals.
- Coordinate with the College Internship Supervisor.
- Coordinate department communications related to the internship.

### College Internship Supervisor

The College Supervisor's primary role is to support the interns in creating purposeful internship experiences that are aligned to the ELCC Leadership Competencies and are tailored to each individual's professional development needs. This will necessitate close communication with each Cooperating Administrator and ongoing monitoring of Intern Candidates' progress. Primary responsibilities include:

- Lead a seminar that supports Candidates' internship experiences by linking theory to practice through readings, class discussions, and class exercises.
- Maintain communication with each Cooperating Administrator with regard to each Leadership Candidate's progress.
- Visit each intern's site at least twice during the internship and more if needed.
- Work with and support each Candidate in focusing his/her internship action plans and project development.
- Inform the Internship Coordinator of any problems or concerns with regard to a Candidate's placement or progress.
- Create an atmosphere of collegial exchange and learning.
- Make a final determination about each Candidate's ability to meet the internship requirements.

### Cooperating Administrator

The Cooperating Administrator provides critical roles as mentor, coach, and supervisor of the Leadership Candidate on a daily basis. Given the importance of the internship experience as a time to integrate theory and practice and to develop specific leadership competencies, the Cooperating Administrator's influence and support are very important. Ideally, the Cooperating Administrator is expected to do the following:

- Provide time for the intern to meet and discuss his/her plans, progress, and questions.

- Support the intern in formulating his internship action plan.
- Listen to and respond to the intern in a non-judgmental manner.
- Provide constructive feedback to the intern regarding leadership actions.
- Communicate with and make time to meet with the College Internship Supervisor.
- Expose the intern to ongoing leadership opportunities within the organization.
- Communicate with the intern in an open, honest manner about the realities of leadership responsibilities.
- Provide the College and the intern with a final assessment of his/her progress and contributions.

### The Intern

Each Leadership Candidate should view his/her role as a member of the internship team. For each intern, this means *committing time, energy, and focused efforts* to make the internship a valuable learning experience. The work initiated prior to the internship should be taken seriously since it establishes the scope of the whole internship experience. Each intern must assume three very active roles throughout the internship as a Learner, Reflective Practitioner, and Collegial Partner with the support team. Key responsibilities include the following:

- Explore internship project possibilities by conferring with organizational leaders and identifying needs way in advance of the intended internship period.
- Prepare an internship proposal that reflects a focused plan.
- Clarify expectations with each member of the internship team.
- Monitor and reflect on accomplishments, challenges, and concerns.
- Communicate openly with the Cooperating Administrator and College Intern Supervisor.
- Attend and be an active participant in the intern seminars.
- Concentrate on developing leadership competencies and taking advantage of leadership opportunities within the organization.
- Demonstrate high level of professionalism during the internship and in the final completion of the internship requirements.

**Manhattanville College  
Educational Leadership**

**Internship Time Log/Reflection**

Semester: \_\_\_\_\_ Professor: \_\_\_\_\_

Intern: \_\_\_\_\_ School/ District/Organization \_\_\_\_\_

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Signature of Cooperating Administrator

<b>Date</b>	<b>Activity</b>	<b>Link to ELCC Standards</b>	<b>Total Time</b>

**Manhattanville College**  
**Educational Leadership Reflection**

Intern \_\_\_\_\_ Semester \_\_\_\_\_

School/Organization \_\_\_\_\_

Week	Reflection: A once a week commentary on your experiences <i>not a description</i>

## **THE INTERNSHIP PROJECTS**

The Intern will develop a minimum of one major problem-based project over each of the school building (EDAD 5502), community (EDAD 5501) or district (EDAD 5503) internships. The Intern is advised to develop the project action plans with the Cooperating Administrator and other appropriate personnel. The Intern must have primary responsibility for all phases of the projects.

The Intern should choose projects that require (1) clarifying a problem, (2) reviewing the literature pertaining to the targeted need, (3) developing a plan, (4) exploring possible alternative strategies and solutions, (5) implementing strategies, and (6) evaluating outcomes. These projects must be aligned to targeted internship competencies that span the ELCC standards. Whereas, the community internship project will focus primarily on addressing ELCC standard 4.1-4.3 (collaborating with families and other community members, responding to community interests and needs, and mobilizing community resources). The Community Internship is designed for a non profit community environment. Selection of an appropriate internship is completed with your College Internship Supervisor.

### **Internship Report Guidelines**

The final written report of the project (6-9 pages written in APA format, 6<sup>th</sup> edition) must include:

- I. Abstract of the project (approximately 200 words)
- II. Problem Statement (identify and substantiate problem/need)
- III. Review of Related Current Literature
- III. Description of the Planning, Development & Implementation Phases (Relate to project action plan)
- IV. Analysis and Assessment of the Project (Focus on project impact)
- V. Conclusions and Recommendations (Implications for leaders)
- VI. Bibliography



## ePortfolio Guidelines

At the end of each internship, you will need to submit an electronic portfolio that captures your leadership experience and accomplishments. The eportfolio is intended to help you put closure on your experience as you determine artifacts and experiences that align with the Standards and represent your learning. Your portfolio can be presented in different formats and should be purposefully organized and proof read. It should NOT be a scrapbook that has been quickly put together or taken from others' work..

### Important questions should guide the process:

- 1) **WHAT** do you want to collect or put in your portfolio?
  - Include all of the *required documentation items* (i.e., time log/reflections, reports, and the Internship Competency Instrument).
  - choose artifacts that highlight your leadership role and efforts. Link these artifacts to your action plan and targeted projects.
  
- 2) **SO WHAT** does all of this mean?
  - As you make decisions about what to put in the portfolio, take the opportunity to *reflect and analyze your growth* and leadership proficiency in relation to the ELCC standards.
  
- 3) **FINALLY** put your ideas into an ePortfolio document.
  - Enter a *final reflection* in your journal that captures your analysis of your work during the internship.
  - You might consider some of these questions: Was there anything you would have done differently to make the internship a more valuable experience? What revelations/surprises/frustrations did you encounter? What skills and knowledge do you need to develop further?

When you submit your eportfolio, include all documentation. Artifacts may be uploaded. Your eportfolio will be available online in the event you would like to use it for interviews.

## **COMPETENCIES FOR THE COMMUNITY INTERNSHIP EXPERIENCE**

The community internship experience is expected to provide increased opportunities directed toward the acquisition of knowledge and performance-based competencies as they relate to leadership and connection with applying knowledge that promotes student success through the collaboration with community members and resources that will enhance learning. Therefore, the proposed internship program must be developed in terms of appropriate competency-based objectives, supported by a realistic time commitment for achieving each objective.

The Intern is expected to focus activities in the knowledge and skills domains specified within the ELCC Leadership Standards. These may be accomplished through varying and incremental levels of involvement in roles as Observer, Participant, Co-leader, or as Leader.

- As *Observer* the Leadership Candidate only observes or shadows in order to understand the leadership role (with specific attention to organizational norms, leadership styles, the leader's role in facilitating group work, etc.).
- As *Participant* the Leadership Candidate is a participant in an activity but does not perform any leadership functions.
- As *Co-leader* the Leadership Candidate shares leadership role with the mentor or other organizational leader(s). There are some discrete tasks the Leadership Candidate executes on his/her own (including follow up and monitoring) with close supervisory oversight.
- During the course of the internship, the Leadership Candidate should assume an increasing *Leader* role, as noted in his/her initiation and follow through for all phases of a project, assigned leadership tasks, or in responding to an identified organizational problem. The Cooperating Administrator maintains supervisory oversight.

It is not necessary to have the internship focus on all of the competencies since some may not be appropriate to the scope of the internship experience. However, it is important that the internship experience provide as much leadership exposure as possible. The Cooperating Administrator and the Internship Coordinator must document the Leadership Candidate's professional growth for competencies in the standards.

Satisfactory completion of the internship will be determined by varied forms of evidence that demonstrate an effective leadership role in 80% of the competencies that reflect the intern's action plan and other administrative assignments. Refer to attached "Community Internship Rubric."

### ***EDAD D5501 Community Internship***

The Candidate will develop one significant problem-based project (as well as other related community activities) over the course of the Community Internship. The Candidate will develop one major problem based community project through the collaboration with faculty and community members. This collaboration with community and faculty members results in identifying community requests based on gathering information and data to support an improvement in a specific area of identified need. The Candidate must have primary responsibility for all phases of the projects, but must work collaboratively with the faculty, community and caregivers. **(ELCC 4.1)**

The Candidate should choose a project that requires (1) responding to a real problem or need, (2) reviewing the literature pertaining to the targeted need, (3) developing a plan, (4) exploring possible alternative strategies and solutions, (5) implementing strategies, and (6) evaluating outcomes. The project must be aligned to targeted internship competencies (as reflected in the ELCC standards) and should focus on collaborating with families and community members, responding to community needs, and mobilizing community resources.

The project must include the components listed and be aligned with the rubric below for successful completion of the requirements.

1. The Candidate will develop a needs assessment in conjunction with the faculty and community organization to determine the community needs and develop an action plan to address those needs. The Candidate will produce the needs assessment as well as meeting agendas/minutes and other artifacts of community collaboration (i.e. community events, flyers, newsletters, website development, classes for community outreach, etc.) **(ELCC 4.3)**
2. The Candidate will identify the resources available in the community for inclusion in the intended action plan. As a component of the plan, the Candidate must identify and use diverse community resources to improve programs. For example, if the community includes a large number of English as a New Language students, the Candidate will identify community resources that will engage parents of ENL students in the learning program. These resources may include community courses for parents with partnerships at the school level or other relevant connections **(ELCC 4.2)**.

**COMMUNITY LEVEL INTERNSHIP**

	<b>Elements</b>	<b>Unsatisfactory (1 pt.)</b>	<b>Satisfactory (2 pts.)</b>	<b>Target (3 pts.)</b>	<b>Points Awarded</b>
<b>1</b>	<p>The Candidate will develop one significant problem based community project through the collaboration with faculty and community members. This collaboration with community and faculty results in identifying community requirements based on gathering information and data to support an improvement in a specific area of identified need.</p> <p><b>Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.(ELCC 4.1)</b></p>	<p>The Candidate is unable to identify a significant problem based community issue due to a lack of collaboration with key community and faculty stakeholders. There is little to no evidence to indicate that the candidate collected, analyzed, and interpreted school, student, and faculty and community information to identify a need. Little to no communication occurred about the school's collaboration with the community and community members.</p>	<p>The Candidate identifies a significant problem based community issue, but evidences limited collaboration (1-2 internal and community related). There is evidence to indicate that the Candidate collected some data related (1-2 pieces of data) to the issue based on communication with the limited number of faculty and community connections. The data are analyzed used limited input from internal and external sources.</p>	<p>The Candidate identifies a significant issue in-depth and provides evidence of well-documented collaboration (2 or more internal and community related collaborations). The Candidate collected multiple (2 or more) data points related to the issue based on communication and collaboration with faculty and community members. The evidence indicates a deep understanding of the community members' needs and significant collaboration with faculty resulting in project designed to support the improvement of the school's educational environment.</p>	
<b>2</b>	<p>The Candidate will develop a needs assessment in conjunction</p>	<p>Candidate did not develop a needs assessment or meet with the faculty or community</p>	<p>The Candidate develops a needs assessment with input from 1-2 internal and external faculty and</p>	<p>The Candidate develops a well-defined assessment taking into account the</p>	

<p>with the faculty and community organization to determine community needs and develop an action plan to address those needs. The Candidate will produce the needs assessment as well as meeting agendas/minutes and other artifacts of community collaboration (i.e. community events, flyers, newsletters, website development, classes for community outreach)</p> <p><b>Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. Candidates conduct needs assessments of families and caregivers Candidates develop strategies for effective relationships (ELCC 4.3)</b></p>	<p>groups to gather information for input to develop an action plan.</p>	<p>community members. There is a plan presented. The needs assessment includes limited input from which prevents a comprehensive plan development. There are 1-2 additional artifacts indicating a collaboration between key stakeholders which support the development of positive relationships</p>	<p>needs of the families and caregivers. The needs assessment identifies collaborative input from greater than 2 internal and external faculty and community members. The communication is designed to accurately represent families and caregivers' needs as an outgrowth of the relationships and collaboration developed between the groups. The level of needs assessment development reflects a transparent exchange of information.</p>	
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<b>3</b>	<p>The Candidate will identify the resources available in the community for inclusion in the intended action plan. As a component of the plan, the Candidate must identify and use diverse community resources to improve programs. For example, if the community includes a large number of English as a New Language students, the Candidate will identify community resources that will engage parents of ENL students in the learning program. These resources may include community courses for parents with partnerships at the school level or other relevant connections <b>Candidates understand and can mobilize community resources by promoting an understanding,</b></p>	<p>Candidate does not provide evidence demonstrating that ability to identify community resources that will support an action plan.</p>	<p>The Candidate identifies 1-2 community resources to address the action plan. The resources are limited in scope and do not address all of the needs represented by the community. There are 1-2 examples of parent resources which support student learning. The Candidate identified 1-2 of the diverse cultural, social, and intellectual resources within the school community, but did not explore the wide options which could have connected to more community resources.</p>	<p>The Candidate identifies 2 or more community resources to address the action plan. The resources are reflect a deep understanding of the resources available and address all of the needs represented by the community. There are 2 or more examples of parent resources which support student learning. The Candidate identifies 2 or more of the diverse cultural, social, and intellectual resources within the school community, and provides wide options which connect to greater community resources.</p>	

	<p>appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. (ELCC 4.2).</p>				
4	<p><b>Written Quality</b></p>	<p>The plan is poorly written as evidenced by numerous spelling or grammatical errors and uneven written quality.</p>	<p>The report is clearly written with a few minor spelling or grammatical errors.</p>	<p>Report is clearly written, with no spelling or grammatical errors.</p>	



**COMPETENCIES  
FOR  
THE SCHOOL BUILDING LEADER/SCHOOL DISTRICT LEADER INTERNSHIP EXPERIENCE**

The internship experience is expected to provide increased opportunities directed toward the acquisition of knowledge and performance-based competencies. Therefore, the proposed internship program must be developed in terms of appropriate competency-based objectives, supported by a realistic time commitment for achieving each objective.

The Intern is expected to focus activities in the knowledge and skills domains specified within the ELCC Leadership Standards. These may be accomplished through varying and incremental levels of involvement in roles as Observer, Participant, Co-leader, or as Leader.

- As *Observer* the Leadership Candidate only observes or shadows in order to understand the leadership role (with specific attention to organizational norms, leadership styles, the leader's role in facilitating group work, etc.).
- As *Participant* the Leadership Candidate is a participant in an activity but does not perform any leadership functions.
- As *Co-leader* the Leadership Candidate shares leadership role with the mentor or other organizational leader(s). There are some discrete tasks the Leadership Candidate executes on his/her own (including follow up and monitoring) with close supervisory oversight.
- During the course of the internship, the Leadership Candidate should assume an increasing *Leader* role, as noted in his/her initiation and follow through for all phases of a project, assigned leadership tasks, or in responding to an identified organizational problem. The Cooperating Administrator maintains supervisory oversight.

It is not necessary to have the internship focus on all of the competencies since some may not be appropriate to the scope of the internship experience. However, it is important that the internship experience provide as much leadership exposure as possible. The Cooperating Administrator and the Internship Coordinator must document the Leadership Candidate's professional growth for competencies in the standards.

Satisfactory completion of the internship will be determined by varied forms of evidence that demonstrate an effective leadership role in 80% of the competencies that reflect the intern's action plan and other administrative assignments. Refer to attached " Internship Competency Instrument.

## SCHOOL BUILDING LEADER INTERNSHIP COMPETENCY INSTRUMENT

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
<b>ELCC 1.0</b>	<b>A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school based stakeholders.</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards</b>
<b>1</b>	<b>ELCC 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</b>				
<b>2</b>	<b>ELCC 1.2 Candidates understand and can collect data and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.</b>				
<b>3</b>	<b>ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement</b>				
<b>4</b>	<b>ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</b>				
<b>ELCC 2.0</b>	<b>A building level education leader applies knowledge that promotes the success of every</b>				<b>Evidence for each sub area should align with the Content</b>

	<b>COMPETENCY</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Target</b>	<b>EVIDENCE*</b>
	<b>student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.</b>				<b>knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards</b>
<b>5</b>	<b>ELCC 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</b>				
<b>6</b>	<b>ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</b>				
<b>7</b>	<b>ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</b>				
<b>8</b>	<b>ELCC 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</b>				
<b>ELCC 3.0</b>	<b>A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards</b>

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.				
9	ELCC 3.1. Candidates understand and can monitor and evaluate school management and operational systems.				
10	ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.				
11	ELCC 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.				
12	ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership.				
13	ELCC 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning				
ELCC 4.0	A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community;				Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	<b>building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.</b>				
14	<b>ELCC 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</b>				
15	<b>ELCC 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</b>				
16	<b>ELCC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</b>				
17	<b>ELCC 4.4. Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</b>				
<b>ELCC 5.0</b>	<b>A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards</b>

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	school to ensure that individual student needs inform all aspects of schooling.				
18	ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.				
19	ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.				
20	ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.				
21	ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.				
22	ELCC 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.				
ELCC 6.0	A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.				Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards
23	ELCC 6.1 Candidates understand and can advocate for school students, families, and				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	caregivers.				
24	ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.				
25	ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.				
ELCC 7.0	A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.				Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC Building Level Educational Program Leadership Standards
26	ELCC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other <i>Educational Leadership Building-Level Program Standards</i> through authentic, school-based leadership experiences				
27	ELCC 7.2 Sustained Internship Experience: Candidates are provided a six-month, Concentrated internship that includes field experiences within a school-based environment.				
28	ELCC 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	intern and program faculty with training by the supervising institution.				

\* All competencies taken from the 2011 Educational Leadership Program Standards (Building Level)

Overall Rating:

- Target (over 80% of the competencies are met)
- Satisfactory (between 51% and 80% of the competencies are met)
- Unsatisfactory (more than 50% of the competencies are not met)

\_\_\_\_\_  
Cooperating Administrator/Date

\_\_\_\_\_  
College Intern Supervisor/Date

\_\_\_\_\_  
Intern/Date

Please indicate alignment by identifying the Element from the ELCC Building Leader Standards. For example, evidence of communication with community members as shown by meeting dates and agenda items may align with meeting the standards of ELCC 4.1

# SCHOOL DISTRICT LEADER INTERNSHIP COMPETENCY INSTRUMENT

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
<b>ELCC 1.0</b>	<b>A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards</b>
<b>1</b>	<b>ELCC 1.1</b> Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.				
<b>2</b>	<b>ELCC 1.2</b> Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.				
<b>3</b>	<b>ELCC 1.3</b> Candidates understand and can promote continual and sustainable district improvement.				
<b>4</b>	<b>ELCC 1.4</b> Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
ELCC 2.0	A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.				Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards
5	ELCC 2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.				
6	ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.				
7	ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	capacity across the district.				
8	<b>ELCC 2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.</b>				
<b>ELCC 3.0</b>	<b>A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards</b>
9	<b>ELCC 3.1. Candidates understand and can monitor and evaluate district management and operational systems</b>				
10	<b>ELCC 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</b>				
11	<b>ELCC 3.3 Candidates understand and can promote</b>				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	<b>district-level policies and procedures that protect the welfare and safety of students and staff across the district.</b>				
12	<b>ELCC 3.4 Candidates understand and can develop district capacity for distributed leadership.</b>				
13	<b>ELCC 3.5</b> Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.				
<b>ELCC 4.0</b>	<b>A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards</b>
14	<b>ELCC 4.1</b> Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	environment. .				
15	<b>ELCC 4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.</b>				
16	<b>ELCC 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</b>				
17	<b>ELCC 4.4. Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</b>				
<b>ELCC 5.0</b>	<b>A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards</b>

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	<b>consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.</b>				
18	<b>ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.</b>				
19	<b>ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</b>				
20	<b>ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.</b>				
21	<b>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.</b>				
22	<b>ELCC 5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.</b>				
<b>ELCC 6.0</b>	<b>A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the</b>				<b>Evidence for each sub area should align with the Content knowledge and Professional</b>

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.				Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards
23	ELCC 6.1 Candidates understand and can advocate for district students, families, and caregivers.				
24	ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.				
25	ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.				
ELCC 7.0	A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.				Evidence for each sub area should align with the Content knowledge and Professional Leadership Skills as outlined in the ELCC District Level Educational Program Leadership Standards
26	ELCC 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for				

	COMPETENCY	Unsatisfactory	Satisfactory	Target	EVIDENCE*
	candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.				
27	<b>ELCC 7.2 Sustained Internship Experience: Candidates are provided a six-month, Concentrated internship that includes field experiences within a district-based environment.</b>				
28	<b>ELCC 7.3 Qualified On-Site Mentor: An on-site district mentor who has demonstrated experience as an educational leader at district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.</b>				

\* All competencies taken from the 2011 Educational Leadership Program Standards (Building Level)

Overall Rating:

- Target (over 80% of the competencies are met)  
 Satisfactory (between 51% and 80% of the competencies are met)  
 Unsatisfactory (more than 50% of the competencies are not met)

\_\_\_\_\_  
Cooperating Administrator/Date

\_\_\_\_\_  
College Intern Supervisor/Date

\_\_\_\_\_  
Intern/Date

Please indicate alignment by identifying the Element from the ELCC Building Leader Standards. For example, evidence of communication with community members as shown by meeting dates and agenda items may align with meeting the standards of ELCC 4.1



