

POSTING

PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT
CALL TO LEADERSHIP
ADMINISTRATIVE INTERNSHIP PROGRAM

September 27, 2018

To: All professional/certificated staff

From: Edward A. Kliszus, Ph.D., Superintendent

Re: **2018-19 Call to Leadership Administrative Internship In-Service Program**

9 in-service credits (3 semesters)

6 in-service credits (2 semesters)

3 in-service credits (1 semester)

Introduction: This program provides professional/certificated staff with real-time administrative and leadership experiences in their own school or department. Interns participate in a unique collaboration with district administrators to gain practical experience and insights into leadership processes. Professional staff interested in this program should reach out to their respective principal/director to discuss the possibilities. An introductory seminar will take place at the beginning of the semester for prospective participants. Participants will meet each semester to discuss progress and share ideas about the program.

Conditions for Admission:

1. Prerequisite professional requirements:
 - a. Applicant has earned tenure with a minimum of three years service in his/her current school or department.
 - b. Has completed a minimum of three years full teaching or other professional educational experience.
 - c. Participation consideration will be provided to staff not meeting prerequisites (a) and (b) if they either hold a Masters degree in educational administration/leadership, or are currently matriculated in a graduate program in educational administration/leadership.
2. The applicant must be approved by the following:
 - a. The cooperating Principal, Assistant Principal, Director, or Supervisor
 - b. The Superintendent of Schools
3. The applicant agrees to the following:
 - a. To devote his/her time to the program, exclusive of his/her regular contractual obligations.
 - b. To attend the 2 annual (minimum) seminar meetings anticipated for the program
 - c. To carry out the internship assignments mutually agreed upon between the intern and the cooperating administrator.
 - d. File a formal application, prepare a proposed program of activities, and submit to a formal interview.

The intern may participate in the program for multiple school years (3 semesters) to attain the full 9 in-service credits. An annual application is required for multiple school years.

Maximum number of concurrent interns:

High School –	4
Middle School –	3
K-5 Schools –	1 each

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Directors/Supervisors— 1 each

*Interns limited to service in their school unless working with a director with district wide assignments.

Completed applications, including a proposed program of activities must be submitted to the cooperating Principal/Director/Asst. Director/Supervisor for review and preliminary approval.

Please contact your Principal/Director/Asst. Director/Supervisor for additional details.

Interns can start at the beginning of each semester.

GOALS AND OBJECTIVES OF THE CALL TO LEADERSHIP ADMINISTRATIVE INTERNSHIP PROGRAM

Part I

General goals of the internship program:

1. To induct the participant into the realm of practical administrative responsibilities and environments.
2. To optimize the “reality-component” of an in-service Administrative Program for our staff.
3. Provide the participant the opportunity to observe, share in or assume real and relatively continuous responsibilities in a variety of areas of competence in educational administration.
4. Provide the participant the opportunity to participate and perform in selective administrative roles and to initiate, plan, develop, implement and evaluate certain administrative functions under the supervision and guidance of a practicing administrator. (Supervision of professional staff is specifically excluded from the program).
5. In conjunction with the previously listed goals, to provide the participant with flexible opportunities to nurture, develop and sharpen their skills and to acquire the relevant areas of knowledge and attitudes for effective administrative behavior and practice.

Experience may be categorized under the following functional facets of the school administrator’s role:

- a. Teacher-pupil systems, development and management.
- b. Pupil personnel matters.
- c. Managing the school’s physical plant.
- d. Managing the school’s business services, transportation, and office routines.
- e. Working with parents and community organizations
- f. Communicating with other relevant educational agencies.
- g. Designing and facilitating, and presenting professional development.
- h. Curriculum development.
- i. Data analysis and state reporting.
- j. Assessment.
- k. Developing presentation skills.
- l. Implementing board policy and collective bargaining agreements.
- m. Budgeting, grant application and implementation, and resource management
- n. Short and long term planning.
- o. Compliance with state and federal education mandates.
- p. Personnel management systems.
- q. Application of education law.

The tenets of the Call to Leadership administrative intern program are based on the Educational Leadership Constituent Council (ELLCC) Standards, which inform all activities.

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Part IA

Interns working with Building Level Administrators (Principals, Assistant Principals)

The Educational Leadership Constituent Council (ELCC) Building Level Standards

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.

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 Page | 10 most effective and appropriate technologies to support teaching and learning within a school environment.

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.

Standard 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; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5.0

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

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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.

Standard 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.

Part IB

ELCC Internship Standards & Performance Outcomes for interns working with Building Level Administrators

Standard 7.0 Internship

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.

Standard 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 Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

Standard 7.2 Sustained Internship Experience

Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

**The internship school cooperating administrators will work together to ensure interns are assigned work and projects that assist the school in achieving goals and result in enhancing the interns' leadership skill.*

Standard 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 intern and program faculty with training by the supervising institution.

**The interns' experiences will occur in their school sites/Departments or district's office. First, there will be situations that will allow them to really understand what is required of a school/district/Department leader, and second, will enable interns to use a wide range of relevant knowledge and skills so as to practice what is learned during their internship. Interns' experiences may include work with appropriate community organizations, parent groups, and school boards.*

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Upon completion of the internship leadership interns will earn nine, six or three in-service credits for their intern experience.

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Part IC

Interns working with District Level Administrators (Assistant Directors, Directors, and Supervisors)

The Educational Leadership Constituent Council (ELCC) District Level Standards

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.

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.

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.

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.

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 Page | 20 within the district; evaluating the

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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.

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.

Part ID

ELCC Internship Standards & Performance Outcomes for interns working with District Level Administrators

Standard 7.0 Internship

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.

Standard 7.1 Substantial Experience

The program provides significant field experiences and clinical internship practice for 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.

Standard 7.2 Sustained Internship Experience

Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

**The internship district cooperating administrators will work together to ensure interns are assigned work and projects that assist the school in achieving goals and result in enhancing the interns' leadership skill.*

Standard 7.3 Qualified On-Site Mentor

An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

**The interns' experiences will occur in their school sites/Departments or district's office. First, there will be situations that will allow them to really understand what is required of a school/district/Department leader, and second, will enable interns to use a wide range of relevant knowledge and skills so as to practice what is learned during their internship. Interns' experiences may include work with appropriate community organizations, parent groups, and school boards.*

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Upon completion of the internship leadership interns will earn nine, six or three in-service credits for their intern experience.

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Part II

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CALL TO LEADERSHIP

ADMINISTRATIVE INTERNSHIP PROGRAM

COMMITMENT & EVALUATION

1. A commitment is made on the part of the applicant:
 - a. To work diligently and effectively toward achieving the objectives of the internship to the extent of the semester requirement in the activities described in his/her approved program.
 - b. To attend regularly the seminal meetings for the duration of the internship, and to complete all of the assignments and requirements of this seminar at an appropriate competence level.
 - c. To carry out his/her program activities during times and days mutually agreed upon between the intern and cooperating administrator.

2. Evaluation
 - a. The cooperating administrator at the end of each intern's program will submit a formal written evaluation to the superintendent of the intern's effectiveness in achieving the program's objectives.
 - b. The intern will submit a written self-evaluation and a field-log at the end of his/her program.
 - c. The cooperating administrator will hold weekly coaching (or evaluating) sessions with each intern to review assignments.
 - d. The intern or the cooperating administrator may terminate the internship at any time during the program without prejudice.

Applicants successfully completing the entire 3-semester program will be awarded nine in-service credits, six in-service credits for 2-semesters, or three in-service credits for 1 semester. The maximum number of in-service credits that will be allowed under this program for those interns serving in multiple semesters shall be nine (9). Candidates must reapply annually for each school year.

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Call to Leadership Internship Program in School Administration (in-service)
Application Form

Complete this application, including required approval signatures and submit to Superintendent for final approval.

Name of Applicant _____
Home Address _____ Phone () _____
Present Position _____ School _____
Location of proposed internship: School/Department _____

Applicant's Teaching and/or School Experiences:

<u>From/To</u>	<u>District</u>	<u>School</u>	<u>Position</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education:

Highest degree held _____ Date _____ Institution _____

Graduate credits _____ Dates _____ Institution _____

Credit hours of graduate study in education administration and/or supervision completed:

No. credits _____ date completed _____ College/University _____

No. credits _____ date completed _____ College/University _____

I am currently enrolled in an educational administration graduate program at _____

Certification:

Title _____ Field _____ Year _____ State _____

Title _____ Field _____ Year _____ State _____

Title _____ Field _____ Year _____ State _____

Focus of Proposed Internship Program:

Check the box next to the title of the administrator you will be interning with and write the name of the administrator in the space provided. as well as the type, grade level, school, and area of specialization.

Include a separate sheet (*Administrative Intern Sheet Proposal*) to describe the anticipated activities.

Principal

Asst. Principal

Director

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[] Asst. Director

[]
Supervisor

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Sample Format for Call to Leadership Administrative Internship Proposal
Please use this format to prepare a 1-2 page typed proposal

Name: _____

Date: _____
Fall/Spring Year

1. Description of School Site/Department:

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

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

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

(Preliminary Action Plan Sample Form)

Professional Goals (link to ELCC standards) District Level Standards Building Level Standards	Targeted Competency Area (refer to specific Standard)	Activities that will Support Competency Development	Expected Outcomes or Benchmark for Success
<i>Example:</i> Understand and efficiently use technological resources to create curriculum handbook	3.2	<ul style="list-style-type: none"> • Create handbook of mathematical terms for middle and high school math teachers 	Completed comprehensive handbook for secondary mathematics teachers.

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Preliminary Action Plan Form

Professional Goals (link to ELCC standards) District Level Standards Building Level Standards	Targeted Competency Area (refer to specific Standard)	Activities that will Support Competency Development	Expected Outcomes or Benchmark for Success

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Name of Applicant: _____ School/Assignment: _____

Signature and Approvals:

I am applying for admission into the Call to Leadership Internship Program on the basis of the attached preliminary program proposal in compliance with the requirement described herein.

It is understood by all parties that there are no obligations to the participants beyond the nine, six or three in-service credits to be awarded upon successful completion of the program.

Applicant's Signature: _____ Date: _____

FOR OFFICIAL USE ONLY

I am approving the internship of (name) _____
at (name of school or special area) _____
in accordance with the attached proposed program description, and the conditions specified by the District.

Signed: _____ Date: _____
Cooperating Administrator

Signed: _____ Date: _____
Final Approval - Superintendent of Schools

Comments:

