The College of Saint Rose
432 Western Avenue
Albany, N.Y. 12203-1490

Educational Leadership Program

GUIDE TO THE
School District Business Leader INTERNSHIP

Where Theory Meets Practice
To Serve Students

Effective September 1, 2016

Note: certain processes may slightly differ in Saint Rose Educational Leadership Internships through external operational contracts with the Center for Integrated Education (CITE) in metropolitan New York or other locations. Interns should always consult the academic advisor or Internship Supervisor with specific internship questions.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Changes to the Internship Guide</td>
<td>3</td>
</tr>
<tr>
<td>The SDBL Internship Proposal Process</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisites for the Internship</td>
<td>5</td>
</tr>
<tr>
<td>SDBL Internship Planning Checklist</td>
<td>5-6</td>
</tr>
<tr>
<td>Writing the Proposal</td>
<td>7</td>
</tr>
<tr>
<td>Supporting Letter from School District</td>
<td>8</td>
</tr>
<tr>
<td>Internship Application Form Sample</td>
<td>9</td>
</tr>
<tr>
<td>Description of SDBL NYS Competencies &amp; Objectives</td>
<td>11</td>
</tr>
<tr>
<td>Internship Leadership Examples for Each Objective</td>
<td>12-17</td>
</tr>
<tr>
<td>Examples of Internship Projects for Sample Objectives</td>
<td>18</td>
</tr>
<tr>
<td>Sample Leadership Project Proposal for an Objective</td>
<td>19-20</td>
</tr>
<tr>
<td>Internship Roles and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Guide for the SDBL College Internship Coordinator</td>
<td>20</td>
</tr>
<tr>
<td>Guide for the Site Supervisor</td>
<td>20</td>
</tr>
<tr>
<td>Guide for the College Supervisor</td>
<td>22</td>
</tr>
<tr>
<td>Guide for the Internship Seminar</td>
<td>22</td>
</tr>
<tr>
<td>Expectation for Completion of the Internship</td>
<td>22</td>
</tr>
<tr>
<td>Modifying the Proposal</td>
<td>23</td>
</tr>
<tr>
<td>Detailed Information on the Internship E-Portfolio</td>
<td>24</td>
</tr>
<tr>
<td>SDBL Internship Table of Contents for E-Portfolio</td>
<td>25</td>
</tr>
<tr>
<td>SDBL Intern Checklist - E-Portfolio in Chalk &amp; Wire (EDA597)</td>
<td>27</td>
</tr>
<tr>
<td>Internship Final Evaluation in the E-Portfolio</td>
<td>27</td>
</tr>
<tr>
<td>Words of Wisdom about Your Educational Administration Internship</td>
<td>29</td>
</tr>
</tbody>
</table>

## Appendix with Templates

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDBL Internship Application Form</td>
<td>31</td>
</tr>
<tr>
<td>Internship Proposal Template</td>
<td>32-34</td>
</tr>
<tr>
<td>Internship Daily Log</td>
<td>35</td>
</tr>
<tr>
<td>Internship Bi-Weekly Report &amp; Time Log</td>
<td>36</td>
</tr>
<tr>
<td>Request for Extension to Submit E-Portfolio</td>
<td>37</td>
</tr>
<tr>
<td>New York State Essential Knowledge and Skills for Effective School Leadership</td>
<td>38</td>
</tr>
<tr>
<td>College of Saint Rose Conceptual Framework and Unit Standards</td>
<td>39</td>
</tr>
<tr>
<td>ELCC Standards/CSR Frameworks/NYS Standards Crosswalk</td>
<td>40</td>
</tr>
<tr>
<td>SDBL Course Content Links to NYS SDBL Assessments</td>
<td>41</td>
</tr>
<tr>
<td>SDBL Course Content Links to ELCC National Leadership Standards – District Level</td>
<td>42</td>
</tr>
</tbody>
</table>
Summary of Changes to the Internship Guide

Changes to the Internship process and Guide will be on-going as we strive to ensure authentic, comprehensive and challenging experiences for our administrative interns in the evolving field of school leadership.
THE SDBL INTERNSHIP PROPOSAL PROCESS

Purpose of the Internship

The Educational Administration Internship should help the school district business leader intern to:

- Apply concepts, knowledge, and skills from study and previous experience to actual problems and day-to-day administrative and district leadership duties;
- Become involved in the real administrative life of educational organizations, and learn from administrative colleagues; and
- Grow and mature, through the internship's challenges, disappointments, and rewards, into a competent and independent educational administrator.

SUBSTANCE: The internship must include a minimum of 600 hours with a strong emphasis on district level administrative experience. The actual distribution of intern hours varies across the New York State SDBL competencies and objectives (SEE NEW YORK STATE IDENTIFIED COMPETENCIES/OBJECTIVES FOR THE SCHOOL DISTRICT BUSINESS LEADER on subsequent pages). However, interns are cautioned to distribute the internship hours across all New York State SDBL competencies/objectives to ensure fully addressing each area of the proposal. The actual aggregate internship hours will depend on meeting the objectives of the accepted proposal submitted to the SDBL Educational Administration Internship Coordinator. Once accepted, this proposal is a contract between the intern and the school site, and the intern and the College. Interns are expected to fulfill this contract even if more hours are necessary than originally anticipated in order to complete the projects and the proposal.

DIVERSITY: The internship should provide practice and experience in all of the New York State SDBL competencies/objectives at the district level (FOUR Competency Areas, with TWELVE associated total objectives). An intern shall submit a minimum of 12 separate internship activities (projects) covering the entire range of the New York State SDBL Competency objectives (Twelve objectives = Twelve projects).

DEPTH: The internship should place the intern in an active, administrative role. There should be opportunities for the gradual assumption of real responsibility (within the legal limits of delegated authority). For these reasons, full-time internships during the regular school year (based on leaves of absence or sabbaticals) are most desirable. If the intern must maintain some other job responsibilities, a reduced load should be considered, to enable the intern to take on actual administrative responsibilities during the regular school day. Internships involving summer activities can be arranged in some circumstances but, in most cases, they will require additional activities during the Fall or Spring semesters.

The Internship Binder (for the Student)

The internship binder is a physical three-ring large binder that is organized to meet the individual needs of the intern. It contains copies or originals of all internship activities, projects, and all paperwork, reports, reflections, artifacts, memos or other communication, and evaluations related to the internship. It contains much more detailed information that the E-Portfolio listed below although it would also contain the contents that are uploaded later to form and complete the E-Portfolio. It is the property of the intern and the Internship Binder is not submitted or evaluated. It is the compendium or information storage resource for the internship. It is essential for each intern to organize it in such a way to easily access and reference specific activities.
The Uploaded Internship E-Portfolio (for the College Evaluation)

The Internship E-Portfolio is the electronic on-line showcase or highlight of the internship. It includes in separate areas scanned electronic copies of: a) the internship title page; b) The internship application; c) Resume; d) Letter from the District; e) Internship Proposal; f) Two chosen exemplary artifacts that highlight and document the completion of each of the twelve objectives (24 artifacts total); g) Copies of all Bi-Weekly Reports; h) Written reflection for each of the 12 objectives; i) Final written internship evaluation from the site supervisor; and j) Final intern self-evaluation of the internship.

Leadership artifacts are evidence. Artifacts might include agendas, reflections, reports, pictures, graphs and charts, handouts, web sites, technical analysis, presentations, PowerPoints, communication documentation, workshop materials, etc.

Evaluation of the Internship: The Internship E-Portfolio

The internship will be evaluated by the SDBL Internship Coordinator based upon the completeness of the Internship E-Portfolio including the content and quality of the artifacts uploaded into the Internship E-Portfolio discussed below.

Prerequisites for the Internship

Students seeking an administrative internship at the College of Saint Rose must: 1) have been accepted into either the School Building Leader (SBL), School District Leader (SDL) Certification Program, the Master’s Program in Educational Administration at the College; or the School District Business Leader Program and 2) have completed a minimum of twelve credit hours (four courses) in Educational Administration at the College within her/his specialty content area, with a minimum grade of B in each course.

SDBL Administrative Internship Planning Checklist

BEFORE YOUR INTERNSHIP---

1. Carefully review the SDBL Internship Guide and attend the Internship Orientation Meeting (online for SDBL candidates). Read and study the Guide carefully. The Internship Guide can also be downloaded from The College of Saint Rose Educational Leadership web site at: http://www.strose.edu/academics/schoolofeducation/educational_leadership.

2. Begin to discuss a possible internship with your supervisors and/or other potential internship sponsors (Recommended contact with supervisor: AT LEAST 4-6 MONTHS BEFORE YOU PLAN TO START).

3. Determine whether you are doing a full time internship. If you are working on the internship work full time, the internship may be completed in one semester. If you are doing the internship while working another job full time, you must take two semesters to complete the internship. Prior interns often find that the accumulation of 600 internship hours is achieved prior to the completion of the leadership projects.

4. Contact or meet with the EDA SDBL Internship Coordinator if you need help drafting your proposal.
5. Decide with your supervisors about when you will start your internship, what possible internship activities you will be working on to address the New York State SDBL competencies, what hours you will work (600 total), and who your site supervisor will be.

6. Write a letter of intent to the EDA SDBL Internship Coordinator, specifying the expected dates and location of the internship.

7. Complete at least 12 EDA credits at Saint Rose.

8. Review sample internship proposal.

9. Draft your proposal and solicit input from your site supervisor. Consult the SDBL Internship Coordinator if you have questions.

10. Arrange for a letter of support for your internship to be sent by your superintendent, board of education or other governing body to the EDA SDBL Internship Coordinator. (See sample letter)

11. Make final revisions in your proposal, and submit it to the SDBL Internship Coordinator, along with the application form (AT LEAST 6 WEEKS BEFORE STARTING DATE).

12. Review and familiarize yourself with Chalk & Wire which will function as your Internship E-Portfolio. Interns can access and upload artifacts to the Internship E-Portfolios from anywhere, at any time. For more information: http://techtalk.strose.edu/cw/chalk-wire-support-central. You may also contact the ITS Help Desk by calling 518-454-2190.

13. After receiving approval of your proposal, register for EDA 596, Internship Seminar, immediately, typically in the spring semester. If you intend to complete the internship in one semester, you must also register for EDA 597 concurrently. (You may also need approval from your advisor to override a College registration restriction for registering for both courses concurrently.)

14. Begin your internship on the scheduled starting date. If you wish to begin earlier, you will need special permission from the SDBL Internship Coordinator AND have completed all items listed above including final approval of the proposal.

15. Complete fingerprinting requirements. Fingerprinting clearance is required prior to the educational leadership internship. Fingerprinting information is available on the New York State Education Department “TEACH” website at http://www.highered.nysed.gov/tcert/teach.

DURING YOUR INTERNSHIP--

- Meet at least twice with your college SDBL internship supervisor – typically on-line
- Register for EDA 597 for the summer semester immediately following the spring semester.
- Attend the scheduled internship seminars during the first and second semesters of your internship. If you are doing a full-time internship and intend to complete the internship in a single semester, you will need to continue to attend the seminars until completion and submittal of all internship materials.
- Maintain your daily log and complete your bi-weekly reports promptly.
- Complete the 12 major leadership activities (projects) per the internship proposal – one for each of the twelve NYS SDBL objectives.
• Maintain copies of all materials experienced in the internship – as possible artifacts.
• Each of the 12 required leadership projects are clearly identified in the internship proposal. Each project will generate many artifacts – but the intern must select only two that will become part of the Leadership E-Portfolio. Each intern must select and upload into Chalk & Wire the two artifact for each objective by the completion of the internship. Each artifact should be the best representation of the work by the intern for each of the objectives. The artifact should be closely aligned to the objective and consistent with the approved proposal. Interns may replace an artifact with another high quality artifact at any time prior to FINAL submittal of the E-Portfolio to the SDBL College Supervisor.
• Consult your college supervisor if problems arise or if you need to revise your proposal.

BEFORE THE END OF YOUR INTERNSHIP--
Complete your E-Portfolio, including the Final Reflective Paper, and Evaluations.
Meet with your college supervisor (in person or on-line) to review your total internship.
Complete any unfinished business raised at that Final Internship Meeting with the on-site supervisor.

WRITING THE PROPOSAL  (See Sample elsewhere in the Guide and Appendix)
The internship proposal consists of the following six parts:
The internship proposal should be included in the Internship Portfolio. A copy should be provided electronically to the SDBL Internship Coordinator. The proposal consists of the following six parts:

1) An Application Form (See Sample elsewhere in Guide; use Template provided); this should be the first page of the proposal;

2) A Philosophical Statement (The intern's philosophy of education and educational leadership, and how that philosophy will shape the internship; approximately one page, typed, single spaced);

3) A Professional Resume – an up-to-date summary of the prospective intern’s background as a school and/or professional leader and/or educator;

4) A List of Graduate Coursework completed in the Educational Leadership program, indicating semester each course was taken; and whether they were taken at St. Rose or elsewhere;

5) A detailed list of the Internship Leadership Projects of the internship including the method of evaluation of each project. This should include a detailed outline of the internship tasks the intern will undertake in each of the New York State SDBL competency area objectives with the method for documenting each assignment/activity (See Sample elsewhere in Guide; use Template provided); and

6) A Statement of Benefits to the Sponsoring District (an explanation of how the assignments, and the intern's development, will benefit the district or organization sponsoring the internships; approximately one age, typed, single-spaced.)

Note: If it is necessary to change or substantially amend an internship leadership activity, notify your SDBL Internship Coordinator and put the amended intern leadership activity in writing to your supervisor for his/her approval.
THE SUPPORTING LETTER FROM THE SUPERINTENDENT OR BOARD

A letter of support from the Superintendent or Board of Education that has jurisdiction over the prospective internship is required by the College; IT MUST BE RECEIVED BY THE COLLEGE BEFORE THE INTERNSHIP CAN BEGIN. This letter may typically be obtained from the Chief School Officer (Superintendent), and should be submitted to the SDBL Internship Coordinator. This letter often includes a copy of the resolution approved by the Board of Education appointing the intern (NOTE: Some districts do not require Board of Education action appointing interns). NOTE: OCCASIONALLY AN INTERNSHIP TAKES PLACE IN MORE THAN ONE DISTRICT OR AGENCY. IN THESE CASES, A LETTER OF SUPPORT MUST BE OBTAINED FROM EACH JURISDICTION.

The letter of support must be on school district letterhead and should contain the following:

1. Verification that the internship experience has been approved by the school district or educational organization.
2. Length of time the internship is to cover, including beginning and ending dates.
3. Time allotted each day specifically for administrative duties.
4. Job title of the internship and brief description of the activities.
5. Identification of the administrator who will serve as the site supervisor.

The letter of support and the SDBL Internship Proposals should be scanned and sent electronically to:

SDBL Internship Coordinator
Baughmak@strose.edu
Educational Leadership Program
School of Education
The College of Saint Rose
432 Western Avenue
Albany, NY 12203

DUE DATES FOR ALL INTERNSHIP MATERIALS

SDBL students beginning internship in the Summer: May 1 (Typical starting point for each cohort)
If beginning internship in the Fall: July 1 (Individual starting point with permission)
If beginning internship in the Spring: December 1 (Individual starting point with permission)

(Note: These dates are subject to revision by each program)
# INTERNSHIP APPLICATION FORM – How to Complete

**E-SUBMIT WITH PROPOSAL TO:**

SDBL Internship Coordinator - Educational Administration Program  
[Baughmak@strose.edu](mailto:Baughmak@strose.edu)  
The College of Saint Rose  
432 Western Avenue  
Albany, NY  12203

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<table>
<thead>
<tr>
<th>Name of Student: Student Name</th>
<th>ID #: Student ID.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street: Type Street</td>
<td>Cell Phone: (  )  -</td>
</tr>
<tr>
<td>City: Type in City</td>
<td>State: State</td>
</tr>
<tr>
<td>Work Address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Street: Type Street</td>
<td>Phone: Type Street</td>
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<td>City: Type in City</td>
<td>State: State</td>
</tr>
<tr>
<td>E-mail: E-mail Address</td>
<td>Zip: Zip</td>
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**Present certification(s) held:** Certifications

**Years of teaching and/or Public or Private Leadership /:** Years of teaching with subjects and grades; or public and private leadership and supervision

**Years of Administrative Experience:** Years of public or private leadership

**Experience:** List Experience

**Name of school district/agency in which internship will be carried out:**

**School District Address:** District Address

**Superintendent or person in charge:** Superintendent

**Site supervisor if Different (name and title):** Site supervisor

**Title of internship position:** Title of internship

**Daily schedule:**

<table>
<thead>
<tr>
<th>a. Internship: list daily hours</th>
</tr>
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<tbody>
<tr>
<td>B. Other work: list daily hours</td>
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**Internship dates:** Enter Starting Date Enter Ending Date

**Student Signature:** Student Signature Date: Enter date.

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All items of the internship application must be completed before it is submitted.  
**Note:** Internship hours must total a **minimum** of 600 hours with a focus on district leadership.
**Description of the Internship Activities, Tasks and Documentation**

The following are some suggested district leadership activities that generate artifacts for the Internship Portfolio and ensure the administrative intern experiences a comprehensive internship consistent with the four competency areas and associated objectives from the New York State School District Business Leader (SDBL) identified competencies and objectives. The intern must generate two artifacts for each of the 12 objectives (24 total).

Since internships are unique, an internship leadership activity may look and function very differently in different settings. Therefore, the intern should ensure that linked competency areas and associated objectives shown sufficiently link with the listed proposed activity. A final determination of the linkages is made by the College Internship Supervisor with approval of the Internship Proposal. The primary focus of the activities should be leadership activities where the *School District Business leader intern*:

a. **Works with** the district leader, building leaders, the board of education or other governing entity, and key educational stakeholders to support the development and implementation of the educational vision.

b. **Gathers and presents** financial information to shape, monitor, and evaluate the educational vision.

c. **Communicates** clearly and effectively to a variety of audiences, using appropriate tools and formats to achieve clarity and address questions.

d. **Achieves and sustains a strong relationship** with the school district leader, school building leaders, the board of education or other governing entity, and key stakeholders.

e. **Understands strategic planning** and identifies and allocates resources to help build a school system and a districtwide educational program that will endure.

f. **Works to create financial and operational conditions** that enable teachers to teach and students to learn by enhancing district and school capacity.

g. **Embodies and requires moral** and ethical behavior.

h. **Accepts responsibility and uses data** to monitor the state of the district, identify problems, propose and support solutions, and verify accomplishments.

i. **Manages financial and material resources** carefully and allocates them across schools equitably according to regulations and district priorities and never stops learning and improving.

j. **Understands the importance of supporting informed risks** and is willing to lend support to change initiatives even in the face of opposition.
New York State Identified Competency Areas & Associated Objectives for the School District Business Leader

Part One

Competency Area I: Supporting the District Educational Vision

*Objectives*
105.1 Understand leadership concepts and their application to the role of the district business leader.
105.2 Understand processes used by the district business leader to support and sustain the district educational vision.
105.3 Understand principles and practices of clear and effective communication.
105.4 Understand processes of collaboration and cooperation.

Competency Area II: Supporting Change and Sustainability in the District

*Objectives*
105.5 Understand the process of change and its relationship to district financial management.
105.6 Understand comprehensive, multiyear, and strategic planning.

Part Two

Competency Area I: Overseeing District Financial and Physical Resources

*Objectives*
106.1 Understand principles of district financial management
106.2 Understand financial management practices for school districts
106.3 Understand district business practices
106.4 Understand physical plant and facilities management

Competency Area II: Administering Human and Support Resources to Support Learning Goals

*Objectives*
106.5 Understand district personnel and human resource administration
106.6 Understand the administration of support services

Students in the internship need to address each of the twelve objectives listed above with a strategically and detailed internship proposal leadership project for each of the objectives listed.
Internship Leadership Examples for Each Objective

Part One

Competency Area I: Supporting the District Educational Vision

**Objective**

105.1 Understand leadership concepts and their application to the role of the district business leader. *(ELCC National Leadership Standards Applicable: 1.3, 3.4, 4.1, 4.4, 5.2, 6.1)*

For example:

a. Recognizing key theories of leadership, the research that supports them, and their implications identifying and using financial and other resources to support the district's educational vision

b. Understanding the role of interpersonal skills, team building, and communication skills in successful school district business leadership

c. Understanding the role of the business leader in enabling students to learn, teachers to teach, and schools to fulfill their purposes

d. Demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures *(SEE EXAMPLE OF DESIGNED INTERNSHIP LEADERSHIP ACTIVITY)*

e. Relating district financial policies to the broader context of schooling (e.g., elements of the political, economic, social, and cultural systems of the community, the state, and the nation)

f. Demonstrating an understanding of processes for engaging in and supporting districtwide succession planning, including recruiting, retraining, identifying, and coaching potential leaders

g. Demonstrating an understanding of the use of district resources to support relationships with organizations outside of the school system (e.g., social service agencies, health providers, mental health professionals, the Board of Cooperative Educational Services [BOCES], institutions of higher education [IHEs])

h. Demonstrating an understanding of resources available for professional growth, and maintaining a plan for self-improvement (e.g., continuous learning, reflection, stress and time management, professional networking, active involvement in professional associations)

**Objective**

105.2 Understand processes used by the district business leader to support and sustain the district educational vision. *(ELCC National Leadership Standards Applicable: 1.1, 1.2)*

For example:

a. understanding the role of fiscally sound policies and practices in supporting and sustaining the district's educational vision

b. demonstrating knowledge of how to align school and district financial policies and practices with the district's educational vision

c. demonstrating knowledge of methods for creating and sustaining financial and operational conditions within the district that enable all students to meet state learning standards and all staff to serve effectively in achieving that objective

d. demonstrating an understanding of methods for providing accurate financial information to support the educational vision

e. identifying strategies for continually evaluating district and school financial policies, practices, and
outcomes in terms of the district educational vision and the policies and goals of the board of education or other governing entity

Objective

105.3 Understand principles and practices of clear and effective communication.
(ELCC National Leadership Standards Applicable: 1.4, 2.4, 3.1, 4.1, 4.4)

For example:
  a. demonstrating knowledge of processes for effectively presenting financial and other pertinent information in multiple formats to varied audiences (e.g., using technology)
  b. analyzing methods for supporting the district's educational vision through financial reports, analyses, and presentations
  c. demonstrating knowledge of procedures for directing the development, implementation, and maintenance of a districtwide information management system
  d. demonstrating knowledge of procedures for implementing effective mass and interactive communication strategies and techniques
  e. demonstrating an understanding of community and public relations in presenting and discussing financial and other pertinent information
  f. demonstrating knowledge of how to use effective speaking and listening skills in varied contexts (e.g., communicating with individuals, small groups, large groups)
  g. demonstrating knowledge of effective techniques of communicating in writing for varied purposes and audiences (e.g., to inform stakeholders, to prepare grant applications)

Objective

105.4 Understand processes of collaboration and cooperation.
(ELCC National Leadership Standards Applicable: 1.1, 3.4, 4.1, 4.4, 5.1, 5.4, 6.1, 6.3)

For example:
  a. demonstrating an understanding of strategies for working effectively with the district leader, building leaders, the board of education or other governing entity, staff, parents/guardians, and community members to identify and allocate resources for supporting the educational vision
  b. demonstrating an understanding of strategies for building and maintaining ongoing partnerships with district staff and other stakeholders at both the local and state level
  c. demonstrating an understanding of how to work effectively with diverse groups in the district and community and create an atmosphere that encourages respect and appreciation for all people
  d. identifying procedures for developing consensus and for promoting effective, collaborative problem solving and data-driven decision making regarding district and school financial issues
  e. demonstrating an understanding of how to apply effective conflict-resolution techniques in contexts relevant to the role of the district business leader
  f. demonstrating an understanding of how to identify and share data from a variety of sources to promote collaboration and effective decision making among stakeholders
  g. demonstrating an understanding of behaviors that affirm the importance of integrity and ethics in all interpersonal contact
Part One

Competency Area II—Supporting Change and Sustainability in the District

Objective

105.5 Understand the process of change and its relationship to district financial management.
(ELCC National Leadership Standards Applicable: 1.3, 4.4, 6.3)

For example:
  a. identifying key concepts and principles of the change process and their relationship to resource issues (e.g., the role of effective and efficient resource allocation, methods for building support for change)
  b. demonstrating an understanding of methods for supporting the change initiatives of the district and its schools (e.g., through communication with stakeholders, financial analysis, data gathering, contingency financial planning)
  c. identifying and analyzing strategies for financing change in the short and long term while sustaining the district’s educational vision
  d. analyzing how change affects finances within the school district in both the short and long term

Objective

105.6 Understand comprehensive, multiyear, and strategic planning.
(ELCC National Leadership Standards Applicable: 1.3, 3.2, 4.1, 6.3)

For example:
  a. demonstrating knowledge of principles and practices of comprehensive, data driven, multiyear planning, including the importance of involving all key stakeholders
  b. demonstrating knowledge of procedures for developing, implementing, monitoring, evaluating, and updating the district strategic plan
  c. demonstrating an understanding of procedures for planning and implementing district instructional programs

Part Two

Competency Area I—Overseeing District Financial and Physical Resources

Objective

106.1 Understand principles of district financial management.
(ELCC National Leadership Standards Applicable: 3.2, 3.3, 5.1, 6.3)

For example:
  a. demonstrating knowledge of the school district budget process, including planning, developing, monitoring, and administering, as well as contingent budget restrictions
  b. demonstrating knowledge of legal and ethical guidelines for managing district resources and ensuring financial stability
  c. analyzing the implications of economic, demographic, and political trends at the federal, state, and local levels for district finances
  d. demonstrating knowledge of techniques for accurately forecasting district revenues and expenditures (SEE EXAMPLE OF DESIGNED INTERNSHIP LEADERSHIP ACTIVITY)
  e. demonstrating an understanding of how to assess the district’s current financial health and monitor the status
of district finances on an ongoing basis
f. demonstrating knowledge of sources and mechanisms of public school funding at the local, state, and federal levels and their effects on fiscal equity and fiscal neutrality
g. demonstrating an understanding of the impact of and relationship between the tax levy, assessment practices, and equalization rates
h. demonstrating knowledge of techniques for projecting student enrollment and staffing needs, and the impact of collectively negotiated agreements for budgeting purposes
i. understanding the professional environment of school district business leadership in New York State (e.g., Board of Cooperative Educational Services [BOCES], institutions of higher education [IHEs], the structure of public schooling and finance, the role of the board of education or other governing entity, state and federal laws, regulations, judicial and commission decisions)
j. demonstrating knowledge of the New York State Code of Ethics for Educators and the role of values and ethics in school district business leadership

Objective
106.2 Understand financial management practices for school districts
(ELCC National Leadership Standards Applicable: 3.2, 3.3)

For example:
a. applying knowledge of site-based budget planning and management in conjunction with financial administration
b. applying knowledge of cash management procedures, including internal controls
c. applying knowledge of procedures for processing and managing payroll, including legal requirements
d. applying knowledge of accepted governmental accounting procedures and practices
e. applying knowledge of methods for preparing, analyzing, and ensuring the accuracy of interim, monthly, and annual financial statements
f. demonstrating an understanding of the roles, responsibilities, and effective utilization of internal and independent auditors
g. demonstrating an understanding of types of investment and borrowing instruments available to school districts, including uses, limitations, benefits, risks, and yields associated with different types of instruments
h. demonstrating knowledge of fund balance and reserve administration

Objective
106.3 Understand district business practices.
(ELCC National Leadership Standards Applicable: 3.4)

For example:
a. applying knowledge of procedures for managing and tracking inventories, equipment, and capital assets, including amortization techniques and disposal of surplus property
b. demonstrating knowledge of how to develop and implement a district risk management program, including insurance protection, preventive measures, claim administration, and student/employee awareness
c. identifying strategies and techniques for establishing and utilizing a positive school district–community communications program appropriate to varying audiences and purposes
d. demonstrating an understanding of legal requirements and procedures associated with procurement, bidding, and vendor relationships and the use of requisitions, purchase orders, and invoices
Objective
106.4 Understand physical plant and facilities management.
(ELCC National Leadership Standards Applicable: 3.2, 3.3, 5.1)

For example:

a. demonstrating an understanding of how to work with other district staff to develop data-driven, multiyear facilities plans based on enrollment projections, programmatic needs, period of probable usefulness, and the condition of district physical plants
b. demonstrating knowledge of how to help plan and implement a preventive maintenance program for district equipment and building operational systems
c. demonstrating an understanding of procedures and practices for maintaining a clean, safe learning environment (e.g., custodial and maintenance services, the Occupational Safety and Health Administration [OSHA], federal and state regulations)
d. identifying energy conservation measures to ensure acceptable levels of energy consumption and cost-effectiveness
e. demonstrating knowledge of procedures and legal requirements related to school construction and/or reconstruction (e.g., bidding, bonding, construction contract management, final approval process)
f. demonstrating knowledge of steps in school construction from planning to completion (e.g., establishing need, selecting construction professionals, developing construction specifications, interacting with government agencies)
g. demonstrating an understanding of legal requirements related to the acquisition, use, and disposal of real estate and the roles and responsibilities of officials and government agencies in real estate matters

Part Two

Competency Area 2—Administering Human and Support Resources to Support Learning Goals

Objective
106.5 Understand district personnel and human resource administration.
(ELCC National Leadership Standards Applicable: 2.3, 3.2, 3.3, 4.2, 5.1, 5.3)

For example:

a. demonstrating knowledge of procedures for maintaining accurate employee records
b. demonstrating knowledge of issues and procedures in administering employee benefits programs (e.g., retirement systems, worker’s compensation, health insurance)
c. applying knowledge of procedures for recruiting, screening, hiring, assigning, retaining, evaluating, disciplining, and terminating personnel, including the requirements of school board policy and state and federal law
d. demonstrating an understanding of how to design and implement staff development and training programs conducive to growth and skill enhancement, including mandated training (e.g., right-to-know, blood-borne pathogens, Automated External Defibrillator [AED])
e. demonstrating knowledge of legal requirements associated with human resource administration (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Federal Insurance Contributions Act [FICA], COBRA, Equal Employment Opportunity Commission [EEOC])
f. applying knowledge of legal requirements associated with the collective bargaining process when administering negotiated agreements

g. recognizing key theories of employee motivation, the research that supports them, and their implication for identifying and using human resources

**Objective**

**106.6 Understand the administration of support services**  
(*ELCC National Leadership Standards Applicable: 3.1, 3.2, 3.3*)

For example:

a. demonstrating knowledge of safe and efficient student transportation, including statutory and regulatory requirements, efficient routing, schedule development, training, and oversight practices

b. demonstrating knowledge of district school lunch programs, including local, state, and federal requirements and business management practices for operating an efficient, high-quality program

c. demonstrating an understanding of issues and procedures related to the provision of health services to students, including legal and regulatory requirements

d. identifying procedures for ensuring safe and protected school environments in relation to environmental, safety, and security issues, including emergency plans, disaster preparedness, recovery plans, and staff training

e. demonstrating knowledge of skills and criteria for evaluating, selecting, and implementing districtwide data management technology and systems
Examples of Internship Projects for Sample Objectives

Part One

Competency Area I: Supporting the District Educational Vision

Objective

105.1 Understand leadership concepts and their application to the role of the district business leader.
*(ELCC National Leadership Standards Applicable: 1.3, 3.4, 4.1, 4.4, 5.2, 6.1)*

d. Demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures

---

**Example of Internship Project for Objective 105.1:** Proposed process: a) Share the Internship Proposal with the site supervisor including this proposed project; b) Hold discussion with the superintendent or other central office administrator about the need for action and the planned steps; c) Collaboratively identify the need to create a new or modify an existing Administrative Regulation; d) Conduct any needed research or comparisons to similar school districts; e) Develop a plan for the collaborative decision making process for the review; f) Ensure the regulation is consistent with existing Board of Education policy, and New York State Law; g) Create a draft of the new or revised Administrative Regulation; h) Circulate to key staff the proposed Administrative Regulation for review and input; i) Share with the Superintendent the regulation for final review and approval; j) Develop an internal memorandum to accompany the Administrative Regulation and distribute it to affected staff; k) Develop and implement process for soliciting feedback on implementation and effectiveness; l) Report same to the superintendent and discuss and reflect on the project; and m) Select and upload two artifacts to the Internship Portfolio from the leadership activity/project. Write a reflection at the conclusion of the leadership project.

---

Part Two

Competency Area I—Overseeing District Financial and Physical Resources

Objective

106.1 Understand principles of district financial management.
*(ELCC National Leadership Standards Applicable: 3.2, 3.3, 5.1, 6.3)*

d. Demonstrating knowledge of techniques for accurately forecasting district revenues and expenditures

---

**Example of Internship Project for Objective 106.1:** Proposed process: a) Share the Internship Proposal with the site supervisor including this proposed project; b) Hold discussion with the superintendent or other central office administrator about the planned steps and the communication of the forecasting information with various constituencies; c) Investigate prior district practices for forecasting district revenues and expenditures; d) Explore and analyze previous district forecasts for revenue and expenditures for current and previous budget cycles; e) Note level of accuracy of previous forecasts and possible rationale for any deviations in forecasts; f) Research best practices for accurate forecast of revenues and expenditures; g) Interview appropriate district staff about predictability of revenues and expenditures; h) Possibly check with local other exemplar school districts to research other forecasting practices; i) After analyzing budget and state aid data for the current year, develop a spreadsheet for forecasting; j) Input all assumptions and generate a forecast; k) Share results with the superintendent and/or the immediate site supervisor; l) Share out the forecast with other appropriate constituencies upon the approval of the site supervisor; and m) Select and upload two artifacts to the Internship Portfolio from the leadership activity/project. Write a reflection at the conclusion of the leadership project.
SAMPLE Proposal for Objective 105.1 (See Appendix Page 33-35 for template)

Internship Leadership Activities Linked to NYS SDBL Competency Areas and Associated Objectives

THE COLLEGE OF SAINT ROSE EDUCATIONAL LEADERSHIP PROGRAM

SDBL Competencies, Objectives, Leadership Activities, Tasks, and Documentation

Submitted By:
Mary/John Q. SDBL Intern, Sweethill Central School District Summer 20XX

Part One - Competency Area I: Supporting the District Educational Vision

Objective
105.1 Understand leadership concepts and their application to the role of the district business leader.
(ELCC National Leadership Standards Applicable: 1.3, 3.4, 4.1, 4.4, 5.2, 6.1)

e. Demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures

<table>
<thead>
<tr>
<th>NYS SDBL Objective</th>
<th>Leadership Activity</th>
<th>Tasks</th>
<th>Internship Binder Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>105.1 Understand leadership concepts and their application to the role of the district business leader.</td>
<td>d. Demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures</td>
<td>1) Share the Internship Proposal with the site supervisor including this proposed project 2) Hold discussion with the superintendent or other central office administrator about the need for action and the planned steps 3) Collaboratively identify the need to create a new or modify an existing Administrative Regulation 4) Conduct any needed research or comparisons to similar school districts 5) Develop a plan for the collaborative decision making process for the review 6) Ensure the regulation is consistent with existing Board of Education policy, and New York State Law 7) Create a draft of the new or revised Administrative Regulation 8) Circulate to key staff the proposed Administrative Regulation for review and input 9) Share with the Superintendent the regulation for final review and approval 10) Develop an internal memorandum to accompany the Administrative Regulation and distribute it to affected staff 11) Develop and implement process for soliciting feedback on implementation and effectiveness 12) Report same to the superintendent and discuss and reflect on the project</td>
<td>Copy of proposal Document meeting notes Copies of any existing Include any notes Attach action plan Copy of policy Draft Copy of e-mail or memo Note meeting date and time Copy of memorandum &amp; new Admin. Regulation Include survey or other data collection Include meeting notes and/or reflection</td>
</tr>
</tbody>
</table>
INTERNSHIP ROLES AND RESPONSIBILITIES

The SDBL College Internship Coordinator

The College Internship Coordinator is responsible for:
Preparing students prior to the internship experience by providing information as requested.
Conducting Internship (on-line) Orientation Sessions.
Assisting interns in preparation of Internship Proposals.
Collecting, reviewing, providing feedback for and approving draft Internship Proposals.
Assigning College Supervisors to interns (optional – this role may be assumed by the SDBL Internship Coordinator).
Conducting Internship Seminars EDA 596 and 597, as assigned.
Hiring, supervising and evaluating adjunct College Supervisors.
Maintaining all internship files.
Submitting grades for all interns in EDA 596 and 597 including portfolio assessment (P = Pass, F = Fail).
Submitting NCATE data for internships evaluations.
Updating Internship Guide as needed.

GUIDE FOR SITE SUPERVISORS

Introduction

The Education Administration Program faculty at the College of Saint Rose appreciate the commitment that site supervisors make in helping a graduate student complete an administrative internship. The commitment is a mutual one, and the experience should be mutually beneficial.

If you have any questions or concerns, please feel free to contact the Internship Coordinator, at 518-454-5259, or your intern’s college supervisor/coordinator. IT IS VITAL THAT, IF ANY PROBLEMS ARISE REGARDING THE INTERNSHIP, YOU INFORM THE INTERNSHIP COORDINATOR AND/OR THE COLLEGE SUPERVISOR IMMEDIATELY.

Commitments

...of the Site Supervisor to the Intern:

to provide the student with ideas for internship leadership activities consistent with the New York State SBDL Competency Areas and Associated Objectives that will result in an experience of substance, diversity, and depth, with varied opportunities for leadership;

to ensure that the appropriate letter of support is obtained from the superintendent, board of education or other governing body, or its representative;

to notify staff members of the intern’s role and responsibilities, in order to smooth the entry into the new role, and to provide a formal introduction to all staff at the earliest opportunity;
to mentor the intern in every way possible, scheduling regular meetings with him or her, being available for consultation, providing opportunities for professional growth, and giving honest, open, and supportive feedback;

to provide the intern with a final evaluation based upon satisfactory completion of the twelve SDBL objectives listed within this Guide;

to contact the college supervisor or program coordinator to discuss problems or concerns, or to give suggestions for the improvement of the program.

...of the College to the Administrative District Intern

to assist in locating an appropriate site, if necessary;

to assist interns in designing proposals of substance, diversity, and depth;

to assign a college supervisor who will visit the intern at least three times at the internship site, and be available to confer with both the intern and the site supervisor as needed;

to provide regular intern seminars for support, discussion, and updating on important issues;

to review the intern's proposal and final portfolio with reasonable expeditiousness, so as to facilitate the timely beginning and ending of the internship or residency.

...of the Intern to the Site and the College

to design an internship experience of substance, diversity, and depth;

to devote a minimum of 600 clock hours including log to the internship experience;

to continue the internship until the concluding date on the approved proposal, and until the internship leadership activities in the proposal are completed, unless released by the site supervisor and the College;

to provide the site supervisor with a copy of the approved proposal, and to confer with both the site supervisor and the college supervisor in a timely fashion about any major modifications in the proposal;

to attend internship seminars, and participate actively;

to complete internship documentation in a timely fashion—maintaining a personal Three-Ring Binder of all internship materials, maintaining a daily log, filing bi-weekly reports, and compiling a final e-portfolio;

to self-evaluate honestly and reflectively, and to be open to evaluative comments from both the on-site and College supervisors.
THE COLLEGE SUPERVISOR (Unless assumed by the SDBL Internship Coordinator)

Upon approval of the Internship Proposal and registration for EDA 596, the College assigns a College Supervisor to each intern – unless the duties are assumed by the SDBL Internship Coordinator. The College Supervisor is responsible for:

Providing technical assistance, mentoring, coaching, support and advocacy
Meeting with each intern a minimum of 2 times during the internship (on-line or phone)
Meeting with the Site Supervisor (on-line or by phone) at least once, to discuss the intern’s performance.
Reviewing Bi-Weekly Reports and providing feedback to interns.
Determining grades for EDA 596 and 597 (P/F)
Reviewing the internship portfolio
Determining when the internship is satisfactorily completed

THE INTERNSHIP SEMINAR (Required Courses EDA 596 and 597)

A series of on-line internship seminars is held in Spring and Summer I sessions for interns enrolled in the internship. These seminars provide interns with opportunities for dialog with fellow interns. Attendace is required. Seminar content includes: presentations; possible guest presenters/speakers; case studies and panel discussions; technical assistance; network building; problem-solving and sharing of internship experiences; and discussions about critical leadership and educational issues of concern to interns.

Note: Interns must attend all seminars during their internships in order to broaden their experience and enhance their networking skills. Any absence should be discussed with the Seminar Coordinator PRIOR to the scheduled seminar. Students will receive a grade (Pass, Incomplete or Fail) for EDA 596 and EDA 597 from their College Supervisor.

EXPECTATION FOR COMPLETION OF THE INTERNSHIP

Internship students are expected to work diligently in meeting all requirements and completing all proposed leadership activities within three successive academic sessions of beginning the internship inclusive of the summer session (e.g. If a student begins in the spring academic session, they would be expected to complete all internship requirements before the end of the next fall semester: spring, summer, and fall.) The student’s internship academic session begins on the first day of EDA 596. Completion means all activities are completed, evaluations have been completed, and the portfolio has been submitted for review to the College Internship supervisor.

If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one extension 90 days to complete all requirements. An Internship Administrative Fee will be charged. Failure of any student to complete the internship within the three successive academic sessions plus the 90 day extension will result in the student receiving an F – failing grade for the course.
**MODIFYING THE PROPOSAL (Significant Changes)**

It is possible that during the internship an unforeseen change in the district or organization may occur or new opportunities for internship leadership activities may arise. Such changes may call for **significant changes** in the intern’s proposal. The procedure for modifying the proposal is as follows:

a) The intern, the site supervisor, and the college supervisor discuss and agree on any proposed changes before the changes are made.

b) The intern writes a letter to the college supervisor, describing the agreed-on modification, and signed by both the intern and the site supervisor.

c) The modification is accepted upon approval of the college supervisor, communicated in writing. In any uncertainty, it is the responsibility of the intern to communicate with the college supervisor.

d) The intern forwards copies of the approved modification to the site supervisor and the Internship Coordinator. S/he also uploads a copy in the final portfolio, and modifies the subsequent daily log and monthly reports accordingly.

**Less significant changes in the content of internship leadership activities may be agreed upon by the intern and college supervisor in email correspondence.**

**Documenting and Evaluating the Internship**

The intern documents the internship for review by the site supervisor and the college supervisor. It is important for the intern to carefully follow the documentation process in Chalk & Wire for the SDBL Internship E-Portfolio. In general, it is a wise idea for administrators to be economical in their written communications. Interns should practice saying a lot, clearly, in few words.

**The Daily Log** (See Appendix Page 36 for Template)

The intern should keep a Daily Log which records all the activities of the internship. It is **not included** in the final SDBL Internship E-Portfolio but students must be able to provide daily logs if requested. A log should be completed for every day during which any amount of time is spent on the internship. The log helps the intern to keep track of accumulated time, to review activities in meetings with the supervisors, and to write the Bi-weekly Report. **IT ALSO PROVIDES AN OPPORTUNITY, HOWEVER BRIEF, TO REFLECT ON AND EVALUATE EACH DAY’S ACTIVITIES.** (if necessary)

**The Bi-Weekly Report & Time Log** (See Appendix Page 37 for Template)

The Bi-weekly Report serves three purposes: to enable the intern to review progress toward completing the internship, to provide a basis for discussion of progress and problems with the site supervisor, and to update the college supervisor. Copies of the Bi-weekly report should be uploaded into the E-Portfolio as well as e-mailed to the College Internship Supervisor. The Daily Log should be maintained in the students Internship Binder.

The Bi-weekly Report should be submitted to the site supervisor for review and should be uploaded into the SDBL E-Portfolio in Chalk & Wire. The intern must **email a copy** to the college supervisor within seven days after the end of the two-week period. The College Supervisor will review each Bi-weekly Report and email feedback to the intern as appropriate.
NOTE: THE DAILY LOG MAY BE HANDWRITTEN, BUT THE BI-WEEKLY REPORT MUST BE TYPED AND SUBMITTED BY E-MAIL TO THE COLLEGE SUPERVISOR BEFORE THE SEVENTH DAY AFTER EACH BI-WEEKLY PERIOD.

**Detailed Information on The Internship E-Portfolio**

The internship electronic portfolio E-Portfolio contains the complete documentation of the internship experience including artifacts supporting each of the NYS SDBL Objectives. Upon completion of the internship, the internship electronic portfolio (e-portfolio) is submitted electronically to your college supervisor for review. Credit cannot be given for the internship until it is completed, submitted to the college supervisor, reviewed, and accepted.

The Internship E-Portfolio should be managed and updated regularly throughout the internship using Chalk & Wire, e-portfolio management software. Interns should not wait until the end of the internship to begin assembling the portfolio or compiling information for the student’s Internship Binder. The Internship College Supervisor and the intern only have access to the portfolio. You may continue to update the leadership electronic portfolio until you submit the portfolio for assessment. Once this is done in Chalk & Wire, no further changes are permitted by the software and the portfolio is “locked”. Your Internship College Supervisor will be notified electronically by Chalk & Wire that the portfolio is ready for assessment. You *should be careful to not submit the portfolio until the end of the internship after uploading all documentation and artifacts*. Your College Supervisor will have on-line access to review your portfolio during the internship as needed.

Although you will be managing and saving your internship documents electronically, you are expected to maintain a hard “back up” copy of each artifact and all other related internship paper work - in a large three-ring binder. Interns can access and upload artifacts to the Internship E-Portfolios from anywhere, at any time. For more information on Chalk & Wire: [http://techtalk.strose.edu/cw/chalk-wire-support-central](http://techtalk.strose.edu/cw/chalk-wire-support-central). You may also contact the ITS Help Desk by calling 518-454-2190.

The move to an electronic on-line portfolio remains an on-going process. **Therefore, the information listed below is subject to minor modification. It is possible that the location of uploading of certain documents may be adjusted. Your College Internship Supervisor of SDBL Internship Coordinator will notify you of any changes in the process as we continue to adjust and improve the on-line portfolio procedures.**

For each of the twelve SDBL NYS objectives, you will also need to upload a written reflection. There will be a total of 12 reflections (one for each of the objectives). The required content of the reflection should focus on accomplishment of the task, obstacles encountered, things you might to do differently, and an overall reflection on take-a-ways from the experience. These reflections should be completed after uploading all final artifacts and completion of the 20 leadership projects or activities.

Within Chalk & Wire, your internship documents will be organized into sections. Within each section are labeled folders. You should upload documents and artifacts into specific labeled folders within sections. The sections and folders have already been created for you. The sections and folders within Chalk & Wire are listed below. Sections are in bold underlined, and folders are indicated below as bullets.
SDBL Internship Table of Contents for E-Portfolio

SECTION 1: TITLE PAGE

- Internship Cover Page:
  - Internship E-Portfolio
  - Internship in Educational Administration
  - College of Saint Rose
  - Albany, New York

  *followed by*

  - Intern's name, title, and site
  - Dates of internship
  - Areas of specialization (if any)
  - Name of site supervisor
  - Name of college supervisor

SECTION 2: INTERNSHIP CORRESPONDENCE AND MISCELANEOUS

- Correspondence: Internship Coordinator/College Supervisor
  - Include all significant communication (e-mails, letters, etc.) between the intern and College Supervisor or Coordinator.

- Internship Application

- Final Internship Proposal
  - Include documentation of all changes and iterations of the document *including the final updated internship proposal.*

- Supporting Letter
  - Internship support/approval letter from the Superintendent, Board of Education, or Chief Executive of the Organization.

- Miscellaneous
  - Interns upload to this folder any other documents or information relating to the internship not directly linked with other sections.

SECTION 3: BI-WEEKLY REPORT LOGS

- Bi-Weekly Journal Reports with Time Log
SECTION 4: INTERNSHIP ARTIFACTS LINKED TO EACH OF THE TWELVE SDBL OBJECTIVES

You must submit a minimum of 12 separate internship activities (projects) addressing all NYS SDBL Objectives. Over the course of the 12 selected projects, artifacts must be generated so each leadership objective is closely linked to at least two artifacts. An internship activity or project must include authentic experiences and perspectives for district level.

Your internship will be evaluated based upon the content and quality of the artifacts, and the strength of the link between the standard element and the artifact, or evidence, as well as the completeness of the Internship E-Portfolio. Leadership artifacts are evidence. Artifacts might include agendas, reflections, reports, pictures, graphs and charts, handouts, web sites, technical analysis, presentations, PowerPoints, communication documentation, workshop materials, etc. Remember, only TWO artifacts can be uploaded for each leadership objective. Select the highest quality, most closely linked artifacts for each objective.

For each section, interns are to upload two artifacts The objectives listed in Chalk & Wire are as follows:

**Competency Area: Supporting the District Educational Vision**

*Objectives*
105.1 Understand leadership concepts and their application to the role of the district business leader. *(2 artifacts + 1 Final reflection for each leadership objective)*
105.2 Understand processes used by the district business leader to support and sustain the district educational vision.
105.3 Understand principles and practices of clear and effective communication.
105.4 Understand processes of collaboration and cooperation.

**Competency Area: Supporting Change and Sustainability in the District**

*Objectives*
105.5 Understand the process of change and its relationship to district financial management.
105.6 Understand comprehensive, multiyear, and strategic planning.

**Competency Area: Overseeing District Financial and Physical Resources**

*Objectives*
106.1 Understand principles of district financial management
106.2 Understand financial management practices for school districts
106.3 Understand district business practices
106.4 Understand physical plant and facilities management

**Competency Area: Administering Human and Support Resources to Support Learning Goals**

*Objectives*
106.5 Understand district personnel and human resource administration
106.6 Understand the administration of support services
SECTION 5: INTERNSHIP FINAL EVALUATION IN THE E-PORTFOLIO

The intern will complete the Three-Ring Internship Binder and include all required and relevant materials. The intern will schedule the final evaluation conference with her/his site supervisor and provide the internship binder with the site supervisor. The site supervisor of the internship, prior to developing a written evaluation of the internship, shall review the Intern Three-Ring Binder and focus on the following evidence: Internship Proposal; Artifacts from the 12 NYS SDBL leadership objectives; Intern self-reflection on each of the 12 projects – one for each objective; and Final Internship Self-Evaluation (completed by the intern for entire internship).

After review of the above materials, the site supervisor shall develop a written narrative evaluation of the internship experience regarding: a) the success and quality of completion of each of the twelve leadership objectives; b) highlight areas of strength demonstrated during the internship; and c) identify areas of potential or needed growth.

Section 5 should contain the Intern Leadership Objective Project Self-Reflection (12 reflections), Intern Final Internship Self-Reflection, and the On-site Supervisor Final Narrative Evaluation.

SDBL Intern Checklist - E-Portfolio in Chalk & Wire (EDA597)

SECTION 1: COVER PAGE & ACCEPTANCE
- Internship Cover Page:

SECTION 2: CORRESPONDENCE AND MISCELLANEOUS
- Significant (or substantive) correspondence: Internship Coordinator/ College Supervisor
- Internship Application
- Final Internship Proposal
- Supporting Letter
- Miscellaneous

SECTION 3: BI-WEEKLY REPORT LOGS WITH LOGGED TIME
- Bi-Weekly Monthly Report Logs with Time Logged

SECTION 4: INTERNSHIP (TWO) ARTIFACTS LINKED TO NYS SDBL LEADERSHIP OBJECTIVES
- 105.1 Understand leadership concepts and application to the role of the district business leader.
- 105.2 Understand processes used by the district business leader to support and sustain the district educational vision.
- 105.3 Understand principles and practices of clear and effective communication.
- 105.4 Understand processes of collaboration and cooperation.
- 105.5 Understand the process of change and its relationship to district financial management.
- 105.6 Understand comprehensive, multiyear, and strategic planning.
- 106.1 Understand principles of district financial management.
- 106.2 Understand financial management practices for school districts.
- 106.3 Understand district business practices.
- 106.4 Understand physical plant and facilities management.
- 106.5 Understand district personnel and human resource administration.
- 106.6 Understand the administration of support services.
SECTION 5: INTERNSHIP REFLECTIONS ON THE E-PORTFOLIO

- Intern Leadership Objective Project Self-Reflection on success and quality of each of the 12 leadership objectives:
  - 105.1
  - 105.2
  - 105.3
  - 105.4
  - 105.5
  - 105.6
  - 106.1
  - 106.2
  - 106.3
  - 106.4
  - 106.5
  - 106.6

- Intern Final Internship Self-Reflection on the entire scope of internship, completion of tasks, noted growth and development, and identification of areas for future growth.

- On-site Supervisor Final Narrative Evaluation on the entire scope of internship, completion of tasks, noted growth and development, and identification of areas for future growth.
WORDS OF WISDOM ABOUT YOUR SDBL EDUCATIONAL LEADERSHIP INTERNSHIP FIELD EXPERIENCE

It is important to select leadership activities that help you to grow:

✓ Choose finite, specific Intern Leadership Activities that meet each of the NYS SDBL Leadership Objectives
✓ Choose Win/Win/Win Intern Leadership Activities.
✓ Get out of your comfort zone, choose CHALLENGING activities.
✓ Numbering of your proposal is very important. You will use the numbers in all reports
✓ Opportunities will present themselves. Most people amend their proposal one or more times.
✓ Ask other interns who you know what Intern Leadership Activities they are engaged in.
✓ Brainstorm assignments for each of the NYS SDBL Leadership Objectives with other interns in your building/district
✓ Consider assignments at other building/levels in your district or in other districts
✓ Request opportunities to “lead” your district – even in areas of instruction!
✓ Consider negotiating more time to shadow people in your district or others

It is very important to learn how to organize from the beginning:

✓ Keep all documentation/work to be able to choose which documentation you want to display in your E-Portfolio
✓ Complete the Daily Activity Log at the end of each day – it will help you to complete the Bi-Weekly and log your time
✓ Try to set aside 15 minutes to do your Daily Logs each day you work
✓ Compile and submit your Bi-Weekly Reports on time (within 7 days)
✓ Place artifacts into your personal Three-Ring Binder regularly and organize so that the 12 objectives are separated
✓ Remember that reflection is often the greatest learning experience. Do it thoughtfully!
✓ Think about what you need to have/do in the end in relation to the E-Portfolio, Self-Evaluation of leadership tasks/projects, and the Final Reflection.
✓ REMEMBER that your E-Portfolio tells the story of your internship.
✓ Daily Logs, Bi-weekly Reports, Documentation and your Final Reflection must align with your Final Proposal.
✓ Your Internship is an opportunity to practice school district business leadership with a safety net. It may well be the best opportunity you ever have for personal and professional growth. Take advantage of it!
Appendix
## SDBL Internship Application Form

**Submit with Proposal to:** Internship Coordinator - Educational Administration Program  
The College of Saint Rose  
432 Western Avenue  
Albany, NY 12203

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>ID #:</th>
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<tbody>
<tr>
<td>Street:</td>
<td>Cell Phone: (  ) -</td>
</tr>
<tr>
<td>City:</td>
<td>State</td>
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<tr>
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**Present certification(s) held:**
**Years of teaching/administration/leadership:**
**Years of Administrative Experience:**
**Experience:**
**Name of school district/agency in which internship will be carried out:**
**District:**
**District mailing Address:**
**Superintendent or person in charge:**
**Site supervisor (name and title):**
**Title of internship position:**
**Daily schedule:**  
A. Internship*  
B. Other work  
**Internship dates:**
**Student Signature:**

* **Note:** The intern must show how 600 hours will be spent over the course of the internship.

**All** sections/materials of the internship application must be completed before it is submitted.  
**Note:** Internship hours must total a **minimum** of 600 hours, including 100 hours at the district level.
INTERNERSHIP PROPOSAL

If it is necessary to change or substantially amend an internship leadership activity, notify your SDBL college supervisor and put the amended intern leadership activity in writing to your supervisor for his/her approval.

SDBL Internship Leadership Activities Linked to the NYS SDBL Leadership Objectives

THE COLLEGE OF SAINT ROSE EDUCATIONAL LEADERSHIP PROGRAM

COMPETENCIES, LEADERSHIP OBJECTIVES, LEADERSHIP ACTIVITIES, TASKS, AND DOCUMENTATION

Submitted By:

__________________________________________________ Intern

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<thead>
<tr>
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<th>Tasks</th>
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# SDBL Internship Leadership Activities Linked to the NYS SDBL Leadership Objectives

## THE COLLEGE OF SAINT ROSE

EDUCATIONAL LEADERSHIP PROGRAM

COMPETENCIES, LEADERSHIP OBJECTIVES, LEADERSHIP ACTIVITIES, TASKS, AND DOCUMENTATION

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**THE COLLEGE OF SAINT ROSE EDUCATION LEADSHIP PROGRAM**

**INTERNSHIP DAILY LOG**

*(Kept by each intern and placed into the personal Three-Ring Binder – NOT submitted into the Internship E-Portfolio)*

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Title:</th>
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</table>

<table>
<thead>
<tr>
<th>Internship Site:</th>
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</table>

**Current Date:**

<table>
<thead>
<tr>
<th>Time carried forward</th>
<th>_____ hours</th>
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<tbody>
<tr>
<td>+ Time accrued today</td>
<td>+ _____ hours</td>
</tr>
<tr>
<td>= Total time accrued</td>
<td>= _____ hours</td>
</tr>
</tbody>
</table>

**Current Focus of Leadership Activities by NYS SDBL Leadership Objectives:**

**Daily Work:** Please summarize the activities that you engaged in under each SDBL Objective

<table>
<thead>
<tr>
<th>NYS SDBL Objective Number</th>
<th>Date of Activity</th>
<th>Time Devoted to Activity</th>
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<tbody>
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**Comments on evaluation of the day or same particular aspect of it:**

*(Fill out this section only if you may need this information for a Bi-Weekly Report or the Final Reflective Self-Evaluation)*
THE COLLEGE OF SAINT ROSE EDUCATION LEADERSHIP PROGRAM

INTERNSHIP BI-WEEKLY REPORT & TIME LOG

Submit by E-mail to the SDBL College Supervisor Within 7 days after each two-week period.
Place in the E-Portfolio AND the Three-Ring Binder.

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<table>
<thead>
<tr>
<th>Month of ___________ 20______</th>
<th>Total time accrued to date (including this month) __________ hours</th>
</tr>
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</table>

Leadership Activities by NYS SDBL Leadership Activity (Check each one)

- NYS SDBL Leadership Activity 105.1
- NYS SDBL Leadership Activity 105.2
- NYS SDBL Leadership Activity 105.3
- NYS SDBL Leadership Activity 105.4
- NYS SDBL Leadership Activity 105.5
- NYS SDBL Leadership Activity 105.6
- NYS SDBL Leadership Activity 106.1
- NYS SDBL Leadership Activity 106.2
- NYS SDBL Leadership Activity 106.3
- NYS SDBL Leadership Activity 106.4
- NYS SDBL Leadership Activity 106.5
- NYS SDBL Leadership Activity 106.6

Please summarize below significant activities that you accomplished under each of the NYS SDBL Leadership Objectives for this two-week period:

<table>
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<tr>
<th>NYS SDBL Leadership Objective #</th>
<th>Activities of This Month:</th>
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Reflection: Choose TWO of the Leadership Activities that you reported on above and reflect what you learned for each and would you might do differently:
SDBL Internship EDA 597

Request for extension to submit E-Portfolio

Name:_________________________________________ ID# _________________________

Today’s Date:________________________________

I am requesting an extension to submit my completed portfolio for the following reason(s):

Internship students are expected to work diligently in meeting all requirements and completing all proposed leadership activities within three successive semesters of beginning the internship inclusive of the summer session (e.g. If a student begins in the summer academic session, they would be expected to complete all internship requirements by the end of the next spring semester: summer, fall & spring.) Completion means all activities are completed, evaluations have been completed, and the portfolio has been reviewed and approved by the College Internship supervisor. The three semesters begins with the semester enrolling in EDA 597.

If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one extension 90 days to complete all requirements. An Internship Administrative Fee will be charged. Failure of any student to complete the internship within the three successive academic sessions plus the 90 day extension will result in the student receiving an F – failing grade for the course.

You must submit a request form to the Internship Coordinator before November 30 for fall semester, April 30 for spring semester, and August 1 for summer semester. You will be notified by email if your request has been granted, and the new due date for your portfolio.

*Under circumstances when extensions are allowed, the final submission of all necessary materials must be completed within three months of the end of the semester that the portfolio was due. You must keep track of this deadline, maintain contact with your supervisor, and submit all required work in a timely fashion.
The New York State Essential Knowledge and Skills for Effective School Leadership include:

1. **Leaders know and understand what it means and what it takes to be a leader.**
   Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.

2. **Leaders have a vision for schools that they constantly share and promote.**
   Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.

3. **Leaders communicate clearly and effectively.**
   Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.

4. **Leaders collaborate and cooperate with others.**
   Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.

5. **Leaders persevere and take the "long view."**
   Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.

6. **Leaders support, develop and nurture staff.**
   Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of-view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.

7. **Leaders hold themselves and others responsible and accountable.**
   Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success. Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.

8. **Leaders never stop learning and honing their skills**
   Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.

9. **Leaders have the courage to take informed risks.**
   Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.
Statement of Philosophy and Purpose:

The faculty of Thelma P. Lally School of Education at the College of Saint Rose is committed to providing high quality, relevant and distinctive educational programs. Our philosophy evolves from a strong belief in the profound influence and possibilities of education, educators and leaders to guide and promote the intellectual and human development of people in a diverse, global society.

The educational dynamic of our teaching and learning community fosters insight, meaning, skills, policy formation and strategies necessary to continuously improve the quality of the individual and collective lives affected by our practice. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Integrity, character and a commitment to modeling what we teach are imperatives of our educational endeavors. The development of theoretical frameworks, critical analysis and fidelity to the application of effective, research-based practices combine to characterize the scholarship and enlightenment to which we aspire. Instructional technologies support and shape our teaching and learning. Partnerships with practicing professionals in the field, service, clinical experiences, and a culture of assessment offer extensive opportunities for personal and professional growth, and rich sources for evaluating our effectiveness.

Valuing the knowledge and culturally rich experiences of individuals in the educational process, our faculty strives to be responsible to candidate needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our candidates become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Professional Education Candidate Learning Outcomes:

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates’ projected educational or clinical roles.
2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates’ analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.
5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.
6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.
7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.
8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates’ acquisition of technological skills, and their dispositions to use them.
<table>
<thead>
<tr>
<th>ELCC Standards/CSR Frameworks/NYS Standards</th>
<th>ELCC 2011 Leadership Standards</th>
<th>CSR Standard</th>
<th>NYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 2 and 8</td>
<td></td>
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<tr>
<td>ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 2 and 8</td>
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<tr>
<td>ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 2 and 8</td>
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<tr>
<td>ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders</td>
<td>Knowledge and Skills 1 and 7</td>
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<td>ELCC Standard Element 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.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 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.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 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.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 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.</td>
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<td>ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</td>
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<td>ELCC Standard Element 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.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 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.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
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<td>ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 5.6: Candidates understand and can advocate for school students, families, and caregivers.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<td>ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8</td>
<td>Knowledge and Skills 6, 7, and 8</td>
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<tr>
<td>ELCC District Standards</td>
<td>EDA 506 Intro to</td>
<td>EDA 541 School Law</td>
<td>EDA 543 School</td>
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The College of Saint Rose Educational Leadership Program

SDBL Course Content Links to ELCC National Leadership Standards – District Level

(Note: ELCC Standard Elements 2.2, 3.5, 4.3, 5.5, and 6.2 – due to an instructional building level focus – are not linked.)

ELCC Leadership Standard Element – Candidates understand and can ...

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>Course Content Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Collaboratively develop, articulate, implement, and steward a shared vision of learning for a district.</td>
<td>EDA 506 Intro to</td>
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<td>1.2: Collect and use data to identify district goals, assess organizational effectiveness, and implement plans to achieve district goals.</td>
<td>EDA 541 School Law</td>
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<td>1.3: Promote continual and sustainable district improvement.</td>
<td>EDA 543 School</td>
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<tr>
<td>1.4: Evaluate district progress and revise district plans supported by district stakeholders</td>
<td>EDA 551 School Finance</td>
</tr>
<tr>
<td>2.1: Sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
<td>EDA 589 Practicum</td>
</tr>
<tr>
<td>2.3: Develop and supervise the instructional and leadership capacity of district staff.</td>
<td>EDA 591 Critical Issues</td>
</tr>
<tr>
<td>2.4: Promote the most effective and appropriate technologies to support teaching and learning in a district environment.</td>
<td>EDA 596 Part 1</td>
</tr>
<tr>
<td>3.1: Monitor and evaluate district management and operational systems.</td>
<td>EDA 597 Part 2</td>
</tr>
<tr>
<td>3.2: Efficiently use human, fiscal, and technological resources to manage district operations.</td>
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<td>3.3: Promote district-based policies and procedures that protect the welfare and safety of students and staff within the district.</td>
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<td>5.2: Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</td>
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<tr>
<td>5.3: Safeguard the values of democracy, equity, and diversity.</td>
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<td>5.4: Evaluate the potential moral and legal consequences of decision making in the district.</td>
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<tr>
<td>6.1: Advocate for district students, families, and caregivers.</td>
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<tr>
<td>6.3: Anticipate and assess emerging trends and initiatives in order to adapt district-based leadership strategies.</td>
<td></td>
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</tbody>
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