GUIDE TO THE INTERNSHIP AND RESIDENCY

1. THE SAS INTERNSHIP PROPOSAL PROCESS
2. THE SDA RESIDENCY PROPOSAL PROCESS
3. GUIDE FOR SITE SUPERVISORS
4. DOCUMENTING AND EVALUATING THE INTERNSHIP AND RESIDENCY

Revised
December 2000
THE COLLEGE OF SAINT ROSE

EDUCATIONAL ADMINISTRATION PROGRAM
INTERNSHIP AND RESIDENCY GUIDE

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THE SAS INTERNSHIP PROPOSAL PROCESS

Purpose of the Internship

The Educational Administration Internship should help the intern

- apply concepts, knowledge, and skills from study and previous experience to actual
  problems and day-to-day administrative 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.

For these reasons, the internship experience is designed to be substantial, diverse, and deep.

SUBSTANCE: The internship must include a minimum of 600 hours of administrative experience. The actual length will depend on meeting the objectives of a proposal submitted to Educational Administration Internship Committee. Once accepted, this proposal is a contract between the intern and the site, and the intern and the College. Interns are expected to fulfill this contract even if more hours are necessary than originally anticipated.

DIVERSITY: The internship should not be narrowly focused, limiting the intern to a small scope of responsibilities in a few areas. It should provide practice in all of the nine competency areas outlined later in this guide.

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 they will require additional activities during the Fall or Spring semesters.

Prerequisites for the Internship

Students seeking an administrative internship at the College of Saint Rose must

- have been accepted into either the SAS Certification Program or the Master's Program in Educational Administration at the College; and

- have completed the prerequisite twelve credit hours (four courses) in Educational Administration at the College, with a minimum grade of B in each course.
Process: Administrative Internship Planning Checklist

BEFORE YOUR INTERNSHIP--

✦ Think about your short and long term career goals.

✦ Attend an internship orientation meeting to get the EDA program's internship guidelines, and read them.

✦ Begin to discuss a possible internship with your supervisors and/or other potential internship sponsors (AT LEAST 6 MONTHS BEFORE YOU HOPE TO START).

✦ Meet with the EDA internship coordinator if you need help drafting your proposal.

✦ Decide with your supervisors on when you will start your internship, what competencies you will be working to develop, what hours you will work (600 total), and who your site supervisor will be.

✦ Write a letter of intent to the EDA internship coordinator, specifying the expected dates and location of the internship.

✦ Complete at least 12 EDA credits at Saint Rose.

✦ Draft your proposal and get input from your site supervisor. Consult the internship coordinator if you have questions.

✦ Arrange for a letter of support for your internship to be sent by your board of education or other governing body to the EDA internship coordinator.

✦ Make final revisions in your proposal, and submit it to the internship coordinator, along with the application form (AT LEAST 6 WEEKS BEFORE YOUR STARTING DATE).

✦ After receiving approval of your proposal, with enclosed registration form, register for EDA 546 immediately.

✦ Meet with your college supervisor to go over the reporting requirements to be met during the internship (AT LEAST A WEEK BEFORE YOUR STARTING DATE).

✦ Begin your internship on the scheduled starting date.

DURING YOUR INTERNSHIP--

✦ Meet three times with your college supervisor, and as often as called for in the proposal with your site supervisor.

✦ Register for EDA 547 (or 647, for 3 credits, if you are incorporating the SDA Residency into your internship.

✦ Attend the biweekly internship seminars at the college during the first semester of your internship.

✦ Maintain your daily log and complete your monthly reports promptly.
Consult your college supervisor if problems arise or if you need to revise your proposal.

BEFORE THE END OF YOUR INTERNSHIP--

- Complete your final report/binder.
- Meet with your college supervisor to review your total internship.
- Complete any unfinished business raised at that meeting.

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WRITING THE PROPOSAL

The internship proposal consists of the following:

- an application form (next page, should be the first page of the proposal);

- introductory material, including a philosophical statement, a summary of the prospective intern's background and coursework, an overall description of the internship competencies, assignments, and evaluation, and a statement of how the sponsoring district or organization will benefit from the internship;

- an outline of the major assignments the intern undertakes in each competency area, broken down into tasks, with the method for documenting each assignment (ideas and samples follow).

The intern also needs to arrange for a letter of support from the board of education in whose jurisdiction the internship will take place.

Introductory Material

The following information should be provided in the proposal after the application form:

- PHILOSOPHICAL STATEMENT: The intern's philosophy of education and educational leadership, and how that philosophy will shape the internship. (Approximately a page, typed, single-spaced)
- SUMMARY OF BACKGROUND: a description of the intern's background as an educator (or an up-to-date resume).
- COURSEWORK: A list of all educational administration courses taken, and whether they were taken at CSR or elsewhere.
- OVERALL DESCRIPTION OF THE INTERNSHIP ASSIGNMENTS, AND EVALUATION PLANNED: A brief overview of the internship, mentioning the major assignments in each competency area. (Approximately half a page, typed, single-spaced)
- BENEFITS TO THE SPONSORING DISTRICT: An explanation of how the assignments, and the intern's development, will benefit the district sponsoring the internship. (Approximately half a page, typed, single-spaced)
THE COLLEGE OF SAINT ROSE EDUCATIONAL ADMINISTRATION PROGRAM

INTERNSHIP APPLICATION FORM

SUBMIT WITH PROPOSAL TO: Internship Coordinator - Educational Administration Program
The College of Saint Rose
432 Western Avenue
Albany, NY 12203

NAME OF STUDENT: ________________________________ S.S.# _______________________

HOME ADDRESS: ___________________________________ PHONE: (   )_________________
(STREET)                      (HOME)
(CITY)  (STATE)  (ZIP)

WORK ADDRESS: ___________________________________ PHONE: (   )_________________
(SCHOOL/AGENCY)                     (WORK)
FAX (   )________________
(STREET)         E-mail _________________
(CITY)  (STATE)  (ZIP)

PRESENT CERTIFICATION(S) HELD ____________________________________________

YEARS OF TEACHING          YEARS OF ADMINISTRATIVE
EXPERIENCE:         __________       EXPERIENCE:         __________

NAME OF SCHOOL DISTRICT/AGENCY IN WHICH INTERNSHIP WILL BE CARRIED
OUT:  

SCHOOL OR BUILDING: ________________________________________________

SUPERINTENDENT OR PERSON IN CHARGE: ________________________________

SITE SUPERVISOR (NAME AND TITLE): ________________________________

TITLE OF INTERNSHIP POSITION: ______________________________________

DAILY SCHEDULE:     A. INTERNSHIP ____________________________________________

B. OTHER WORK ________________________________________________

INTERNSHIP DATES: A. STARTING ________________     B. ENDING _________________

STUDENT SIGNATURE: _______________________________________ DATE: __________
Competencies, Major Assignments, Tasks, and Documentation

After the application and the introductory material comes the core of the proposal: the description of the assignments the intern will take on in order to grow in the following competency areas:

4. Personnel Management

In the proposal, the intern lists the ten competencies and the major assignments s/he will carry out to develop those competencies. Each major assignment is briefly described, given an approximate starting and ending date, and broken down into tasks, with a final statement of how the assignment will be documented.

Example:

Competency 1. - STAFF DEVELOPMENT

Major Assignment 1.1 -
I will organize one inservice program on classroom management, collecting information and assessing needs, working with the building staff development committee, and implementing the program. (Start:May '01; Finish: Dec. '01)

Task 1.1.1
Determine best current inservice training practices from the literature.

Task 1.1.2
Identify classroom management philosophies and inservice programs compatible with our building practices and philosophy, through reading, research, and discussion with the building staff development committee.

Task 1.1.3
Determine preferences of staff for classroom management inservice, through a needs assessment.

Task 1.1.4
Arrange, in cooperation with the building staff development committee, for a classroom management inservice course as part of the district inservice offerings for Fall 2001.

Documentation: A brief summary of at least five recent articles from professional journals, concerning best practices; a collection of flyers and names of trainers on different approaches to classroom management; a summary of the results of the needs assessment instrument distributed to teachers; and copies of the agenda, materials, evaluation instrument.
Ideas for Assignments in the Ten Competency Areas

One purpose of the internship is to provide the intern with experience in the wide range of activities typical of educational administration. All nine competencies should be covered unless a compelling reason exists to omit one. Furthermore, within each competency area, the administrator is normally responsible for the following functions:

- Planning - Long and short-range (Research, development, program designs, projections, etc.)
- Implementing (Putting into practice, providing resources, support, etc.)
- Evaluating (Determining strengths and needs, redesigning, etc.)

The tasks described in the proposal should represent a good mix of these functions. The following pages give some ideas for tasks using different functions, in each of the competency areas. **NOTE: THESE ARE EXAMPLES ONLY.**

1. STAFF DEVELOPMENT

   - Conducting a needs assessment in staff goals (Planning)
   - Researching effective staff development models (Planning)
   - Coordinating or presenting a staff inservice program or course (Implementing)
   - Assessing the value of an inservice program (Evaluating)

2. CURRICULUM LEADERSHIP

   - Determining desired long-range student outcomes (Planning)
   - Assessing curriculum needs (Evaluation and Planning)
   - Organizing curriculum study and review (Planning)
   - Working with/chairing a curriculum council (Planning and Implementation)
   - Implementing a new instructional program with groups of teachers (Implementing)

3. SUPERVISION OF INSTRUCTION

   - Researching methods of clinical supervision (Planning)
   - Developing a new method of teacher supervision (Planning)
   - Providing teacher observation/supervision and feedback (Implementing)
     
     *THIS CAN BE A SENSITIVE AREA, BECAUSE OF TEACHER CONTRACT PROVISIONS. THE PROSPECTIVE INTERN SHOULD SEEK THE ADVICE OF THE SITE SUPERVISOR ON HOW TO GAIN THIS EXPERIENCE (PERHAPS THROUGH OBSERVING STUDENT TEACHERS OR COLLEAGUES WHO VOLUNTEER).*
   - Reviewing the effectiveness of current supervisory practices (Evaluating)

4. PERSONNEL MANAGEMENT

   - Conducting a human resources needs assessment (Planning)
   - Assisting with the recruitment and selection of new personnel (Implementing)
   - Coordinating a new teacher induction program (Implementing)
Participating on a collective bargaining team (Implementing)

*OBVIOUSLY, THE INTERN SHOULD NOT ENGAGE IN COLLECTIVE BARGAINING THAT INVOLVES HIS/HER OWN BARGAINING UNIT (ON EITHER SIDE) DURING THE INTERNSHIP.*

Organizing an employee assistance program (Implementing)

Reviewing current policies and practices for staff discipline (Evaluating)

5. COMMUNITY RELATIONS

- Surveying citizen attitudes toward the schools (Planning)
- Attending/presenting at board meetings (Implementing)
- Coordinating a home/school event (Implementing)
- Producing a school publication for the community (Implementing)
- Analyzing the effectiveness of the district public relations program (Evaluation)

6. LEGAL ISSUES

- Reviewing legal requirements for teacher evaluation (Planning)
- Studying affirmative action guidelines to design interview questions for job candidates (Planning)
- Making presentations to board/staff on new state regulations (Implementing)
- Reviewing student discipline policies and handbook for legal implications (Evaluating)

7. FINANCE

- Reviewing federal and state programs and formulas to identify funding sources (Planning)
- Developing budgets for grant proposals (Planning)
- Chairing department budget meetings (Planning)
- Overseeing competitive bidding and the purchase of materials (Implementing)

8. MANAGEMENT

- Helping with the development of a master schedule (Planning)
- Researching approaches to student discipline (Planning)
- Handling day-to-day discipline concerns (Implementing)

  *THIS SHOULD OCCUR UNDER SUPERVISION, WITH GRADUALLY INCREASING RESPONSIBILITY.*

- Chairing a school climate committee (Planning)
- Coordinating the writing of grant proposals (Planning)
- Developing a student handbook (Implementing)
- Setting up a crisis intervention team (Implementing)
- Overseeing daily opening and closing of the building (Implementing)
- Reviewing existing crisis management plans (Evaluating)
- Carrying out building safety and maintenance checks (Evaluating)

*ALL INTERNS SHOULD INCLUDE AN UMBRELLA ASSIGNMENT, AS FOLLOWS:*

"I will handle additional management responsibilities as delegated by my supervisor."
9. TECHNOLOGY

- Using scheduling software to develop a master schedule.
- Using computer spreadsheets to analyze budget data and prepare graphic presentations.
- Using presentation software to prepare workshops and other presentations.
- Using state or federal databases and forms to prepare and submit reports online.

10. PERSONAL PROFESSIONAL DEVELOPMENT

- Researching theories and practices of effective leadership (Planning)
- Attending administrative team meetings or leadership conferences (Implementing)
- Reviewing and self-critiquing with a mentor personal actions taken in handling an administrative challenge (Evaluating)
- Attending internship seminars (Implementing)
  
  TIME SPENT ON REGULAR COURSEWORK MAY NOT BE INCLUDED.
- Preparing internship reports (Evaluating)

ALL INTERNS SHOULD INCLUDE AN UMBRELLA ASSIGNMENT, AS FOLLOWS:

"I will take advantage of additional professional development opportunities as they arise."

THE SUPPORTING LETTER FROM THE BOARD

A letter of support from the 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 Internship Coordinator.

The Letter should indicate 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.

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.

COURSE REGISTRATION

Enclosed in the letter from the Internship Coordinator approving the internship is a registration form for EDA 546/547. Students must register immediately for at least three of the internship credits (EDA 546) before they can begin the internship. The sponsoring district will be
contacted if the student fails to register. If a student chooses to register for only three credits initially, s/he must register for the remaining three credits (EDA 547) during the following semester.

NOTE: Students will not receive a grade for their internship unless they have previously registered for the entire six credits--EDA 546 and EDA 547.

THE COLLEGE SUPERVISOR

Upon proposal approval and registration for EDA 546, the College assigns a College Supervisor. S/he is to visit the intern at the internship site a minimum of three times during the course of the internship. During those visits the College Supervisor will meet with the site supervisor and the intern, sometimes individually and sometimes jointly. The College Supervisor is responsible for determining when the internship is satisfactorily completed.

THE INTERN SEMINAR

A series of seven biweekly seminars for interns is held three times a year, starting in September, January, and May. These seminars provide interns with

- opportunities for dialog with fellow interns;
- presentations, case studies, and discussions on critical educational issues of concern to interns;
- extra contact with the Internship Coordinator to discuss effective completion of the internship.

Note: Interns must attend all seven seminars in the first semester of their internships; after that, attendance is voluntary. If an internship begins in mid-series, the intern makes up the missed seminars at the beginning of the next series.

MODIFYING THE PROPOSAL

It is possible that during the internship an unforeseen change in the school or organization may occur. Such changes may call for changes in the major assignments in the intern's proposal. The procedure for modifying the proposal is as follows:

1. The intern, the site supervisor, and the college supervisor meet, discuss, and agree on proposed changes before the changes are made.
2. The intern writes a letter to the college supervisor, describing the agreed-on modification, and signed by both the intern and the site supervisor.
3. 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.
4. The intern forwards copies of the approved modification to the site supervisor and the internship coordinator. S/he also inserts a copy in the final portfolio, and modifies the subsequent daily log and monthly reports accordingly.
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 organize the documentation process, start it promptly at the beginning of the internship, and maintain it throughout the whole experience.

In general, it is a good idea for administrators to be economical in their written communications. Interns should practice saying a lot, clearly, in few words. Also, since the final portfolio includes all logs and reports and can be very bulky, it helps to reproduce reports back-to-back to conserve space.

The Daily Log

The intern keeps a daily log which records all the activities of the internship and is included in the final portfolio. 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 monthly report. IT ALSO PROVIDES AN OPPORTUNITY, HOWEVER BRIEF, TO REFLECT ON AND EVALUATE EACH DAY'S ACTIVITIES.

A sample form is provided in the "Sample Forms" section at the end of this guide, along with one page of a hypothetical intern's completed log as an example. An intern may simply reproduce this form, or may modify it to suite personal needs, but any format should contain the basic items contained in the sample.

The Monthly Report

The monthly 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. The daily log should provide most of the material for this report.

Again, a sample form is provided in the "Sample Forms" section at the end of this guide, along with one page of a hypothetical intern's completed monthly report as an example. An intern may reproduce this form or modify it, making sure to include all components.

The report should be signed by the intern and submitted to the site supervisor for review. The site supervisor then signs it, indicating acceptance of its accuracy. The intern saves a copy for the portfolio, and forwards a copy to the college supervisor within ten days after the end of the month.

NOTE: THE DAILY LOG MAY BE HANDWRITTEN, BUT IT IS RECOMMENDED THAT THE MONTHLY REPORT BE TYPED.
The Final Portfolio

The internship portfolio contains the complete documentation of the internship experience. On completion of the internship, it is presented to your college supervisor for review. The supervisor may take some time to review the portfolio, and then holds a final review meeting to discuss it with the intern. Credit cannot be given for the internship until it is completed, submitted to the college supervisor, reviewed, and accepted.

For clarity and ease of review, the portfolio should be organized in a ring binder, with sections separated by tabs and clearly marked. THE PORTFOLIO WILL BE RETURNED TO YOU; HOWEVER, SECTIONS 8 AND 9 WILL BE RETAINED BY THE COLLEGE, SO PLEASE PROVIDE TWO EXTRA COPIES. The sections to be included are the following:

Section 1: FRONT MATTER
Title Page - "Internship 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
Internship Acceptability Page - The intern should prepare a page as follows:

"(Name of Intern) has completed his/her internship in educational administration, and this final portfolio has been reviewed and is acceptable."

Signed: ______________________________  Date: __________
   (College Supervisor)

Section 2: CORRESPONDENCE WITH THE COLLEGE OF SAINT ROSE
   Include all correspondence with the Internship Coordinator and the College Supervisor, including your application, proposal, all modifications to the proposal, the supporting letter from the board, acceptance letter, etc.

Section 3: MONTHLY REPORTS

Section 4: DAILY LOGS

Section 5: INTERNSHIP SEMINAR MATERIALS
   Include the agendas of all seminars attended. You need not include materials handed out at seminars.

Section 6: DOCUMENTATION OF ASSIGNMENTS COMPLETED
Make a tab for each competency/assignment delineated in the proposal. On an introductory page, describe the activities that contributed to the completion of each assignment. Include all pertinent materials to document your tasks, as described in the proposal.

Section 7: MISCELLANEOUS MATERIALS
Include any other materials, correspondence, etc. that does not seem appropriate for any of the previous sections but is pertinent to your internship.

Section 8: FINAL REPORT (To be retained by the College; provide two extra copies.)
This report should reflect on the assignments in each of the competency areas, describing what has been accomplished and what the intern has learned. It should also contain a summary evaluation of the entire intern experience. The Intern self-Evaluation Form should be attached to the Final Report.

Section 9: SUPERVISORS’ EVALUATIONS (To be retained by the College; provide two extra copies.)
Include a copy of the site supervisor's evaluation form, completed and signed by the site supervisor and the intern. Include a copy of the evaluation form completed and signed by the college supervisor.

**Evaluation**

The Self-Evaluation

As the intern nears completion of the internship, he or she completes a self-evaluation. This provides an opportunity to systematically review the experience, and a basis for comparison with the supervisors' evaluations of the intern. The Self-Evaluation Form is attached to the final report in the portfolio, and is discussed with the college supervisor. The intern may also choose to discuss the self-evaluation with the site supervisor; this is optional.

The Site Supervisor's Evaluation

At the completion of the internship, the intern asks the site supervisor to complete a formal evaluation, using a form identical in content to the Self Evaluation Form. The intern provides the supervisor with the form well in advance, and schedules an evaluation review meeting with the site supervisor prior to the final review with the college supervisor.

At this meeting, the intern and the site supervisor both sign the Site Supervisor's Evaluation Form, which is then included in Section 9 of the final portfolio.

The College Supervisor's Evaluation

The intern delivers the final portfolio to the college supervisor. After reviewing the portfolio the college supervisor then completes the College Supervisor's Evaluation Form for the intern's signature and inclusion in the portfolio.
The final pages of this guide contain sample forms for

- the daily log
- the monthly report
- the intern self-evaluation
- the site supervisor evaluation
- the college supervisor evaluation

Included are pages from a hypothetical intern's daily log and monthly report, as examples of how an intern might document the internship.

Also attached at the end of this Guide is a self-assessment instrument based on the Educational Administration Program Outcomes. This instrument is recommended for use in self-assessment and discussion with supervisors, since it gives a comprehensive view of the outcomes toward which a prospective educational leader should strive.
THE SDA RESIDENCY PROPOSAL PROCESS

Purpose of the Residency

The Educational Administration residency is for the advanced student who is ready for independent responsibility involving challenging situations and interpersonal dynamics. It is a 100-hour experience that may be incorporated into the internship or completed separately. The distinguishing characteristics of this experience are

INDEPENDENCE: The residency is an assignment that the resident completes independently. Supervisors are observing the process, but do not intervene except in unusual circumstances. Thus the residency is an opportunity to problem solve and to use personal judgment to deal with situations and people.

INTERAGENCY RESPONSIBILITY: The assignment for the residency must involve the resident with external organizations. It should give the resident experience in the larger environment of government, community, and the private sector.

INITIATIVE: The residency assignment should go beyond merely carrying out a routine set of responsibilities. It should engage the resident in developing a new program, creating new relationships for the school—in other words, improving on the status quo, not simply maintaining it.

Prerequisites for the Residency

Students starting the residency must

- Have completed the St. Rose SAS program or its equivalent
- Have been admitted to the SDA program
- Have completed EDA 601 and 602;
- Have had an outline of their residency assignment approved by the College Internship Coordinator and the sponsoring agencies;
- Have obtained letters of support from all involved districts and agencies;
- Have registered for EDA 646 (1 credit).

Students who have completed all SAS requirements except for EDA 590 and the internship may incorporate the residency into the internship. In this case they will register for EDA 546 (3 credits) and 647 (3 credits).

Process for Initiating the Residency

The prospective resident follows essentially the same process for the residency as for the internship, with the following exceptions:

- The proposal is briefer, because it encompasses only one assignment.
- The activity proposed should include planning, implementation, and evaluation.
- The cover sheet used includes information about the external organization or agency involved (see next page).
THE COLLEGE OF SAINT ROSE EDUCATIONAL ADMINISTRATION PROGRAM

RESIDENCY APPLICATION FORM

SUBMIT WITH PROPOSAL TO: Internship Coordinator - Educational Administration Program
The College of Saint Rose
432 Western Avenue
Albany, NY 12203

NAME OF STUDENT: ________________________________ S.S.# _______________________

HOME ADDRESS: ___________________________________ PHONE: (   )_________________
(STREET)                      (HOME)
(CITY)  (STATE)  (ZIP)

WORK ADDRESS: ___________________________________ PHONE: (   )_________________
(SCHOOL/AGENCY)                     (WORK)
(STREET)                      FAX (   )
(CITY)  (STATE)  (ZIP)

PRESENT CERTIFICATION(S) HELD ______________________________________________

YEARS OF TEACHING          YEARS OF ADMINISTRATIVE
EXPERIENCE:         __________       EXPERIENCE:         __________

NAME OF SCHOOL DISTRICT/AGENCY IN WHICH RESIDENCY WILL BE CARRIED
OUT:  _________________________________________________________________________

SUPERINTENDENT OR PERSON IN CHARGE: ______________________________________

NAME/TITLE OF SITE SUPERVISOR:______________________________________________
ADDRESS:_____________________________________________________________________
PHONE:_______________________________

NAME OF EXTERNAL ORGANIZATION INVOLVED IN RESIDENCY:
________________________________________________________________________

NAME/TITLE OF CONTACT IN THAT ORGANIZATION:______________________________
ADDRESS:_____________________________________________________________________
PHONE:_______________________________

RESIDENCY DATES:  A. STARTING ________________     B. ENDING _________________

STUDENT SIGNATURE: _______________________________________ DATE: __________
SAMPLE ACTIVITIES FOR THE RESIDENCY

Coordinate the planning, apply for, and secure grant funding for a completely new program involving an external partnership; serve as the project director for implementation and evaluation.

Serve as the school district representative on the county or regional school/social services liaison committee, and develop a new cooperative service of some kind.

Initiate and implement a school/business partnership for the school district.

Serve as liaison for the district with the juvenile and family courts, to track and oversee continuous effective instruction for students who are suspended, incarcerated, or in various placements.

Initiate a partnership to ensure needed health services for students who are uninsured or underserved.

Develop a relationship with a community organization that will enable the school district to offer a new service or educational program.

Remember that, whatever the activity selected, the resident should be engaging in planning, implementation, and evaluation.

DOCUMENTING AND EVALUATING THE RESIDENCY

Two forms of documentation are required, both for legal and evaluation purposes:

A daily log, that briefly notes any important interactions, conversations, and decisions (may be handwritten).

A portfolio that provides a paper trail for the activities of the residency, including correspondence, proposals, reports, agendas, and evidence of evaluation (must be typed).

The resident may use the internship documentation procedures as a model, or design formats more appropriate to the particular residency activity.
EDUCATIONAL ADMINISTRATION INTERNSHIP/RESIDENCY

GUIDE FOR SITE SUPERVISORS

Introduction

The Educational Administration Program faculty at the College of Saint Rose appreciate the commitment you are making in helping a graduate student complete an administrative internship or residency. The commitment is a mutual one, and we hope the experience will be mutually beneficial.

If you have any questions or concerns, please feel free to contact the Internship Coordinator, at 518-454-5125, or your intern/resident’s college supervisor. **IT IS VITAL THAT, IF ANY PROBLEMS ARISE REGARDING THE INTERNSHIP OR RESIDENCY, YOU INFORM THE COORDINATOR AND/OR THE COLLEGE SUPERVISOR IMMEDIATELY.**

Commitments

...of the Site Supervisor to the Intern or Resident:

- **to provide the student with ideas for assignments 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 board of education or other governing body, or its representative;**

- **to notify staff members of the intern/resident'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 or resident 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 review and sign the intern's monthly report prior to submission to the college supervisor;**

- **to provide the intern/resident with a final evaluation in writing using the format provided by the College, and to review and discuss it;**

- **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 Intern or Resident

- **to assist in locating an appropriate site, if necessary;**
to assist interns in designing proposals of substance, diversity, and depth; and to assist residents in planning activities demonstrating independence and initiative in working with an external agency.

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/resident and the site supervisor as needed;

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

to review the intern/resident'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 to the internship experience;

to continue the internship until the concluding date on the approved proposal, and until the major assignments 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 intern seminars, and participate actively;

to complete internship documentation in a timely fashion-- maintaining a daily log, filing monthly reports, and compiling a final portfolio;

to self-evaluate honestly and reflectively, and to be open to evaluative comments from both supervisors.

...of the Resident to the Site and the College

to design a residency demonstrating independence, initiative, and the ability to represent the sponsoring district to external agencies;

to devote a minimum of 100 clock hours to the residency;

to document the residency in a thorough and timely fashion, and to self-evaluate honestly and reflectively.
The College of Saint Rose Educational Administration Program

INTERNSHIP DAILY LOG

Name __________________________________________ Title ______________________

Internship Site ____________________________________________________________

Current Date _______________       Time carried forward          ______ hours
+ Time accrued today        +______ hours
= Total time accrued          ______ hours

COMPETENCIES/ASSIGNMENTS

____________________________________________________________________________

Assignment number:                        Current date's activity                                          Time devoted to assignment:

____________________________________________________________________________

Comments on/evaluation of the day, or some particular aspect of it:
SAMPLE PAGE FROM MARY Q. INTERN'S DAILY LOG

The College of Saint Rose Educational Administration Program
INTERNSHIP DAILY LOG

Name ___Mary Q. Intern______________________ Title _Administrative Assistant

Internship Site ___Elysium Middle School____________________________________

Current Date _______________   Time carried forward              ______ hours
+ Time accrued today           +______ hours
= Total time accrued           ______ hours

COMPETENCIES/ASSIGNMENTS

_1.1 Science Curriculum review______  5.1 Student handbook committee__
_2.1 Teacher observation/feedback___  5.2 General building management__
_3.1 Staff development survey_______  6.1 Regulation compliance review
_3.2 Classroom management inservice_  7.1 Science department budget___
_4.1 Community newsletter___________  8.1 Personal development_______
          ETC.

Assignment number: Current date's activity on assignment: Time devoted to assignment:

Comments on/evaluation of the day, or some particular aspect of it:
The College of Saint Rose Educational Administration Program

INTERNSHIP MONTHLY REPORT

Name __________________________________________ Title ______________________

Internship Site ____________________________________________________________

Month of ____________, 19 ___    Total time accrued to date
 (including this month)    ______ hours

____________________________________________________________________________

Assignment:

Activities of This Month:

What I learned, and what I'd do differently:

Assignment:

Activities of This Month:

What I learned, and what I’d do differently:

Assignment:

Activities of This Month:

What I learned, and what I’d do differently:

INTERN'S SIGNATURE __________________________ SITE SUPERVISOR'S SIGNATURE __________________________
SAMPLE PAGE FROM MARY Q. INTERN'S MONTHLY REPORT

The College of Saint Rose Educational Administration Program

INTERNSHIP MONTHLY REPORT

Name ___Mary Q. Intern________________ Title _Administrative Assistant

Internship Site ___Elysium Middle School_________________________________

Month of _January____, 1994_        Total time accrued to date     _370.5 hours_
   (including this month)

Assignment: 1.1: Science curriculum review

Activities of This Month:
   Science faculty met twice; I chaired.
   Outcomes are completed for each grade.
   I had several meetings with individuals as the worked on drafts.

What I learned, and what I'd do differently:
   People will get better about completing their assignments, once they realize that their failure
to deliver becomes a matter of public record due to the way I run the group. This does not, of
course make me very popular. Next time I'd make it clear at the outset that at every meeting be
starting with progress reports, and if they've made no progress, it'll be noted in front of God 'n
everyone!

Assignment: 2.1: Teacher observation/feedback

Activities of This Month:
   I did three observations of science faculty with pre- and post-conferences.
   I also covered two classes: once to allow a teacher to observe another, and once because of
an unexpected absence.

What I learned, and what I'd do differently:
   I learned something very interesting. You can learn a great deal about a teacher's abilities
and competence by teaching his class for him. It becomes very obvious how well-prepared he is,
whether his classes are learning anything, whether they do homework, etc. I don't want to jump to
conclusions, but if I were the administrator in charge, I'd debrief with the teacher afterwards and
give him feedback about my perceptions. (It might cut down on
unexpected absences at least.)

Assignment: 3.1: Staff Development survey

Activities of This Month:
   Assignment completed.

Assignment: 3.2: Classroom management inservice

Activities of This Month:        ETC., ETC.
The College of Saint Rose Educational Administration Program
INTERN SELF-EVALUATION FORM

Intern’s Name _______________________________________________________

I. OVERALL EVALUATION OF INTERNSHIP PERFORMANCE

Give a general evaluation of the accomplishment of the stated competencies and assignments of the internship (CHECK ONE):

___ OUTSTANDING ___ EXCELLENT ___ GOOD ___ ADEQUATE ___ UNSATISFACTORY

COMMENTS (use additional sheet if necessary):

_________________________________________________________ Date __________
(INTERN)
The College of Saint Rose Educational Administration Program
SITE SUPERVISOR EVALUATION FORM

Intern's Name _______________________________________________________

Site Supervisor's Name _____________________________________________

I. OVERALL EVALUATION OF INTERNSHIP PERFORMANCE

Give a general evaluation of the accomplishment of the stated competencies and assignments of the internship (CHECK ONE):

___ OUTSTANDING ___ EXCELLENT ___ GOOD ___ ADEQUATE ___ UNSATISFACTORY

COMMENTS (use additional sheet if necessary):


Signature _______________________________________________ Date __________

(INTERN)

Signature _______________________________________________ Date __________

(SITE SUPERVISOR)
The College of Saint Rose Educational Administration Program
COLLEGE SUPERVISOR EVALUATION FORM

Intern's Name _______________________________________________________

College Supervisor's Name ___________________________________________

OVERALL EVALUATION OF INTERNSHIP PERFORMANCE

Give a general evaluation of the accomplishment of the stated competencies and assignments of the internship (CHECK ONE):

___ OUTSTANDING ___ EXCELLENT ___ GOOD ___ ADEQUATE ___ UNSATISFACTORY

COMMENTS (use additional sheet if necessary):

Signature _______________________________________________ Date __________

(INTERN)

Signature _______________________________________________ Date __________

(COLLEGE SUPERVISOR)