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:

1. Staff Development  
2. Curriculum Leadership  
3. Supervision of Instruction  
4. Personnel Management  
5. Community Relations  
6. Legal Issues  
7. School Finance  
8. Management  
9. Technology  
10. Personal Professional Development

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 in-service 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 in-service training practices from the literature.

**Task 1.1.2**
Identify classroom management philosophies and in-service 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 in-service, through a needs assessment.

**Task 1.1.4**
Arrange, in cooperation with the building staff development committee, for a classroom management in-service course as part of the district in-service 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 in-service program or course (Implementing)
- Assessing the value of an in-service 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 data bases and forms to prepare and submit reports on line.

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.