

Western Connecticut State University
Certificate for Intermediate Administration and Supervision (Endorsement #092)
Department of Education and Educational Psychology
Fall 2013

Course Number: ED660

Course Title:

Internship and Seminar in Educational Leadership: Theory, Research, and Practice I

Semester Hour Credit: 2 Semester Hours

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Location: WCSU Westside Campus Center, Room 315

Time: 5:00 – 8:00 p.m.

School Cancellations: Check WestConn’s homepage (www.wcsu.edu), go to the weather alert section in the lower right corner, click and find out about any cancellations

Course Description: This is an administrative seminar where Interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and a professional portfolio that accompany their Internship activities. Monthly group meetings will be held with one or all University Internship Supervisors to reinforce and discuss Internship activities. This Seminar will extend (in ED665) over 2 semesters, beginning and ending with group meetings that will include the University Internship Supervisor, on-site Administrative Mentor, Program Coordinator, and all Interns.

Prerequisites: Acceptance into the Certificate for Intermediate Administration or Supervision program (Endorsement #092) Program.

Required Texts

Delpit, L. (2006). *Other people’s children: Cultural conflict in the classroom*. New York, NY: The New Press.

Available from Amazon: http://www.amazon.com/Other-Peoples-Children-Cultural-Classroom/dp/1595580743/ref=sr_1_2?ie=UTF8&qid=1369064113&sr=8-2&keywords=delpit

ISBN-10: **1595580743** | ISBN-13: **978-1595580740**

Pauker, R.A., & Hibbard, M. (2013). *Matching your message to the audience: A practical guide to structuring language for new administrators*. Lanham, MD: Rowman & Littlefield Education.

Available from Amazon: http://www.amazon.com/Matching-Your-Message-Audience-Administrators/dp/1475803915/ref=sr_1_1?s=books&ie=UTF8&qid=1369064256&sr=1-1&keywords=matching+your+message+to+the+audience

ISBN-10: **1475803915** | ISBN-13: **978-1475803914**

Americans With Disabilities Act: The Education and Educational Psychology Department does not discriminate on the basis of disability as regards any program or activity covered by federal or state laws and regulations. It is each student's responsibility to inform the Disability Resource Specialist, Ms. Carolyn Lanier (203.837.8277), and the course instructor of any disabling condition that requires modification.

Academic Honesty Policy: <http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf>

A student has an obligation to demonstrate honesty in carrying out his/her academic assignments. Students may be found guilty of violating this obligation if they plagiarize or cheat.

Plagiarism. Plagiarism is presenting the work of others as your own. The "work of others" includes any work bought or borrowed from another student as well as work copied from a book, magazine, newspaper or other medium. Participation in another's act of plagiarism is itself an act of plagiarism. To avoid plagiarism, students should follow this advice from a research paper guide: "You should cite the source of every idea you have learned or formulated from your reading, whether you express the idea in your own words or quote the author directly. The use of two or more consecutive words from a source, when those words express the essence of a writer's idea or involve distinctive phrasing, is considered a direct quotation and requires the use of quotation marks." Any material used from another source, whether quoted or paraphrased, must be referenced. Additionally, you are obligated to **read all references you cite** in any way, whether paraphrasing or quoting the source.

Course Competencies: The course objectives integrate standards from:

1. Conceptual Framework for the Educational Unit at WCSU
<http://www.wcsu.edu/education/concept.htm>
2. Program Objectives for the EdD in Instructional Leadership Program
<http://www.wcsu.edu/graduate/edd/about.asp>
3. The Connecticut Common Core of Teaching (Connecticut CCT): A Performance Continuum <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862>
4. The Connecticut State Department of Education (CSDE): Standards for School Leaders (1999)
http://www.sde.ct.gov/sde/lib/sde/PDF/EducatorStandards/standards_for_school_ldrs.pdf

5. CSDE: The Code of Professional Responsibilities for Administrators
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321330>
6. National Council of Accreditation for Teacher Education (NCATE)
<http://www.ncate.org/public/standards.asp>
7. National Board for Professional Teaching Standards (NBPTS) <http://www.nbpts.org/>
8. The standards for the National Policy Board for Educational Administration (NPBEA)
<http://www.npbea.org/>

Conceptual Framework for the Program:

Graduate students will demonstrate expertise in the following areas.

1. **Expertise in content knowledge** -Candidates and graduate students will demonstrate expertise in content knowledge.
2. **Diversity** -Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.
3. **Unity** -Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents, and other community members.
4. **Classroom and school leadership** -Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.
5. **Attitudes** -Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state and institutional standards.
6. **Technology** -Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.
7. **Organize knowledge and facilitate learning (Pedagogy)** -Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.
8. **Reflective Practitioner** -Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

The **Program Objectives** of WestConn's Ed.D. in Instructional Leadership are varied and vital to the professional development of classroom educators and improved student achievement. The program is designed to:

1. Prepare K-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.
2. Prepare K-12 educators to become lifelong consumers and producers of scholarly inquiry by conducting meaningful site-based inquiry pertaining to student achievement, program assessment, and other measures of educational success.
3. Prepare K-12 educators to develop and implement innovative curricula that focus on excellence and equity in education
4. Prepare K-12 educators to implement school-wide professional development activities utilizing applied research, instructional technology and best practices in K-12 schools.

5. Prepare K-12 educators to implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

Instructors/University Internship Supervisors

You will be assigned to a University Internship Supervisor who will serve as both your University Supervisor and as Seminar Leader for small group meetings. The University Internship Supervisor will guide the development of your action plan, visit you at your internship site, meet with you individually, meet with you and your Mentor, and evaluate your personal growth and learning.

Intern	District	University Supervisor
Bozzuto, Dave	Ridgefield, CT	Pat Cosentino
Cosentino, Cassie	Ridgefield, CT	Kevin Smith
Fernand, Mary	New Fairfield, CT	Kevin Smith
Knudsen, Helen	Weston, CT	Kevin Smith
Kunst, Kara	Ridgefield, CT	Pat Cosentino
Squillace, Doreen	Ridgefield, CT	Pat Cosentino

092 Seminar Dates and Topics: We meet once a month on Tuesdays from 5:00 – 8:00 p.m in Westside Campus Center, Room 315.

Topics and dates are subject to change, as appropriate, to meet the needs of the program.

Speakers for Fall 2013 (For a Timetable of the Course, see last page)

Tuesday, September 3	Overview and Revise Action Plan
Tuesday, October 1, 2013	Dr. Ellen Retelle – CAT
Tuesday, November 5, 2013	Dr. Bob Pauker, Co-author of <i>Matching Your Message to the Audience</i>
Tuesday, December 3, 2013	Administrator Panel

Other topics of interest (to be included as appropriate): Technology issues (YouTube, Facebook, wireless cheating), Community relations (parents/board of ed/etc), Professional Learning Communities, Negotiations, NCLB, coping with stress, building a new support system, building culture and morale.

Standard Grading Option: The presentations, discussions, and activities will be provided based on the assumption that you have read any assigned readings prior to attending the associated class. Students are expected to complete the following assignments:

Activity	Percent of Grade
1. Participation and Introduction	10%
2. Administrative Self-assessment (#4a)	15%
3. Internship Action Plan (Creation of Activities in Five Areas - #4b)	20%
4. Internship Log Entries (Ongoing - #4c)	15%
5. School Building Shadowing Experiences (#4d)	25%
6. Facilitation of a Workshop (#4e)	15%
Total	100%

The standard letter grade system will be employed for this course. Students obtaining a grade of

Grading:	85 – 87.99 %	B	72 – 74.99	C-	Below 62	F
95-100.00%	A	82 – 84.99 %	B-	68 – 71.99	D+	
92-94.99 %	A-	78 – 81.99	C+	65 – 67.99	D	
88 - 91.99 %	B+	75 – 77.99	C	62 – 64.99	D-	

B or lower will be required to retake the course in order to continue in the program.

This program is designed to meet Standards for Advanced Programs in Educational Leadership published by the National Policy Board for Educational Leadership:

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, **implementation and stewardship** of a school or district **vision** of learning supported by the school community.
2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a **positive school culture**, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization, operations**, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources**.
5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with **integrity, fairly, and in an ethical manner**.

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6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the **larger political, social, economic, legal, and cultural context**.
7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through **substantial, sustained, standards-based work in real settings**, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Seminar: Objectives, Projects, and Activities Aligned with Standards

Course Objective	Course Projects/ Activity	Prog. Obj.	Conceptual Framework	ELCC
1. Understand and apply leadership effectiveness standards developed by the National Association of Secondary School Principals, the National Policy Board for Educational Administration, and the Connecticut Department of Education.	Action Plan (#4b), Internship Log (#4c)	#4, #5, #7	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Technology, Organize Knowledge and Facilitate Learning	1.2, 3.1, 6.1, 6.2, 6.3, 7.1, 7.2
2. Review and understand the different approaches to using data to make educational decisions.	Action Plan (#4b), Internship Log (#4c)	#1	Diversity, Classroom and School Leadership, Technology, Unity, Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.2, 3.1, 6.1, 6.2, 6.3, 7.1, 7.2
3. Become familiar with current research on school change.	Administrative Self-assessment (#4a)	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.3, 5.2
4. Complete the full process of utilizing action research methodology (depending on planned program).	Facilitation of a Workshop (#4e)	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	2.1, 2.3
5. Elaborate professional values that undergird your vision of educational leadership.	Administrative Self-assessment (#4a)	#2, #5	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Technology, Organize Knowledge and Facilitate Learning	1.3, 5.2
6. Apply evaluation skills to an educational program.	Shadowing Experiences (#4d) Supervision of Teaching and Learning (#4e)	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.3, 2.1, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5
7. Evaluate and refine conferencing skills, including trust building, active listening and directive and non-directive communication.	Administrative Self-assessment (#4a) Supervision of Teaching and Learning (#4e)	#2, #5	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Technology, Organize Knowledge and	2.1, 2.3, 4.1, 5.1, 5.2, 5.3

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Course Objective	Course Projects/ Activity	Prog. Obj.	Conceptual Framework	ELCC
			Facilitate Learning	
8. Apply skills in areas of program management such as budgeting, scheduling, discipline, parent relations, employee issues, special education planning, and site/material procurement and utilization.	Action Plan (#4b), Internship Log (#4c)	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.2, 3.1, 6.1, 6.2, 6.3, 7.1, 7.2
9. Enhance the ability to establish and communicate a vision of excellence for an educational system that promotes human diversity and student achievement.	Administrative Self-assessment (#4a)	#1	Diversity, Classroom and School Leadership, Technology, Unity, Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.3, 5.2
10. Strengthen the ability to use systems thinking to lead a learning organization.	Administrative Self-assessment (#4a)	#3	Organize Knowledge and Facilitate Learning, Reflective Practitioner	1.3, 5.2
11. Integrate personal leadership with research findings in the field of educational leadership.	Administrative Self-assessment (#4a)	#5	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Technology, Organize Knowledge and Facilitate Learning	1.3, 5.2
12. Identify community and social services that can be activated to enhance the educational opportunities for students.	Shadowing Experiences (#4d)	#4	Expertise in Content Knowledge, Diversity, Classroom and School Leadership, Organize Knowledge and Facilitate Learning	3.3, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5

LEADERSHIP SKILL AREAS

Throughout the internship experience, you should focus on building skills in the following 14 specific areas. The first 12 are the standards of the National Association of Secondary School Principals; the last two are the focal areas of WCSU's 092 program. When you write about activities in your internship log, you should reflect about your growth and learning in these skill areas. Your performance during the qualifying examination and your internship experiences should reflect progress in developing the 14 skills.

1. **Problem analysis.** Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. **Judgment.** Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. **Organizational ability.** Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. **Decisiveness.** Ability to recognize when a decision is required and to act quickly and appropriately.
5. **Leadership.** Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. **Sensitivity.** Ability to perceive the needs, concerns, and personal problems of others; skill in conflicts, tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. **Stress tolerance.** Ability to perform under pressure and during opposition; ability to think on one's feet.
8. **Oral communications.** Ability to make a clear oral presentation of facts and ideas.
9. **Written communications.** Ability to express ideas clearly in writing and to write appropriately for different audiences –students, parents, teachers, etc.
10. **Range of interest.** Competence to discuss issues related to education, politics, current events, economics, finance, etc.; desire to participate actively in events.
11. **Personal motivation.** Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. **Educational values.** Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.
13. **Leading for learning.** Ability to focus all attention on student learning.
14. **Multicultural awareness.** Sensitivity to diversity and equity in education.

Expectations and Projects

Both the Internship and Seminar provide building-based experiences for the Intern. One of the most important characteristics of a quality administrator is organization! Begin organizing immediately!

The Internship is comprised of logging 9-12 hours per week for 12 months for school building activities. This amounts to a total of 432-576 hours. Candidates from New York and other states must check with their State Department of Education for specific Internship requirements.

On-site Internship Meetings with your Mentor: You will meet weekly, or as arranged (in person, via e-mail or by phone) with your Mentor to support you in the development of your skills, complete course expectations and to discuss other issues as they arise.

On-site Internship Meetings with your University Internship Supervisor: You will also meet monthly with your University Internship Supervisor to address issues such as school climate, your school and district strategic school profiles, school improvement plans, CAT test preparation, action research and evaluation, and other areas of skill building selected by your university supervisor. You will also have opportunities to share your successes and your challenges, and to work with other interns to build a collaborative learning environment that supports your work as an intern.

Assignments:

1. Participation and Introduction (10%, Introduction Due October 1, 2013)

Your participation in all seminar activities is crucial in meeting the objectives of this course. As a courtesy, please provide advance notice to your University Supervisor when any absences occur. Course content is cumulative and will assist you in being successful on the CAT. Prior to each class, please form at least one question or observation about your readings or investigations. You are responsible for any information missed due to absences or tardiness. Make arrangements to obtain missed notes and handouts from a classmate. If you do not understand particular concepts, please make an appointment during office hours to ask your specific questions.

Also, you need to write a (brief) introduction to include in Tab 1 of your portfolios (binder and electronic). Your introduction should cover the following:

- Current position;
- What motivated you to enter the 092 Program;
- What you hope to gain from your participation in the program;
- Where you'd like to be in 5 years as a result of your participation the program.

2. Administrative Self-Assessment (Assignment #4a, Due October 1, 2013).

- a. Complete the Connecticut State Department of Education's *Educational Leadership Self Inventory*, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2653&q=320414>.

This inventory is designed to provide a profile of educational leadership. It consists of 68 statements that describe performances contained within the CSDE Standards for School Leaders. The ELSI was originally designed to promote self-appraisal and reflection focused on the School Leader Standards and this version has been adapted for school leaders interested in collecting the perceptions of staff with regard to observable performances over the course of a year.

- b. Self-assessment - Using the *Leadership Skill Areas* listed on page 5 and the information you learned about yourself completing the Connecticut State Department of Education's *Educational Leadership Self Inventory*, write a 3-4 page self-assessment.

In your self-assessment, explore the following questions:

- How do you see yourself as an emerging leader?
- What are your strengths now?
- What areas should you focus on developing during your internship?
- **What strategies or practices could you use to promote continuous and sustainable school improvement during your internship?** Be sure to relate these practices to leadership decisions that you have made or plan to make in the future.
- **How ethical have your leadership decisions been?** How could you improve your leadership platform practices in terms of ethical behavior?

Also list your learning goals for the internship (including goals for areas we may not have addressed in the syllabus but which are necessary to assure that you are ready). Your goals will help you to prepare your Internship Action Plan and reflect about your progress as you complete your Internship Log.

Your University Supervisor may have other suggestions. Plan to discuss your self-assessment with your mentor(s) and your University Internship Supervisor. Your Internship Action Plan (Internship, Project 4) should reflect skills and competencies that you identify for further development, as well as the recommendations of your mentor and University Supervisor. Additional assessment tools may be available through your University Supervisor.

Evaluation Standards: We expect your 3-4 page reflective essays to document your deep reflection about the prompt and learning related to the prompt. For example, there should be a clear connection between your learning goals related to the Leadership Skill Areas, your earlier analysis of your strengths and weaknesses, and your reflections about the prompt. You should also include references to particular activities in your log and learning plan that are relevant to the prompt. As appropriate, include references to professional literature (including course assignments). We expect a complete essay that is also focused and concise, and error-free prose that is professional in tone and presentation.

See grading rubric below.

Student Name: _____ Date: _____

**Rubric
Administrative Self-Assessment
Assignment #4a, Tab 2**

Scale for Scoring:

1 – Unacceptable, 2 – Acceptable, 3 – Target

Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.			
1.3 Promotion and continual and sustainable of school improvement (Professional Skills).	Candidate <i>does not relate</i> past leadership decisions to strategies or practices that promote continuous and sustainable school improvement.	Candidate <i>relates</i> past leadership decisions to strategies or practices that promote continuous and sustainable school improvement.	Candidate <i>relates</i> past leadership decisions to strategies or practices that promote continuous and sustainable school improvement. In addition, Candidate relates own strengths and weaknesses to these decisions and discusses ways to build upon strengths.
Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student’s academic and social success			
5.2 Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior (Professional Skills).	Candidate <i>does not analyze</i> own leadership decisions in terms of established ethical practices.	Candidate <i>analyzes</i> own leadership decisions in terms of established ethical practices.	Candidate <i>analyzes</i> own leadership decisions in terms of established ethical practices. In addition, Candidate describes a future leadership platform grounded in ethical standards and practices.
Additional Scoring Criteria (Non-Accreditation)			
Evaluation of Strengths and Weaknesses	Candidate does not appropriately evaluate own leadership strengths and weaknesses.	Candidate mostly appropriately evaluates own leadership strengths and weaknesses.	Candidate’s evaluation of own leadership strengths and weaknesses is appropriate and extensive.
Focus	Candidate does not clearly identify areas for focus in the action plan.	Candidate clearly identifies at least one area for focus in the action plan.	Candidate clearly identifies at least two areas for focus in the action plan.
Mechanics	Candidate exhibits many mechanical errors (spelling, grammar, APA concerns).	Candidate does not clearly identify areas for focus in the action plan.	Candidate clearly identifies at least one area for focus in the action plan.

2. **Internship Action Plan (Assignment #4b, Due September 3, 2013)**

Develop your Action Plan in consultation with your Mentor and University Supervisor. Your Action Plan is actually a collection of 5 Action Plans, one for each of the 5 major performance areas:

1. School Improvement Planning
2. Clinical Foundations
3. Curriculum and Instructional Implementation
4. Parent/Community Relations
5. Program and Building Management

Using the form provided below (a digital copy is available in your Tab 3 of your electronic portfolio), you should detail your goals, measurable objectives toward meeting your goals, planned activities (with time estimates), criteria for evaluating whether you have achieved your goal and objectives, and your results which will be filled in as you work through your plan over the course of the year.

Specifically, please follow the guidelines below to develop your plans in each of the five performance areas:

1. School Building Improvement Planning

Educational leaders must be cognizant of effective methods of leading school building improvement efforts. To this end, you are to obtain a copy of your internship site's current school/program/department improvement plan and evaluate its design and potential impact. Your critique should be 2 - 4 pages in length and must include identified strengths, weaknesses, and recommendations of the improvement plan. Based on this assessment, you should then craft a leadership objective for yourself in such a way as to advance the work of school improvement at your internship site.

2. Clinical Foundations

In the Spring ED665 course, each intern will conduct a clinical supervision process with at least one teacher, making sure to complete a double cycle of observations with the same educator. Candidates will then videotape one post-observation conference with the teacher and reflect in writing about their clinical supervisory skills, justify the use of a particular approach, and analyze their decisions in light of the literature on supervision of instruction. Make sure that you include this activity in your action plan.

Other activities that may be included in this section include assisting staff with the exploration of promising instructional and programmatic alternatives and working with teachers to train them how to: (a) assess student individual and group performance, or (b) assess the bigger picture by looking at data across a grade level or longitudinally.

3. Curriculum and Instructional Implementation

One of the most critical roles for a leader is that of instructional leader. For work in this area of the internship, interns should select activities in concert with their Mentors, that lead to demonstration of their growth in improving teaching and learning through the school improvement process, standards-led curriculum design, assessment/accountability practices and the development of skillful teachers.

An example of this type of activity is the design and facilitation of a building-based professional development workshop focused on ways to improve student learning, Activity #4e.

4. Parent/community Relations

This requirement responds to the need for school leaders to know and understand the significance of creating and sustaining relationships with major stakeholders who are responsible for schooling of all children. It is important for leaders to promote greater participation between school and community by seeking out resources, both human and financial, to enhance school/community relationships. The community includes parents and other primary care givers for children, social agencies and organizations, as well as external funding resource agencies.

Interns should select and plan task assignments that support their growth in community relations, diverse perspectives and school culture from both a building-based perspective as well as from a district wide perspective. Options may include, though are not limited to, the following:

Community Relations:

- a) Interview the principal or assistant principal to gather information about how various groups could be helpful in achieving the school vision. Write a proposal to incorporate the results for the school and present to the faculty.
- b) Write a proposal to increase parental involvement and improve attitudes about the school. Include strategies to involve other community leaders and organizations.
- c) Become a participant in the parent teacher organization (PTO). Observe and assess the role of parents in the decision-making process. Write an analysis of observations with recommendations that could improve communication among all participants.

Diverse Perspectives:

- a) Conduct a survey with students from different backgrounds to assess their concerns and recommendations to improve school climate in a school or across several schools of the same level. Write a report and present the findings with school personnel.
- b) Conduct a survey of library or textbooks and evaluate the resources that address cultural diversity. Write a report with recommendations to improve school library holdings.

School Culture and Climate:

- a) Conduct a school climate survey among students and school personnel. Assess the results and present the findings.
- b) Assess the factors that influence the creation of a positive school climate, including openness, mutual respect, support, and inquiry.

5. Program and Building Management

This category focuses on the development of operational skills. Administrative Interns will select specific organizational tasks to be accomplished during the internship year. You should identify tasks that are not well developed and design a plan with the mentor to acquire skills and knowledge in the identified areas.

The Program and Management tasks may include, but are not limited to, work in the areas of student discipline, program scheduling, building and district budgeting, material procurement, personnel/contract negotiations, coordination of extra-curricula and student activities, and building security.

Please note, that ALL students must be familiar with Special Education requirements. Interns should plan on shadowing administrators at PPT's and early intervention planning sessions to learn about the legal and educational paperwork and decision making process of Special Education, early intervention and other programs to ensure that the learning needs of all students are being fully met by the school and district.

Action Plan Format

This plan should be sufficiently detailed so that you, your University Supervisor, and your Mentor are clear about exactly what you will be doing during your internship and why you are doing it.

Your goals and objectives should be significant enough to merit a sizable investment of your time, energy, and thought. These five areas (Improvement Planning, Clinical Foundation, Curriculum and Instructional Planning, Parent/Community Relations, Program and Building Management) are where you will be investing the vast majority of your hours of internship time. Some activities should include a focus on district-level projects and concerns.

Submit your set of Action Plans, consisting of five plans (one plan for each performance area), in the format shown on the next page. In your goal statement, address any of the 14 skill areas you hope to develop. A digital copy of this form is available for your use in Tab 3 of your electronic portfolio.

ACTION PLAN
Assignment #4b, Tab 3

Student Name: _____ **School District:** _____

Mentor Name: _____ **Approval:** _____
Signature

University Supervisor: _____ **Approval:** _____
Signature

Performance/Goal Area: (Check One):

- 1. School Building Improvement/Planning
- 2. Clinical Foundations
- 3. Curriculum and Instructional Implementation
- 4. Parent/Community Relations
- 5. Program and Building Management

Goal Statement: _____

Objectives	Planned activities	Time Estimate	Criteria for achievement of your goal	Results

Student Name: _____ Date: _____

Rubric
Internship Action Plan
Assignment #4b, Tab 3

Scale:

- 1 – Unacceptable: Demonstrates minimal analysis of the key elements of the Action Plan
- 2 – Acceptable: Demonstrates a general analysis of the key elements of the Action Plan
- 3 – Target: Demonstrates an in-depth analysis of the key elements of the Action Plan

Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Standard 1: Promoting the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning.			
1.2 Collection and use of data to identify school goals, assess organizational effectiveness, and to create and implement plans to achieve school goals (Professional Skills).	Candidate <i>does not</i> demonstrate in the action plan evidence of using and strategic planning processes to collaboratively develop implementation plans to achieve school-based goals .	Candidate <i>demonstrates</i> in the action plan evidence of using and strategic planning processes to collaboratively develop implementation plans to achieve school-based goals .	Candidate <i>demonstrate</i> in the action plan evidence of using and strategic planning processes to collaboratively develop implementation plans to achieve school-based goals . In addition, goals are related in a meaningful way to each of the five program areas.
Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems.			
3.1 Monitoring and evaluation of school management and operational systems (Professional Skills).	Candidate <i>does not</i> show evidence in the action plan of analyzing school processes and operations plan to identify and prioritize strategic and tactical challenges for the school.	Candidate <i>shows</i> evidence in the action plan of analyzing school processes and operations in the action plan to identify and prioritize strategic and tactical challenges for the school.	Candidate <i>shows</i> evidence in the action plan of analyzing school processes and operations in the action plan to identify and prioritize strategic and tactical challenges for the school. In addition, Candidate develops plans to implement and manage long-range plans and/or develops school operational policies and procedures to address these challenges.
Standard 6: Promoting the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers.			

<p>6.1 Advocacy for school students, families, and caregivers (Professional Skills).</p>	<p>Candidate <i>does not include</i> in the action plan any goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the school.</p>	<p>Candidate <i>includes</i> in the action plan <i>one</i> of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students or how to serve as a respectful spokesperson for students and families within the school.</p>	<p>Candidate <i>includes</i> in the action plan <i>both</i> of the following: goals/objectives that will allow for advocacy for impoverished or other disadvantaged students and to how serve as a respectful spokesperson for students and families within the school.</p>
<p>6.2 Influencing local, district, state, and national decisions affecting student learning in a school environment (Professional Skills).</p>	<p>Candidate <i>does not include</i> in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate school stakeholders.</p>	<p>Candidate <i>includes</i> in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate school stakeholders.</p>	<p>Candidate <i>includes</i> in the action plan goals/objectives that allow for the communication of policies, laws, regulations, and procedures to appropriate school stakeholders. In addition, Candidate includes one or more goals/objectives related to the advocacy of school policies and programs that promote equitable learning opportunities and student success.</p>
<p>6.3 Anticipation and assessment of emerging trends and initiatives in order to adapt school-based leadership strategies (Professional Skills).</p>	<p>Candidate <i>does not include</i> in the action plan any goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the school.</p>	<p>Candidate <i>does include</i> in the action plan one or more goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the school.</p>	<p>Candidate <i>does include</i> in the action plan one or more goals/objectives related to identifying and anticipating emerging trends and issues likely to affect the school. In addition, Candidate includes one or more goals/objectives that allows for practice on addressing these emerging issues.</p>
<p align="center">Standard 7: Promoting the success of every students through a substantial and sustained educational leadership internship experience.</p>			
<p>7.1 Significant field experiences and clinical internship practice (Professional Skills).</p>	<p>The Candidate <i>does not synthesize and apply content knowledge</i> to <i>state</i> feasible goals/action plans.</p>	<p>The Candidate <i>does synthesize and apply content knowledge</i> to <i>state</i> feasible goals/action plans.</p>	<p>The Candidate <i>does synthesize and apply content knowledge</i> to <i>state</i> feasible goals/action plans. In addition, Candidate is able to effectively revise plan according to input from</p>

			the Supervisor, Mentor, and site.
7.3 Qualified on-site mentor (Professional Skills).	Candidate's goals/objectives in the action plan <i>do not indicate</i> evidence of collaboration with on-site mentor .	Candidate's goals/objectives in the action plan <i>indicate</i> evidence of collaboration with on-site mentor .	Candidate's goals/objectives in the action plan <i>indicate</i> evidence of collaboration with on-site mentor . In addition, collaboration is in-depth and may result in changes to initial plans.

3. Internship Log (Assignment #4c; Due December 3, 2013)

You will keep an Internship Log as a detailed record of your Internship activities demonstrating that you have actively participated in the school building-based activities that you outlined in your Action Plan. Bring your up-to-date log to each Internship Seminar and other meetings with your University Supervisor. The University Supervisor will review your action plan and log each time you meet. Your log should demonstrate a total of 216-288 hours of administrative work for 2013 and 216-288 hours for 2014, for a total of 432-576 hours. Candidates from New York and other states must check with their State Department of Education for specific Internship requirements.

As you begin your logs, bear in mind the need to balance your investment of time and effort across all five performance areas in your Internship Action Plan (school improvement planning, clinical foundations, curriculum and instructional implementation, parent/community relations, and building management). Your log will be included in your Internship Portfolio (electronic and binder copies) at the end of the academic year, and retained by WCSU as part of your academic record.

Format

Some states have certification requirements that require us to verify how you have spent your time during your internship or to assure that a minimum number of hours have been completed. Thus, this document is “official” and will be kept in our files. We also use your log as evidence that we are meeting the standards of our national accrediting agency (ELCC of the NPBEA).

Please use the form provided in Tab 4 to record your hours. Print updated copies to keep in your binders; bring them to each class session.

An example of a log entry is provided below.

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Date	Activity	Internship Action Plan Goal #	Observations	Hours	Cumulative Total
9/22/13	Observed a building curriculum meeting	1. Curriculum /Instructional Implementation	The group was very focused on time and used it well. There appear to be many gaps and overlaps in the K-5 continuum in math.	1.5	1.5
Monday, September 19, 2011	Shadowed Principal Smith at Amazing Elementary School in Bestville, Connecticut	Other [since not a goal in the Intern's plan]	A very full day! Jane made hundreds of decisions today. I collected data throughout the day	6.5	8.0

Student Name: _____ Date: _____

**092 Internship Log
Assignment #4c, Tab 4**

Date	Activity	Internship Action Plan Goal #	Observations	Hours	Cumulative Hours

Student Name: _____ Date: _____

**Rubric
092 Internship Log
Assignment #4c, Tab 4**

- 1 – Unacceptable: Demonstrates minimal analysis of the elements of the Internship Log
- 2 – Acceptable: Demonstrates a general analysis of the elements of the Internship Log
- 3 – Target: Demonstrates an in-depth analysis of the elements of the Internship Log

Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student’s academic and social success			
7.2 Sustained internship experience (Professional Skills).	Candidate <i>does not</i> present evidence of the requisite hours for the building-level internship.	Candidate <i>does</i> present evidence of the requisite hours for the building-level internship.	Candidate <i>does</i> present evidence of the requisite hours for the building-level internship. In addition, all entries in the internship log are complete and up to date and are related to the action plan’s goals and objectives.
Additional Scoring Criteria (Non-Accreditation)			
Pacing	Candidate’s hours were not evenly spread over the period.	Candidate’s hours were mostly evenly spread over the period of internship	Candidate’s hours were very evenly spread over the period of internship.
Observations	Candidate’s observations do not demonstrate evidence of deep and meaningful reflection.	Candidate’s observations demonstrate evidence of deep and meaningful reflection.	Candidate’s observations demonstrate evidence of deep and meaningful reflection. In addition, Leadership and Professional Stanadards are addressed in-depth.
Completeness	Candidate’s log entries are incomplete with many missing elements	Candidate’s log entries are mostly complete; few missing elements.	Candidate’s log entries are extremely complete.
Outcomes	Claims are backed with few observations and/or evidence.	Claims are backed with detailed observations and/or evidence.	Claims are backed with clearly articulated and sufficiently detailed observations and/or evidence.

4. Shadowing (Assignment #4d; Due December 3, 2013)

Shadowing an administrator is an important component of your internship experience. This semester you will participate in three diverse shadowing experiences, and you will document *each* experience in a 2-3 page narrative.

- a. Work with your mentor to plan for and complete the following:
- With district approval, shadow a building-level administrator in your district at your level (elementary, middle or high school).
 - With district approval, shadow two additional building-level administrators from other levels (elementary, middle or high school). These shadowing experiences may take place inside or outside of your district, but they must occur at a different level than where you teach. For example, if you teach in an elementary-school setting, you must shadow a middle-school and also a high-school administrator. We also encourage you to make at least one of these experiences in demographically different setting than your own. For example, if you teach in a suburban setting, try to schedule at least one of the shadowing experiences to take place in a rural or urban setting.
 - Next semester, you will shadow two Central Office Administrators as they perform their duties. With the assistance of your mentor, select Central Office Administrators that furthers your Action Plans with his/her work and/or duties.

By the time you are completed with this semester's assignment, you must have shadowed an administrator at each level (elementary, middle, and high school). There should be also evidence that you have shadowed in settings that are demographically different than your own.

- b. Write and submit one 10-12 page reflection paper for your entire set of shadowing experiences.

Specifically focus on the elements of the five performance areas (Improvement Planning, Clinical Foundation, Curriculum and Instructional Planning, Parent/Community Relations, Program and Building Management) and other important issues as they arise. Your reflection should be divided into three parts that correspond to each of the three shadowing experiences. For each part, identify:

- Name of the building in which the shadowing took place, as well as the district where the building is located.
- Name and position of the individual you shadowed.
- Date and hours the shadowing took place.

Throughout the three parts, make sure that you address the following:

- Building-level discipline policies

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- Use of community resources
- Involvement of families and caregivers
- Community partnerships
- Integrity of your own actions during the shadow experience
- Evaluation of school policies that promote democratic values, equity, and diversity
- School strategies to prevent difficulties related to moral and legal issues
- Social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school

Student Name: _____ Date: _____

Rubric
Shadowing Summary – ED660
Assignment #4d, Tab 5

Total Number of Experiences:

In District: _____ **Out of District:** _____

Demographic (check all that apply) Urban Suburban Rural
 Level (check one) Elementary Middle High

- 1 – Unacceptable: Demonstrates minimal analysis of the selected elements
- 2 – Acceptable: Demonstrates a general analysis of the selected elements
- 3 – Target: Demonstrates an in-depth analysis of the selected elements

Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Standard 3: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems.			
3.3 The promotion of school-based policies and procedures that protect the welfare and safety of students and staff (Professional Skills).	In shadowing reflection, Candidate <i>does not evaluate</i> building-level discipline policies.	In shadowing reflection, Candidate <i>evaluates</i> building-level discipline policies.	In shadowing reflection, Candidate <i>evaluates</i> building-level discipline policies. In addition, Candidate relates evaluation of these elements to specific building-level policies.
Standard 4: Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school.			
4.2 Mobilization of community resources (Professional Skills).	In shadowing reflection, Candidate <i>does not evaluate</i> how the school uses diverse community resources to improve school programs.	In shadowing reflection, Candidate <i>evaluates</i> how the school uses diverse community resources to improve school programs.	In shadowing reflection, Candidate <i>evaluates</i> how the school uses diverse community resources to improve school programs. In addition, Candidate relates evaluation of these elements to specific building-level policies.

<p>4.3 Response to community interests and needs through families and caregivers (Professional Skills).</p>	<p>In shadowing reflection, Candidate <i>does not evaluate</i> how the school involves families and caregivers in the decision-making processes at the school.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> how the school involves families and caregivers in the decision-making processes at the school.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> how the school involves families and caregivers in the decision-making processes at the school. In addition, Candidate relates evaluation of these elements to specific building-level policies.</p>
<p>4.4 Response to community interests and needs through community partners (Professional Skills).</p>	<p>In shadowing reflection, Candidate <i>does not evaluate</i> how the school develops effective relationships with a variety of community partners.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> how the school develops effective relationships with a variety of community partners.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> how the school develops effective relationships with a variety of community partners. In addition, Candidate relates evaluation of these elements to specific building-level policies.</p>
<p align="center">Standard 5: Promoting the success of every student by acting with integrity, fairness, and in an ethical manner ensuring a school system of accountability for every student’s academic and social success.</p>			
<p>5.1 Ensuring that schools are accountable for every student’s academic and social success (Professional Skills).</p>	<p>In the shadowing reflection, Candidate <i>does not demonstrate</i> evidence of having acted with integrity.</p>	<p>In the shadowing reflection, Candidate <i>demonstrates</i> evidence of having acted with integrity.</p>	<p>In the shadowing reflection, Candidate <i>demonstrates</i> evidence of having acted with integrity. In addition, Candidate ties own professional conduct into specific situations during the shadowing experience.</p>
<p>5.3 Safeguarding the values of democracy, equity, and diversity (Professional Skills).</p>	<p>In shadowing reflection, Candidate <i>does not evaluate</i> the school policies and procedures that support democratic values, equity, and/or diversity issues.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> the school policies and procedures that support democratic values, equity, and/or diversity issues.</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> the school policies and procedures that support democratic values, equity, and/or diversity issues. In addition, Candidate relates evaluation of these elements to specific building-level policies.</p>
<p>5.4 Evaluation of the potential moral and legal consequences of decision making in the school (Professional Skills).</p>	<p>In shadowing reflection, Candidate <i>does not evaluate</i> school strategies to prevent difficulties related to moral and</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> school strategies to prevent difficulties related to moral and legal</p>	<p>In shadowing reflection, Candidate <i>evaluates</i> school strategies to prevent difficulties related to moral and legal issues. In</p>

	legal issues.	issues.	addition, Candidate relates evaluation of these elements to specific building-level policies.
5.5 Promotion of social justice within a school to ensure that individual student needs inform all aspects of schooling (Professional Skills).	In shadowing reflection, Candidate <i>does not review and critique school policies, programs, and practices</i> that ensure that students' needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.	In shadowing reflection, Candidate <i>reviews and critiques school policies, programs, and practices</i> that ensure that students' needs inform all aspects of schooling, including one or two of the following social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.	In shadowing reflection, Candidate <i>reviews and critiques school policies, programs, and practices</i> that ensure that students' needs inform all aspects of schooling, including three or more of the following: social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.

5. Taking a Leadership Role: Facilitation of a Workshop or Meeting (Assignment #4e; Due November 5, 2013)

Together with your Mentor and Supervisor, identify an area of need in the building for which you could provide leadership. This might be to address an issue at a faculty meeting, or it might be to conduct a professional development workshop. **Prepare a 10-15 minute video recording of the building workshop or faculty meeting that you facilitate.**

Next, write a 2-3 page reflection about how you identified the area, how you planned for the session, and any outcomes (planned or unexpected) that you noticed or measures.

As always, garner permissions before proceeding with any clinical supervision.

To submit this assignment, you should not only upload your graded reflection, but you should also prepare a DVD to include in the pocket of your binder. You may opt to also upload an electronic version of the file to Tab 6 of your e-portfolio.

Student Name: _____ Date: _____

Rubric
Taking a Leadership Role: Facilitation of a Workshop or Meeting
Assignment #4e, Tab 6

- 1 – Unacceptable: Demonstrates minimal analysis of the selected elements
 2 – Acceptable: Demonstrates a general analysis of the selected elements
 3 – Target: Demonstrates an in-depth analysis of the selected elements

Critical Elements	Unacceptable (1 point)	Acceptable (2 points)	Target (3 points)
Standard 2: Promoting the success of every student by sustaining a school culture and instructional program conducive to student learning.			
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills).	Candidate's reflection <i>does not</i> state how trust, equity, fairness, and/or respect were promoted in the workshop.	Candidate's reflection <i>states</i> how <i>one</i> of the following were promoted in the workshop: trust, equity, fairness, and/or respect.	Candidate's reflection <i>states</i> how two or more of the following were promote in the workshop: trust, equity, fairness, and/or respect.
2.3 The development and supervision of instructional and leadership capacity of school staff (Professional Skills).	Candidate's reflection <i>does not</i> demonstrate collaborative work with staff to improve teaching and learning.	Candidate's reflection <i>demonstrates</i> collaborative work with staff to improve teaching and learning.	Candidate's reflection <i>demonstrates</i> collaborative work with staff to improve teaching and learning. In addition, Candidate uses differentiated instructional strategies and curriculum materials in the workshop to maximize high-quality instruction.
Additional Scoring Criteria (Non-Accreditation)			
Planning	Planning was insufficient (i.e., handouts were not comprehensive, workshop lacked organization, etc.)	Planning was sufficient to conduct the workshop (i.e., handouts, organization, timing, etc.)	Planning showed in-depth understanding of comprehensiveness of content and organizational skills
Questions	Answered questions and responded to comments	Could not adequately address questions and comments	Adequately addressed questions and comments
Follow-up Support	Did not provide adequate resources for support, did not provide opportunities for follow-up	Provided adequate resources and opportunities for follow-up	Provided significant resources, including websites, offered differentiated opportunities for follow-up

ED660 Syllabus

Schedule of Courses, Assessments, and Rubrics for WCSU's Certificate for Intermediate Administration and Supervision (Endorsement #092)

Year	Course Number	Course Name	Assessment	Rubric
1	ED800	Foundations of Instructional Leadership	Assessment #2: Leadership Portfolio	2a. Vision for School Building Leadership
1	ED800	Foundations of Instructional Leadership	Assessment #2: Leadership Portfolio	2b. Response to a School Crisis
1	ED800	Foundations of Instructional Leadership	Assessment #2: Leadership Portfolio	2c. Leadership Plan
2	ED804	Learning, Cognition, and Teaching	Assessment #6: Student Learning Portfolio	6a. Relating Theory to Practice
2	ED804	Learning, Cognition, and Teaching	Assessment #6: Student Learning Portfolio	6b. Newsletter Project
2	ED804	Learning, Cognition, and Teaching	Assessment #6: Student Learning Portfolio	6c. Analysis of Thinking Skills
2	ED820	Topics in Curriculum and Instruction	Assessment #3: Planning Portfolio	3a. Professional Development Plan
3	ED805	Research and Evaluation in Education	Assessment #3: Planning Portfolio	3b. Program Evaluation
4	EDL618	Understanding the Political and Ethical Environment of School Leadership (CCSU)	Assessment #2: Leadership Portfolio	2d. Budget and Finance Field Study
4	EDL656	Leadership and Supervision in Teaching and Learning (CCSU)	Assessment #7: Supervision Portfolio	7a. Self-Assessment as a Supervisor
4	EDL656	Leadership and Supervision in Teaching and Learning (CCSU)	Assessment #7: Supervision Portfolio	7b. Supervision Platform Statement
4	ED660	Seminar in Educational Leadership I: Theory, Research, & Practice	Assessment #4: Internship Portfolio	4a. Administrative Self-Assessment

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Year	Course Number	Course Name	Assessment	Rubric
4 and 5	ED660, ED665	Internship in Educational Leadership I, II: Theory, Research, & Practice	Assessment #4: Internship Portfolio	4b. Internship Action Plan
4 and 5	ED660, ED665	Seminar in Educational Leadership I, II: Theory, Research, & Practice	Assessment #4: Internship Portfolio	4c. Internship Log
4 and 5	ED660, ED665	Internship in Educational Leadership I, II: Theory, Research, & Practice	Assessment #4: Internship Portfolio	4d. Shadowing
4 and 5	ED660, ED665	Internship in Educational Leadership I, II: Theory, Research, & Practice	Assessment #1: CAT, Modules 1 and 2	1a. CAT – Modules 1 and 2
4 and 5	ED660, ED665	Internship in Educational Leadership I, II: Theory, Research, & Practice	Assessment #1: CAT, Modules 3 and 4	1b. CAT – Modules 3 and 4
5	ED665	Internship in Educational Leadership II: Theory, Research, & Practice	Assessment #4: Internship Portfolio	4e. Taking a Leadership Role: Facilitation of a Workshop
5	ED665	Internship in Educational Leadership II: Theory, Research, & Practice	Assessment #7: Supervision Portfolio	7c. Supervision of Teaching and Learning
5	ED665	Internship in Educational Leadership II: Theory, Research, & Practice	Assessment #5: Assessment of WCSU Interns and Graduates in Leadership Positions	5a. Assessment of WCSU Interns and Graduates in Leadership Positions

PORTFOLIO CHECK LIST TIMETABLE

Date Due	Due	Rubric	Tab	Readings
September 3	Internship Action Plan: Creation of Activities in Five Areas	n/a	3	Delpit, Part I: Controversies Revisited
October 1	Introduction	n/a	1	Pauker and Hibbard, Part I: Understanding the Audience of the Message
	Administrative Self-assessment	Administrative Self-assessment (#4a)	2	
	School Building Shadowing – First Experience	n/a	n/a-Reflection Not Due	
November 5	School Building Shadowing – Second Experience	n/a	n/a – Reflection Not Due	Pauker and Hibbard, Part II: Using the Structural Pyramid to Get Your Point Across
	Facilitation of a Workshop Reflection and DVD/Digital File	Taking a Leadership Role: Facilitation of a Workshop (#4e)	6	
December 3	School Building Shadowing – Third Experience and Reflection Paper for All Three Experiences	School Building Shadowing (#4d)	5	Delpit, Part II: Lessons from Home and Abroad
	Internship Action Plan– Semester 1 Internship Log – Semester 1	Internship Action Plan (#4b)	3	
		Internship Log (#4c)	4	

IMPORTANT: The Internship Portfolio for ED660 will be submitted both in hard copy and electronically at the final Seminar meeting in December