

EDA 547

Request for extension to submit portfolio

Name: _____ ID# _____

Today's Date: _____

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

Internship students are expected to work diligently in meeting all requirements and completing all proposed leadership activities within three successive semesters of beginning the internship inclusive of the summer session (e.g. If a student begins in the summer academic session, they would be expected to complete all internship requirements by the end of the next spring semester: summer, fall & spring.) Completion means all activities are completed, evaluations have been completed, and the portfolio has been reviewed and approved by the College Internship supervisor. The three semesters begins with the semester enrolling in EDA 546.

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

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

*Under circumstances when extensions are allowed, the final submission of all necessary materials must be completed **within three months of the end of the semester that the portfolio was due**. You must keep track of this deadline, maintain contact with your supervisor, and submit all required work in a timely fashion.

The New York State Essential Knowledge and Skills for Effective School Leadership include:

1. ***Leaders know and understand what it means and what it takes to be a leader.***
Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.
2. ***Leaders have a vision for schools that they constantly share and promote.***
Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.
3. ***Leaders communicate clearly and effectively.***
Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.
4. ***Leaders collaborate and cooperate with others.***
Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.
5. ***Leaders persevere and take the "long view."***
Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.
6. ***Leaders support, develop and nurture staff.***
Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.
7. ***Leaders hold themselves and others responsible and accountable.***
Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success.
Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.
8. ***Leaders never stop learning and honing their skills***
Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.
9. ***Leaders have the courage to take informed risks.***
Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.

**THE COLLEGE OF SAINT ROSE AND
THE THELMA P. LALLY SCHOOL OF EDUCATION
CONCEPTUAL FRAMEWORK AND UNIT STANDARDS**

Statement of Philosophy and Purpose:

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

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

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

Professional Education Candidate Learning Outcomes:

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

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates' projected educational or clinical roles.
2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates' analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.
5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.
6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.
7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.
8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates' acquisition of technological skills, and their dispositions to use them.

ELCC Standards/CSR Frameworks/NYS Standards		
ELCC 2011 Leadership Standards	CSR Standard	NYS
<p>ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p> <p>ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p> <p>ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.</p> <p>ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders</p>		Knowledge and Skills 2 and 8
<p>ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.</p>	Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8	Knowledge and Skills 6, 7, and 8
<p>ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.</p> <p>ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.</p> <p>ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p> <p>ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.</p> <p>ELCC Standard Element 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>		Knowledge and Skills 1 and 7
<p>ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</p> <p>ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p> <p>ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p> <p>ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p>	Conceptual Framework Standards: 5, 6, and 7	Knowledge and Skills 3 and 4
<p>ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p> <p>ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p> <p>ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.</p> <p>ELCC Standard Element 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p> <p>ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.</p>	Conceptual Framework Standards: 5	Knowledge and Skills 6, 7, and 8
<p>ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.</p> <p>ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p> <p>ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</p>	Conceptual Framework Standards: 5	Knowledge and Skills 1, 5, and 9

Internship Scheduling and Grading Guide

For the purpose of identifying the three semesters within the context stated on page 20, the Summer Session(s) will not count as a semester for the purpose of determining internship starting and ending dates unless the approved internship completely covers the Colleges posted Summer Session 1 and 2. Therefore, note the tables below:

Three Semester Internships	Typical	Typical	Typical	With Approval and Additional Fees***
Actual Start	Sem. 1 (EDA 546)	Sem. 2 (EDA 547)	Sem. 3 * (EDA 547 extended)	Make-up: Sem. 4*
Early Spring	Summer 1, 2 **	Fall	Spring	Summer 1,2
Late Spring	Fall	Spring	Fall	Spring
Mid- Fall	Spring	Fall	Spring	Fall
Mid-Summer*	Fall	Spring	Fall	Spring

*EDA 547 graded an Incomplete

**Internship completely covers the College's posted Summer Session 1 and 2

***If a student has not completed the internship requirements within three successive academic sessions, the student may apply for one 90 day extension to complete all requirements. See page 99 for the form and directions.

Should you require a fourth semester to complete your internship, you must submit a request form to the *Director of Contract Services* **before November 30** for fall semester, **April 30** for spring semester, and **August 1** for summer semester. You will be notified by email if your request has been granted and, you will be given the new due date for your portfolio. An Internship Administrative Fee will be charged.

Failure of any student to complete the internship within the three successive academic sessions plus the 90 day extension will result in the student receiving an "F" – failing grade for the course and will be subsequently dismissed from the College.

The following example represents hours only. It does not reflect the other responsibilities and assessments associated with the successful completion of the Internship.

	Semester One (546)	Semester Two (547)	Semester Three (Extended 547)	With Approval and Additional Fees
Ex. 1	>200 = Pass (546)	<400 = Incomplete (547)	>600 = Pass (547)	N/A
Ex. 2	>200 = Pass (546)	<400 = Incomplete (547)	<600 = Ext 547 Incomplete	Approved >600 = Pass (547)
Ex. 3	<200 = Incomplete (546)	=200 = Pass 546 < 400 total = Incomplete (547)	<600 = (Fail 547)	Not approved or requested
Ex. 4	<200 = Incomplete (546)	=200 = Pass 546 < 400 total = Incomplete (547)	>600 = Pass (547)	N/A
Ex 5	>200 = Pass (546)	<400 = Incomplete (547)	<600 = Ext 547 Incomplete	Approved >600 = Pass (547)