

**West Haven Public School
System
In-House
Administrative Internship
Program**

**Applications to be reviewed in the Spring of 2013
for start-up in the Fall of 2013**

Administrative Internship Application

West Haven School System

Name: _____

School: _____

Disclaimer:

I understand that taking part of the Internal Administrative Internship does not guarantee an administrative position or the consideration for a position within the West Haven School System. This internship is being provided to gain knowledge needed to become an administrator in any system.

I also acknowledge that any and all work completed bearing any name within the West Haven School System will become property of the West Haven School System.

Signature: _____

Date: _____

Administrator/Mentor: _____

Signature: _____

Administrative Internship
West Haven School System

Nature of the Internship

To acquire Leadership and Administrative Experience

On-site and District Mentorship

Check one or more that apply:

Possess a valid 092 certificate (if institution did not require an internship)

Possess a valid 092 certificate looking to become an assistant principal/principal, but did not complete an internship within a school building (work completed at central office or special project)

Possess a valid 092 certificate but have not taken any active roles within the last 5 years

Possess a valid 092 certificate and wish to focus in a specific area such as Department Head, Coordinator, Central Office position

Working toward 092 certification from a institution that may not require an active internship

Complete 100 hours focusing on School Climate, School Governance,
Curriculum/Assessments, Data Teams (Instructional and School-wide), Data Driven Decision Making, SRBI,
Walk-through procedure, CALI, Deliverance of Professional Development to Staff, SPED laws and procedures, Budgeting, Staff Evaluation Procedures, Community Out-reach, and overseeing Staff, Students, and Parents to promote a positive school climate.

(Collect and Document all evidence. Showcasing Leadership experiences may influence career opportunities.)

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies

Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family. Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITY TO THE STUDENT:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

- (F) Assist students in the formulation of worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
 - (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (J) Create an emotionally and physically safe and healthy learning environment for all students; and
 - (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY TO THE PROFESSION:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision-making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students;
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- (C) Misrepresent his, her or another's professional qualifications or competencies;
- (D) Sexually, physically or emotionally harass or abuse district employees;
- (E) Misuse district funds and/or district property; or
- (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

- (A) Exploit the educational institution for personal gain;
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- (C) Knowingly misrepresent facts or make false statements.

Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct, please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Stefan Pryor
Commissioner of Education
Division of Teaching, Learning and Instructional Leadership

Marion H. Martinez
Associate Commissioner
Bureau of Educator Standards and Certification

Nancy L. Pugliese, Chief

FOR MORE INFORMATION:

Web: <http://www.ct.gov/sde/cert>

E-mail: teacher.cert@ct.gov

Phone: 860-713-6969

(Noon-4 p.m., Monday, Tuesday, Thursday and Friday)

Mail: Bureau of Educator Standards and Certification

P.O. Box 150471, Room 243

Hartford, CT 06115-0471

August 2010

All copies of completed packet need to be turned in to:

1. **Administrative Mentor**

2. **District Administrative Intern Coordinator—Frank Paolino**

(District Coordinator will keep copy on file as well as send a copy to the Superintendent and Assistant Superintendent)

**Ideas to Focus on
During the Internship**

The Educated Person

The Learning Process

The Teaching Process

Diversity

School/District Goals

School Culture

Standards and Assessments—Curriculum

School Improvement

Professional Development

Evaluation Procedures

BOE Policies and

School/Community Relations

PPT/504 meetings and procedures

Scheduling

Assignments for staff

Other

Finding Time for the Internship

The internship will require extra effort and use of effective time management.

Before and After school time should be part of your day.

Planning/Free periods should be utilized.

Possible “released time” can be arranged.

Leadership Competencies

Communicates Vision—high expectations and meeting needs of all students

Implements coherent/strategic/systemic plan for instructional improvement

Develops communities of Collaboration among staff

Responsiveness to Diversity

Proper use of Assessment Data to improve curriculum and instruction

Collaborates with all parties of the School Community

Effective management to promote teaching and learning

Resolves all issues for the best interest of the school and students

High ethical standards in all areas

Models a commitment to advancing student learning through reflection, study, and actions.

Believes educators influence the success of all students to become positive members of society.

Requirements and Deadlines

Internship Log—Weekly log to be reviewed by immediate supervisor

Focus is building level activities

Reflection Paper—Turned in monthly

Focus is on one or more of the following Domains:

Strategic Planning

Instruction

Organization

Community

Self-Assessment—Mid-year and End-of-Year

Focus on Leadership Role in:

PPT Meetings

Classroom Observation Post Conference

Initiating of Professional Development

Knowledge of CALI, DIP, and SIP

Administrative Roles at BOE Meetings

Guide for Mentor for focus points during Internship

Mentee demonstrates:

Initiatives that motivate staff, students, and families to be aligned with the school system vision

Facilitates activities that provide teachers/staff with methods for effective instruction

Recommends methods to accommodate learners with diverse needs (special to exceptional)

Promotes and assists staff with technology to enrich the curriculum

Assists all staff with "best" practices for moving and motivating learners

Up to date on current research in the area of education and appropriate strategies to promote improved student learning

Plan or assist in the planning of appropriate Professional Development in conjunction with school system vision and goals

Knowledge of strategies for collaborative reflection, adult learning strategies, and professional growth plans

Guides staff in setting priorities to resolve conflicts

Applies equity to promote a safe environment

Finds resources in the community to positively affect student learning

Is impartial and sensitive to all diverse groups

Is ethical and equitable in personal understanding for success for all students regardless of socioeconomic background, gender, ethnicity, and individual characteristics

Rubric for Administrative Internship

Topic	Acceptable			Unacceptable	
	1	2	3	4	5
Motivates School Community working towards School's Vision	1	2	3	4	5
Facilitates Effective Teaching Strategies	1	2	3	4	5
Assists staff with application of best practices for all students	1	2	3	4	5
Uses current research fostering diversity in the learning process	1	2	3	4	5
Possess knowledge of new guidelines for beginning teachers	1	2	3	4	5
Use of effective communication for problem solving resolutions	1	2	3	4	5
Leader/ member for School Governance, school climate, Data Teams, SAT	1	2	3	4	5

Signature of Mentee

Signature of Mentor

Mentor Assessment
Of
Administrative Intern Performance

Uses Data to analysis to strengthen District's and School's vision.

Comments:

Is current with trends in education and research as it relates to the learning process.

Comments:

Effectively communicates with staff, parents, and school community.

Comments:

Reaches out to community for resources to support student achievement.

Comments:

Possesses a working knowledge of all computer based programs supporting student achievement.

Comments:

Is an active member of all school based committees.

Comments:

Possesses a working knowledge of programs pertaining to Special Needs students.

Comments:

Awareness of ROs, POs, and work orders.

Comments:

Budgetary knowledge.

Comments: