Educational Leadership Program

HANDBOOK

Department of Education
St. Lawrence University
2013-2014
Introduction – Program Goals and Relationship to the New York State Standards

For many years the Educational Administration Program at St. Lawrence University has offered the Master of Education (M. Ed.) and the Certificate of Advance Study (C. A. S.) in Educational Administration. Although only registered with NYSED previously for the program leading to certification as School Administrator/Supervisor (i.e., principal, athletic director, etc.), St. Lawrence has always provided the necessary course work and experience for candidates to become certified as School District Administrators by applying directly to NYSED through transcript evaluation. Now, St. Lawrence University has forwarded applications to register two additional programs in New York State’s new certification system, leading both to certification as a School Building Leader (Principal, Department Chair, Athletic Director, CSE Chair, etc.) and as a School District Leader (Superintendent) through the “institutional recommendation” route. In the coming year, St. Lawrence University will also seek new program registration for a graduate program leading to certification as a School District Business Leader. This application is currently in preparation.

The Educational Leadership Program at St. Lawrence University is individualized and learner-centered recognizing that educational leaders must possess the knowledge, skills and behaviors needed to work collaboratively with staff, students, parents, the community, higher education, and outside organizations enabling all students to meet success in the school and/or educational settings. Through the new programs registered with NYSED, each candidate can acquire the “Essential Characteristics of Effective Leaders” and the supporting “Content Requirements” mandated by the New York State Board of Regents. The University prepares candidates to be educational leaders in schools with a focus on enhancing the capacity of all students to meet State learning standards.

The University’s Educational Leadership programs are designed to help students meet the New York State standards for initial and professional administrative certification, both at the building level and at the district level. In order to be registered by the New York State Board of Regents, these programs have the support of the University’s administration and trustees. These programs are continually evaluated and modified to assure that they are of top-notch professional quality. They feature sustained partnerships with the public schools, providing prospective school leaders with carefully developed professional development and field experiences.

St. Lawrence University’s program goal and objectives are directly aligned with the program standards mandated by NYSED. The program goal and objectives are as follows:

**Goal** – The goal of all options of the program is to prepare educational leaders who:

1. know and understand what it means and what it takes to be a leader;
2. have a vision for schools that they constantly share and promote;
3. communicate clearly and effectively;
4. collaborate and cooperate with others;
5. persevere and take the long view;
6. support, develop and nurture staff;
7. hold themselves and others responsible and accountable;
8. never stop learning and honing their skills; and
9. have the courage to take informed risks.
Objectives (SBL) – Students completing either one of the two School Building Leader programs will possess the knowledge and skills necessary to perform the following New York State requirements:

(a) develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards;
(b) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;
(c) communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school’s goals, expectations, and performance results, and builds support for improving student achievement;
(d) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:
   (1) curriculum development;
   (2) instructional strategies and the integration of technology;
   (3) classroom organization and practices;
   (4) assessment;
   (5) student support services, including the provision of services to students with disabilities;
   (6) professional support and development;
   (7) succession planning;
   (8) student, family, and community relations;
   (9) facilities development; and
   (10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school’s students;
(e) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;
(f) establish accountability systems for achieving educational goals and objectives;
(g) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
(h) develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development;
(i) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
(j) establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives;
(k) apply statutes and regulations as required by law, and implement school policies in accordance with law; and
(l) maintain a personal plan for self-improvement and continuous learning.

Objectives (SDL) – Students completing either of the two School District Leader programs will possess the knowledge and skills necessary to perform the following New York State requirements:

(a) design and execute district-wide systems to promote higher levels of student achievement;
(b) develop and implement an educational vision, or build and sustain an existing one, to assist all district students, pre-kindergarten, elementary, middle level, and high school, in meeting State learning standards;
(c) interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs;
(d) create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff;
(e) collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning;
(f) communicate and work effectively with parents, students, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the district’s goals, expectations, and performance results, and builds support for improving student achievement;
(g) develop building and district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous personal and professional development;
(h) lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the district, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the district, including but not limited to:
  (1) curriculum development;
  (2) instructional strategies and the integration of technology;
  (3) classroom organization and practices;
  (4) assessment;
  (5) student support services, including the provision of services to students with disabilities (and students who are English language learners);
  (6) professional support and development;
  (7) succession planning;
  (8) student, family, and community relations;
  (9) facilities development; and
  (10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the district’s students;
(i) effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;
(j) establish accountability systems for achieving educational goals and objectives;
(k) set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;
(l) supervise establishment of a district budget and the management of district finances and facilities to support achievement of educational goals and objectives;
(m) interact and communicate effectively with local, state, and federal representatives, applying statutes and regulations as required by law, and implementing school policies in accordance with law; and
(n) maintain a personal plan for self-improvement and continuous learning.
Program Standards

St. Lawrence University’s standards for Educational Leadership are aligned with the New York State Content Requirements and the Essential Characteristics of Effective Leaders listed above. In order to be recommended for the initial School Building Leader and/or the professional School District Leader certificate, candidates must evidence characteristics of educational leaders by demonstrating ability to:

**Std. 1 – Plan, develop, and maintain an effective school organization**
- articulate and promote a coherent and appropriate educational vision
- build and maintain effective administrative structure
- develop and maintain a safe & healthy school environment
- establish and maintain an effective accountability system

**Std. 2 – Plan, develop, and maintain educational effectiveness in the following areas:**
- curriculum, instruction, and assessment
- facilities and technology
- student support services
- succession planning

**Std. 3 – Demonstrate effective communication skills:**
- oral
- written
- school communications with the public

**Std. 4 – Develop and sustain collaboration with stakeholders**
- school board members
- school and district faculty/staff
- students
- parents
- community members, agencies, and organizations
- institutions of higher education, including those preparing future educators

**Std. 5 – Support, develop, and nurture faculty and staff**

**Std. 6 – Apply school law effectively**

**Std. 7 – Manage school finance and budgeting effectively**

**Std. 8 – Demonstrate professionalism**
- professional behaviors
- ethical behaviors and decision-making
- perseverance and willingness to take informed administrative risks
- self-improvement for professional growth

Programs and Certifications Offered

The Educational Leadership program at St. Lawrence University offers two options for the Master of Education (M. Ed.) degree and two options for a Certificate of Advanced Study (C.A.S.). Together, these options provide opportunities for individuals to pursue graduate study to prepare for a variety of leadership careers in education-related fields. Three of the four options lead to initial certification as a School Building Leader or professional certification as a School District Leader in New York State and reciprocating U.S. states. The University has applied for New York State approval and registration of the two C. A. S. programs listed below, marked with an asterisk (*).
Master of Education (M. Ed.) Options

A. School Building Leader Certification Option. This option is for candidates who have an initial or provisional certificate in classroom teaching or pupil personnel service, have three years experience in schools, and demonstrate the capacity to become educational leaders possessing the essential characteristics of effective leaders mandated by New York State’s Board of Regents, but do not have a prior master’s degree in education. Candidates matriculate in the program of study leading to the master’s in educational leadership (M.Ed.). Candidates must complete 33 semester hours of approved graduate study, 60 clock hours of field work across the 33 semester hours of course work, and the six semester-hour culminating leadership/internship experience. Candidates successfully completing all requirements of the program will be recommended for certification as School Building Leader (SBL). Candidates may then matriculate into the Certificate of Advanced Study (C.A.S.) Program in Educational Leadership, which requires an additional 21 semester hours of approved coursework in educational leadership (60 semester hours beyond the bachelor’s degree) leading to recommendation for professional certification as a School District Leader (SDL).

B. Educational Leadership Non-Certification Option. This option is for students who have a baccalaureate degree but do not have experience in public education or a teaching certificate, and wish to pursue the M. Ed. in Educational Leadership. These students must complete 33 semester hours from the program of courses for school building/district leaders; they will not be required to undertake the 6 semester hour internship in public schools. These students will not qualify for certification as school building leader or school district leader.

Certificate of Advanced Study (C.A.S.) Options

C. Combined School Building Leader/School District Leader Option.* This option is for candidates who have a permanent or professional certificate in classroom teaching or pupil personnel service, already hold a master’s degree in education, have three years experience in schools, and demonstrate the capacity to become educational leaders possessing the essential characteristics of effective leaders mandated by New York State’s Board of Regents. Candidates matriculate in the program of study leading to the Certificate of Advanced Study (C.A.S.) in Educational Leadership. Candidates must complete 27 semester hours of approved graduate study, 100 hours of field work across the 30 semester hours of course work, and the 6 semester hour culminating leadership/internship experience (EDAD 591). Students completing the 24-semester hour School Building Leader Initial Certificate Program contained within the option may be recommended for the School Building Leader initial certificate before completing the remaining requirements for the C. A. S. Candidates successfully completing all requirements of the entire option will qualify for the Certificate of Advanced Study in Educational Leadership and will be recommended for the School District Leader professional certificate.

D. School District Leader Option.* This option is for candidates who have completed a master’s degree in educational leadership, either from St. Lawrence University or another accredited graduate program, have three years experience in the school setting, and demonstrate the capacity to become school district leaders possessing the essential characteristics of effective leaders mandated by New York State’s Board of Regents. Candidates matriculate in the program of study leading to the Certificate of Advanced Study (C.A.S.) in Educational Leadership. These students must complete a minimum of 21 additional semester hours of course work in educational leadership beyond the master’s degree in educational leadership, including a 10 hour field work component for each course, and complete a total of at least 60
graduate semester hours in education to qualify for the C.A.S. Courses in educational leadership not applied to the master’s degree can be credited toward the 60 graduate hours in educational leadership needed for the C.A.S., according to the University’s policies on transfer of coursework for graduate study.

The University’s two routes to administrative certification can be seen on the following page.
Two Routes to Initial and Professional Administrative Certification at St. Lawrence University

With no prior Master’s degree:

M. Ed. in Educational Leadership
School Building Leader Initial Cert. Option
39 semester hours including:
Foundations and Research (9 semester hours)
Leadership Theory (6 semester hours)
Specialization Courses (18 semester hours)
Internship in School Leadership (6 semester hours)
...full-time or part-time options
...work in school and district offices
Related Behavioral Sciences (6 semester hours)

Certification as a School Building Leader (Initial)

Certificate of Advanced Study (C. A. S.) in Educational Leadership
School District Leader Option
21 semester hours, including:
Leadership Theory (6 semester hours)
Specialization Courses (15 semester hours)

Certification as a School District Leader (Professional)

With prior Master's degree in Education:

Certificate of Advanced Study (C. A. S.) in Educational Leadership
Combined School Building Leader/ School District Leader Option
Part I (School Building Leader Initial Certification Program)
24 semester hours, including:
Leadership Theory (3 semester hours)
Specialization Courses (15 semester hours)
Internship in School Leadership (6 semester hours)
...full-time or part-time options
...work in school and district offices

Certification as a School Building Leader (Initial)

Part II (9 semester hours)
Remaining Coursework for Certification as a School District Leader
9 semester hours, including:
Leadership Theory (district-level) (3 semester hours)
Specialization Courses (district-level) (6 semester hours)

Certification as a School District Leader (Professional)
Students intending to complete a program in Educational Leadership leading to certification in other states or in Canadian provinces should confer with the Coordinator of Graduate Program in Educational Leadership to obtain detailed information regarding the requirements in professional certification in those jurisdictions.

The University offers workshops mandated by the New York State Board of Regents for all school employees, including:

- Identification and mandated reporting of child abuse
- Prevention of violence in schools

Because these workshops are required for teaching certification, it is assumed that students in any one of the educational leadership programs have already completed them. **If students in a program leading to administrative certification do not already possess verification of completion of these workshops, they must be completed at St. Lawrence or at a workshop offered elsewhere.**

Finally, the programs are also designed to help students achieve qualifying scores on the New York State Competency Examinations for Educational Leaders. The objectives of the examinations are covered in the courses offered in the programs at St. Lawrence.

**Stages of Progress toward Initial & Professional Administrative Certification at St. Lawrence**

Student progress toward initial and professional administrative certification is tracked through five benchmarked gateways at St. Lawrence, spanning a minimum of 60 semester hours of graduate study. The gateways are as follows:

**Gate 1 – Admission into an Educational Leadership Program**

**Admission Requirements for the M. Ed. program options:**

1. Candidates for both options of the M. Ed. must hold a baccalaureate from an accredited institution of higher learning.
2. Candidates must possess a permanent or professional certificate in classroom teaching service or pupil personnel service, unless applying for the non-certification option.
3. Candidates must complete the Department of Education standard application form.
4. Candidates must provide official transcripts of all undergraduate and graduate work.
5. Candidates must supply evidence of certification and satisfactory completion of three years of educational full-time work in public schools, unless applying for the non-certification option.
6. Candidates must submit three letters of recommendation: one letter from a practicing school building or district administrator who is recommending the candidate as having the capacity to be or become an effective school leader based on the nine Essential Characteristics of Effective Leaders mandated by the New York State Board of Regents; one letter from an individual who has first-hand knowledge of the candidates’ professional competence; and one letter from an individual who has knowledge of the candidates’ academic competence. Candidates seeking admission to the non-certification option may supply three letters of recommendation from appropriate sources.
7. Candidates must provide evidence of their capacity to become educational leaders by completing a five-page writing sample stating their leadership philosophy in relation to the nine Essential Characteristics of Effective Leaders.
Admission Requirements for the Certificate of Advanced Study Options:

1. Candidates must hold a master’s degree in education from an accredited graduate institution.
2. Candidates who are completing or have already completed the M. Ed. at St. Lawrence must complete the standard application form only.
3. Candidates who have not completed a master’s degree in Educational Leadership must complete all seven requirements listed above for admission to St. Lawrence University’s M. Ed. Program in Educational Leadership.

Gate 2 – Admission to the Educational Leadership Internship

Students in the School Building Leadership Option of the M. Ed. program and/or Part I of the combined SBL/SDL Option of the C. A. S. program must complete a minimum of 12 semester hours of specified study in educational leadership (EDAD courses) before admission to the internship. In all cases, such coursework must be accompanied by appropriate field experiences. Course requirements are listed in the Graduate Catalog and in the Student Planning Forms for each program.

The Culminating Experience/Internship in Educational Leadership is open to qualified students. Application forms are available in the Education Department office. **They are due by March 1 for internships in the summer or the following fall semester and by Oct. 1 for internships in the following spring semester.** Applications will be reviewed by a committee of the graduate faculty in Educational Leadership.

The leadership internship (EDAD 591) requires a minimum of 400 clock hours of supervised activity in school settings, both in school and district offices. Students may begin the process of scheduling the leadership internship/experience during the prior semester, under the assumption that a minimum of 12 semester hours of coursework in Educational Leadership will be completed. Students must be recommended for the leadership/internship by the Program Coordinator, by all members of the graduate faculty from whom they have taken courses, and by at least one field experience host in the public schools.

Gate 3 – Initial Certification as a School Building Leader

Requirements for Initial Certification as a School Building Leader in New York

1. Successful completion of all course requirements for the certificate, including the Internship in Educational Leadership. Successful completion of the internship is defined in the Educational Leadership Evaluation Rubric in this Handbook.

2. Successful completion of the Leadership portfolio. Successful completion is defined in the Evaluation Rubric for the Portfolio in this Handbook.

3. Recommendation by the University’s Department of Education to the New York State Education Department (NYSED) for Initial Certification as a School Building Leader.

4. Passing scores on the New York State Teacher Competency Examination for Educational Leaders (Note: This examination should be available in 2008. Until it is available, students completing all requirements for certification as a School Building Leader may be recommended for certification without taking the examination.)
Gate 4 – Professional Certification as a School Building Leader

Professional Certification as a School Building Leader requires three years of full-time work as a school building leader, serving in any one (or more) capacities under that certificate – principal, assistant principal, athletic director, Committee on Special Education (CSE) Chair, etc. No additional coursework is required.

Gate 5 – Professional Certification as a School District Leader

Requirements for Professional Certification as a School District Leader in New York State

1. Completion of three years of full-time work as School Building Leader.
2. Completion of a minimum of 60 semester hours of graduate study in education.
3. Completion of one of the two Certificates of Advanced Study (C. A. S.) in Educational Leadership at St. Lawrence University.
4. Recommendation by the University’s Department of Education to the New York State Education Department (NYSED) for Initial Certification as a School District Leader.

Student progress through the developmental sequence can be seen on the following page.
# Developmental Levels of Educational Leadership

St. Lawrence University  
Department of Education

St. Lawrence envisions administrative preparation and professional development as passing through 5 gates:

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**Application Form**  
Bachelor’s and/or Master’s degree  
3 years teaching experience  
Recommendations  
Essay

**Culminating Experience**  
(Leadership Internship)  
6 semester hours  
Full-time (one semester)  
Part-time (two semesters, or one semester plus summer school)

**Induction Level**  
(new administrator)  
• Recommendation by SLU to NYSED upon completion of requirements  
• Passing score on School Building Leader Exam

**Continuing Level**  
(career School Building Leader)

**Superintendent Level**  
Recommendation by St. Lawrence to NYSED upon completion of requirements for certification

### Pre-requisite EDAD Courses for the Leadership Internship:
- **Leadership Theory** (3 sem. hrs.)
- **Specialization Courses**
  - 515 Conflict Resolution
  - 523 School Finance
  - 532 Supervision of Instruction
  - 537 School Law
  - 579 Curr., Instr., & Supervision
  - OR
  - 599 Curriculum Development

**Internship Coursework:**
- 591A (full-time)
- OR
- 591B (part-time)
- 400 clock hours, minimum
- Experience both in school building office and district office.
- Contract with Coordinator and Cooperating Administrator(s)
- Complete Evaluation Rubric
- Complete Portfolio

**Superintendent Coursework:**
- 60 sem. hrs, total
- Complete one of the two SLU programs for the C. A. S.
- Apply to NYSED for Professional SDL Certificate
- No additional coursework required.
Pre-Requisite Courses to the Internship in Educational Leadership & Field Experiences

The purpose of pre-requisite coursework in Education is to help the student develop the knowledge, skills, and inclinations toward professionalism that are necessary for successful work in the internship. The courses and associated field experiences at St. Lawrence that promote this development have been carefully planned to provide the opportunities needed to accomplish these goals. The courses are aligned with the Content Requirements mandated by the New York State Board of Regents.

In order to pass through Gate 2 into the internship students must complete pre-requisite courses in Educational Administration (or their equivalents) at the 3.0 level or higher:

**M. Ed. Program**  
*(School Building Leader Option)*  
**Leadership Theory Courses**  
*(select one course)*  
EDAD 513 Models of Leadership & Management  
EDAD 553 Educational Leadership  
*(select one course)*  
EDAD 511 School Organization & Management  
EDAD 554 Building Level Leadership

**Leadership Theory Courses**  
*(select one course)*  
EDAD 511 School Organization & Management  
EDAD 554 Building Level Leadership

**Specialization Courses in Leadership**  
*(required)*  
EDAD 515 Conflict Resolution  
EDAD 523 School Finance  
EDAD 528 Leadership of Special Education  
EDAD 532 Supervision of Instruction  
EDAD 537 School Law  
*(select one course)*  
EDAD 579 Seminar in Curriculum, Instruction, and Supervision  
EDAD 599 Curriculum Development

**Specialization Courses in Leadership**  
*(required)*  
EDAD 523 School Finance  
EDAD 528 Leadership of Special Education  
EDAD 532 Supervision of Instruction  
EDAD 537 School Law  
*(select one course)*  
EDAD 579 Seminar in Curriculum, Instruction, and Supervision  
EDAD 599 Curriculum Development

**C.A.S. Program**  
*(Combined SBL/SDL Option)*  
**Leadership Theory Courses**  
*(select one course)*  
EDAD 511 School Organization & Management  
EDAD 554 Building Level Leadership

**Leadership Theory Courses**  
*(select one course)*  
EDAD 511 School Organization & Management  
EDAD 554 Building Level Leadership

**Specialization Courses in Leadership**  
*(required)*  
EDAD 523 School Finance  
EDAD 528 Leadership of Special Education  
EDAD 532 Supervision of Instruction  
EDAD 537 School Law  
*(select one course)*  
EDAD 579 Seminar in Curriculum, Instruction, and Supervision  
EDAD 599 Curriculum Development

Field Experience in Pre-Requisite Coursework

In each option leading to initial certification as a School Building Leader or professional certification as a School District Leader, every course with the prefix EDAD requires a 10-hour field experience component. Each student must complete the field experience concurrently with his/her progress through that coursework. Each course has embedded content requirements and the accompanying field experience supports and expands the content requirements. Candidates will participate in the field experiences across grade levels in the district in which they are employed. Each student’s faculty instructor will assist in the selection of the field experiences; however, it will be the responsibility of each student to make the initial contacts and arrangements with the school’s administrator(s).

With approval and subsequent positive evaluation by the course instructor, students may substitute projects or experiences completed in field experience for required activities during the culminating internship. In such cases, an Internship Activity Equivalence Approval Form (Appendix IV) must be signed by the instructor. This form can be used to verify completion of a required activity when planning the internship.
The Leadership Internship (Culminating Experience)

Introduction

The leadership internship experience (EDAD 591) requires a minimum of 400 clock hours of supervised activity in school settings. Policies, procedures, and expectations for the internship are detailed in the Internship Activities and Planning Form (Appendix V), the Internship Evaluation Rubric (Appendix VI), the Portfolio Requirements (Appendix VII), and the Portfolio Evaluation Rubric (Appendix VIII). Students must apply for the internship using the Application Form (Appendix II) in the semester prior to the internship. They may begin the process of scheduling the leadership internship/experience during the semester in which 12 semester hours of course work in Educational Administration (EDAD courses) will be completed. They must complete the Internship Application and be recommended for the leadership/internship by the Program Coordinator. Each student must select one of the following options for the culminating internship experience:

Option 1: The candidate will participate in a full-time internship in a school district under the direct supervision of a full-time administrator employed solely by that district. The internship shall begin either at the beginning of the school year or the beginning of the second semester of that district’s school year. The leadership internship will be 15 weeks in duration, and the internship shall provide experience with students at different developmental levels and from a variety of socioeconomic backgrounds. A minimum of 400 hours must be documented.

Option 2: The candidate will participate in a half-time internship across the entire school year under the supervision of a full-time administrator employed solely by that school district. The internship shall begin at the beginning of the school year and continue across the first and second semesters of that district’s school year. The internship will be the equivalent in hours to 15 weeks. A minimum of 400 hours must be documented.

Experiences in the Regional Summer Schools may, upon request, be integrated into the Leadership/internship experience.

Limitations and Challenges of the Internship

Students entering the Graduate Program in Educational Leadership, and particularly the Internship component, must recognize that they are moving from the “culture of the classroom” into the “culture of school administration.” This movement creates a corresponding change in responsibilities and relationships among faculty and staff colleagues (including issues of confidentiality and union membership), in communication patterns, and in time management (including family responsibilities). In addition, undertaking a career in school leadership requires careful attention to personal wellness and physical and psychological well-being. Students should contemplate these changes seriously before entering into the internship, and only undertake the internship when, after serious consideration, they believe that they are ready. Serving on the administrative team of a school district is a highly important commitment not to be taken lightly, in that school leaders must maintain and sustain a significant relationship with the community they serve.
Responsibilities of Interns

1. **Attendance.** Interns are expected to be present every day at their assignments as well as at University classes, meetings, conferences, etc. Should illness require that s/he be absent, the intern is expected to inform the cooperating administrator and the University supervisor immediately.

2. **Accepting Responsibility.** One characteristic of a competent administrator is his/her willingness to accept responsibility for all aspects of the professional role. Although the transition from being a full-time teacher to becoming a full-time administrator is admittedly a difficult one, the effective intern is one who begins quite early in the semester to identify and assume professional responsibilities as they occur.

3. **Meeting Deadlines.** Throughout the semester, interns will be required to complete a number of different tasks. In all cases assignments must be completed on time, and reports must be submitted on the dates on which they are due, except under the most extraordinary circumstances. Should an exception to a deadline be necessary, an intern is expected to receive prior permission both from the cooperating administrator(s) and the University supervisor.

4. **Planning and Record Keeping.** Interns are expected to document their work in administrative capacities, both as a way of keeping records of activity to inform others about them and also to develop an administrative portfolio by the close of the internship.

5. **Meetings with Supervisors and Cooperating Administrators.** One of the most effective ways of getting feedback on one's administrative performance is through direct observation by experienced administrators. Such observations can be very informal, as when the cooperating administrator shares reactions to a meeting or event, or somewhat more structured, as when the University supervisor makes a scheduled visit. For scheduled visits by the University supervisor, the intern is expected to have prepared in advance for the meeting.

6. **Seminars.** EDUC 591 includes monthly meetings of interns during the internship. These are designed to help interns to put their experiences into perspective through sharing problems, questions, and common concerns. The seminar is also a means of exploring further some of the major issues in school leadership. In some cases the seminar will involve a large-group meeting of all interns and their University supervisor(s) to listen to presentations from outside speakers. The schedule of monthly seminars will be available early in the semester.

7. **Evaluation.** In addition to written evaluations that are done by both the cooperating administrator and the University supervisor at mid-semester and at the end of the semester, each intern is expected to complete a self-evaluation for both of these meetings as well. At the seminars, meetings are held by the intern and the University supervisor to discuss progress and to make suggestions for the remainder of the practicum.

8. **Commitment.** It should be understood that the Leadership Internship is a significant commitment. The requirements and responsibilities of the internship should be each student's highest priority.
Responsibilities of the Cooperating Administrator

The role of the cooperating administrator is unquestionably one of the most demanding and important components within an effective educational leadership program. As any experienced administrator knows, the task of assisting the beginning intern in developing and applying appropriate techniques while simultaneously overseeing the best possible administrative operation for his/her own school is not an easy one. Fortunately for the field of teacher Education, there exist administrators with a strong professional commitment to assume this most necessary role.

Within the SLU Leadership Internship, the cooperating administrator, intern, and University supervisor meet together at least twice during the semester to discuss the intern’s plans, activities, and progress. Altogether, the cooperating administrator performs the following supervisory duties:

1. Meets with the intern and the University Supervisor prior to the internship to develop and sign the Internship Activities Planning and Approval Form (see Appendix V).  
   Note: If activities listed on the form have been completed prior to the internship, the student will present a signed Equivalency Approval Form (Appendix IV) indicating that these activities need not be repeated in the plan for the internship.

2. Makes arrangements to assist and guide the intern in becoming acclimated to the school setting – introducing her/him to other colleagues, locating workspace and appropriate accommodations, and the like.

3. Reviews and comments on the intern’s daily and/or weekly performance, especially during the first weeks of any new assignment.

4. Meets with the University Supervisor's for scheduled meetings at the school site. Joins in meetings with the intern as well.

5. Completes the evaluation rubric both at mid-semester (formative) and again at the end of the internship (summative), and confers with the University supervisor and the intern to discuss progress in achieving the University’s standards.

6. Writes a letter of recommendation at the close of the internship for the intern’s placement file.

Responsibilities of the University Supervisor

The University supervisor serves as a resource person within the internship experience, bridging the gap between the public school experience and the University’s program and its on-campus seminars. The supervisor makes regular visits to the internship site in order to provide assistance and evaluative feedback. At mid-semester, the University Supervisor meets with the cooperating administrator(s) for a mid-term conference. At that time, the intern’s progress will be reviewed, and plans for the remainder of the internship will be discussed.

At the close of the semester, final grades are determined by the University Supervisor after reviewing all evaluation rubrics and the student’s portfolio. The grades for the internship will be determined by the University Supervisor, with input from the Cooperating Administrator(s). The evaluation rubrics for the internship and the portfolio are aligned with the University’s standards for Educational Leadership, which are themselves aligned with the certification standards in New York State.
Evaluation Process for Interns

Systematic, constructive, and ongoing evaluation is critical in helping the intern develop the requisite administrative competencies and leadership skills required for success. If at anytime during the semester the cooperating administrator feels that an intern's performance and/or progress is unsatisfactory, he or she should ask for a formal evaluation conference to be held. A suggested procedure is outlined below.

Mid-semester Evaluation. At a mid-semester three-way conference, the University supervisor and the cooperating administrator(s) will provide a formative assessment of the intern's progress using the Internship Evaluation Rubric (see Appendix VI). For self-evaluation purposes, the intern will also complete the rubric and share her/his reflections on progress.

If the intern is not making satisfactory progress at mid-semester, the superintendent (or designate) and the Coordinator of the Graduate Program in Educational Leadership may be asked to participate in this conference or in another evaluation conference at which only the cooperating administrator(s) and the University supervisor are present. Normally, after such evaluation conferences, a written detailed plan for improvement will be provided to the intern. Under extraordinary circumstances, the recommendation may be that the intern be dismissed from internship and assigned other field work or field research responsibilities. In that case, the intern will not be eligible for administrative certification at the close of the semester.

Final Evaluation. During the final week(s) of the internship, the cooperating administrator and the University supervisor will first confer about the intern's performance. Once again, all three parties will complete the Internship Evaluation Rubric for a summative assessment, and a three-way meeting will again be held. If there is agreement that the intern is performing at standard, then the cooperating administrator(s) will write a letter of recommendation for the intern, and the University supervisor will hold another meeting with the intern at the University, assessing the individual's strengths and weaknesses as a prospective administrator.

If there is serious concern about the intern's performance, a formal evaluation conference should be called at which the superintendent (or designate), the Coordinator of the Graduate Program in Educational Leadership, the cooperating administrator(s), and University supervisor will be present. While the final decision about recommending an intern for certification rests with the University, each of the school and University supervisors will be asked for his/her evaluation of the prospective administrator’s performance. Among the options that will be considered by the University include: recommending for certification; recommending against certification; or recommending for certification only after certain conditions have been met that might involve extending the intern experience or undertaking it again at an entirely different time.
Applying for Certification

New York State – Students completing each program at St. Lawrence University must personally apply for certification online at www.nysed.gov by accessing the TEACH system. Specific directions for completing the application online are available in the Education Department Office at St. Lawrence. The application will be processed by the New York State Education Department once the following are received electronically:

1. The completed online application form and fee (TEACH system)
2. The University’s online recommendation (www.stlawu.edu/academics/programs/education)
3. Passing scores on the appropriate NYSTCE tests
   a. School Building Leader
   b. School District Leader
4. Verification of completion of the two mandated 2-hour workshops
   (if not completed for a previous certificate)
   a. Identification and Reporting of Child Abuse
   b. Prevention of School Violence
5. Fingerprint Clearance (if into completed for a previous certificate)

Other U.S. States – Students may apply directly to any U.S. state for certification by accessing application requirements and materials on the website of each state’s department of education. Several U.S. states have signed reciprocity agreements with New York State for the certification of educational leaders; in such cases, no further academic coursework will be required, and students may forward their New York State certificate as a part of the application process. If a state does not have a signed reciprocity agreement with New York State, students may need to complete additional coursework prior to certification. Each state may exact its own testing requirements.

Canadian Provinces – Students trained in educational leadership at St. Lawrence must first be issued a New York State certificate as proof of program completion. They can then apply for certification in a Canadian province, submitting the New York State certificate as a part of the application process. Each province may exact its own testing requirements.

The Job Search for Positions in Educational Leadership

St. Lawrence University operates its Office of Educational Placement and Records for the purpose of assisting students and alumni with the job search, not only upon graduation but throughout their careers. Students may register for the Office’s services online at http://education.stlawu.edu; a $25 fee is charged for initial registration. Registrants may access information about current openings. The Office also maintains credential files for registrants throughout their careers, and works with them to forward credentials to prospective employers. Detailed information about the service is available online at the above web address.
Appendix I – Program Planning Forms

A. M. Ed. in Educational Leadership
   (School Building Leader Initial Certification Option)

Name ____________________________________________

   Last     First     MI     Maiden

Address ____________________________________________

   Street Address/PO Box     City     State     Zip

Phone  (H) ____________________  (C) ____________________  (W) ____________________

E-mail ____________________________________________

Date of Admission ____________________  Expected Completion Date: _______________

Advisor ____________________  Mentor ____________________

Requirements for the M.Ed. In Educational Leadership:

Foundations and Research (9 sem. hrs.)
   ______ EDUC 519 – Educational Statistics and Research
   ______ EDUC 548 – Educational Tests, Measurements and Evaluation
(Select one course)
   ______ EDUC 507 – Philosophy of Education
   ______ EDAD 516 – Issues and Ethics in the Human Service Professions
   ______ EDAD 582 – Current Research in Educational Leadership

Leadership Theory (6 sem. hrs.)
(Select one course)
   ______ EDAD 513 – Models of Leadership and Management
   ______ EDAD 553 – Educational Leadership
(Select one course)
   ______ EDAD 511 – School Organization and Management
   ______ EDAD 554 – Building Level Leadership

Specialization in Leadership (18 sem. hrs.)
(required)
   ______ EDAD 515 – Conflict Resolution
   ______ EDAD 523 – Public School Finance
   ______ EDAD 528 – Leadership for Special Education
   ______ EDAD 532 – Supervision of Instruction
   ______ EDAD 537 – School Law
(Select one course)
   ______ EDAD 579 – Seminar in Curriculum, Instruction & Supervision
   ______ EDAD 599 – Curriculum Development

Internship in School Leadership (6 sem. hrs.)
   ______ EDAD 591 – Internship in School Building Leadership
B. Certificate of Advanced Study  
(Combined School Building Leader/School District Leader Option)

Name

Last First MI Maiden

Address
Street Address/PO Box City State Zip

Phone (H) (C) (W)

E-mail

Date of Admission Expected Completion Date:

Advisor Mentor

Requirements for the C.A.S. in Educational Leadership:

Part I: School Building Leader Initial Certification Program  
(stand-alone program leading to SBL – 24 sem. hrs. required)

Leadership Theory (3 sem. hrs.) – (select one course)
- EDAD 511 – School Organization and Management
- EDAD 554 – Building Level Leadership

Specialization in Leadership (15 sem. hrs.) – (required)
- EDAD 523 – Public School Finance
- EDAD 528 – Leadership for Special Education
- EDAD 532 – Supervision of Instruction
- EDAD 537 – School Law

Internship in School Leadership (6 sem. hrs.)
- EDAD 591A – Internship in School Building Leadership (full-time)
- EDAD 591B – Internship in School Building Leadership (part-time, two semesters)

Part II: Additional Requirements for the M. Ed. in Educational Leadership  
(leads to professional certification as a School District Leader – minimum of 33 sem. hrs required, total)

Leadership Theory (3 additional sem. hrs.) – (select one course)
- EDAD 513 – Models of Leadership and Management
- EDAD 553 – Educational Leadership

Specialization in Leadership (6 additional sem. hrs.) – (required)
- EDAD 542 – The Negotiation Process

Internship in School Leadership (6 additional sem. hrs.) – (select one course)
- EDAD 515 – Conflict Resolution
- EDAD 547* – Leadership and School Climate
- EDAD 547* – Constructivist Practices and Educational Leadership
- EDAD 548* – Data-Driven Decision Making

* New course to be approved in 2007-2008.
C. Certificate of Advanced Study  
(School District Leader Option)

Name  
Last  |  First  |  MI  |  Maiden

Address  
Street Address/PO Box  |  City  |  State  |  Zip

Phone  (H)  |  (C)  |  (W)

E-mail

Date of Admission  |  Expected Completion Date:

Advisor  |  Mentor

Requirements for the C. A. S. in Educational Leadership:

Specialization in School District Leadership  
(required)

_____ EDAD 542 The Negotiation Process

(select one course)

_____ EDAD 550 Organization & Leadership of the School District

_____ EDAD 586 Issues in School District Leadership

(Select at least five courses)

_____ EDAD 504 Applications of Educational Technology

_____ EDAD 515 Conflict Resolution

_____ EDAD 547* Leadership and School Climate

_____ EDAD 547* Constructivist Practices and Educational Leadership

_____ EDAD 547* Relationships between Schools and Families

_____ EDAD 548* Data-Driven Decision Making

_____ EDAD 565/566 Independent Study in Educational Leadership

_____ EDAD 582 Current Research in Educational Leadership

(Other electives, by advisement)
Appendix II – Supervisor’s Evaluation of Field Experience

St. Lawrence University                     SLU Student’s Name _______________________
Course Number: EDAD ___________________ Course Title ____________________________

Supervisor’s Evaluation of Field Experience

Supervisor’s Name ____________________________ Field Experience Site ____________________________

Please take the time to evaluate the SLU student’s work during the semester in educational leadership. Your input on the quality and quantity of the student’s work marks the final step in his/her learning process in this course for the semester. Please return the form (via the student if you wish) by ____________________________ (date) to:

__________________________ (SLU Professor)
Department of Education
St. Lawrence University (Phone: 315-229-5861)
Canton, NY 13617 (FAX: 315-229-7423)

1) How many total hours has the student devoted to this field experience this semester? ________ hrs.

2) Briefly list the activities completed by the prospective educational leader:

3) How accountable was the student in the field experience? (Fill in each blank using this rating scale.)
   - 4 = outstanding (met and exceeded designated expectations)
   - 3 = satisfactory (consistently met the designated expectations)
   - 2 = needs improvement (met the designated expectations 50% of the time)
   - 1 = deficient (met the designated expectations less than 50% of the time)

   □ Demonstrated professionalism
   □ Worked productively toward the goals you agreed upon at the onset of the field experience
   □ Completed activities listed above

   Comments:

4) Please add any other comments about this student’s work and/or the usefulness of hosting a prospective educational leader in your school setting.

__________________________________________
Supervisor’s Signature

_____________________
Date
Appendix III – Internship Request Form

For Fall _____________ Due March 1  
For Spring _____________ Due October 1  
For Summer _____________ Due March 1

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<th>Permanent Address (Home)</th>
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<th>Town/City</th>
<th>State</th>
<th>Zip</th>
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Through which address can we reach you just before your internship begins? ___ Local _____ Home

Local Telephone (_____) ____________________________ Permanent Telephone (_____) ____________________________

Email Address ______________________________________

Briefly describe the internship activities which you will be performing ______________________________________

______________________________

Conditions to be met

Are you currently matriculated? _____ Yes _____ No

Have you completed at least five prerequisite courses in EDAD at St. Lawrence? _____ Yes _____ No

If this is a request for a part-time internship, will you have at least _____ Yes _____ No

four class periods, exclusive of the lunch period, free of other duties for the internship?

Administrative Internship Options

_____ OPTION 1  Full-time for 1 semester (15 weeks) = 400 clock hours  Proposed start date: _____________

_____ OPTION 2  Half-time for 2 semester (30 weeks) = 400 clock hours  Proposed start date: _____________

Experiences in the regional summer schools may, upon request, be integrated into the leadership/internship experience.

School District Placement(s) ________________________________________________

Signatures

It is understood by the superintendent that the intern will be provided with learning opportunities as outlined in the University’s Educational Leadership Handbook. These experiences are aligned with state standards and will be useful to the school and will meet the present developmental and experiential needs of the student.

______________________________  ______________________________
Intern                                      School Superintendent

______________________________  ______________________________
Program Coordinator                             Intern Supervisor in School
Appendix IV – Internship Scholarship Application Form

Application for Educational Leadership Internship Scholarship

Legal Name _____________________________________________________________

Permanent Address _____________________________________________________

Email address: __________________________________ Phone (___) ________

Date of Matriculation __________________________

EDAD Courses Completed, Transferred or in Progress:

1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________
6. _________________________________________________________________
7. _________________________________________________________________
8. _________________________________________________________________

Location of Internship ________________________________________________

Cooperating Administrator(s) ___________________________________________

Brief Description of Internship Activities __________________________________
_____________________________________________________________________
_____________________________________________________________________

Proposed Starting Date _________________ Proposed Ending Date __________

Internship Supervisor(s) ________________________________________________

Option 1: Full-time Internship _________ Option 2: Pt-time two-sem. Internship _______

Area(s) of Certification ______________________ Certificate Number(s) ____________
Please attach a three page, word-processed description of your philosophy of educational leadership, how you would demonstrate this philosophy in administrative practice and how this scholarship would contribute to the advancement of education in Northern New York.
Appendix V – Internship Activity Equivalency Instructor’s Approval Form

Student’s Name ____________________________________________________________

Course Number and Title ____________________________________________________

Semester and Year _____________ Instructor ________________________________

Description of Assignment/Activity during course:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Equivalent Internship Activity (from Activities Planning Form (Handbook, Appendix V):

________________________________________________________________________

________________________________________________________________________

Based on St. Lawrence University standards in Educational Leadership, I approve this activity as a full equivalent to an internship activity.

_______________________________________  SLU Instructor’s Name (print)

_______________________________________  Date

Comments:  ______________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix VI – Internship Planning and Approval Form

Candidate Name  

Site Address  

Cooperating Administrator(s)/Mentor(s)  

University Supervisor  

Semester(s)  

**Planned Internship Activities**

(Briefly indicate any activities that were approved as equivalent experiences during pre-requisite courses. For each one, attach a copy of the Internship Activity Equivalency Form.)

1. Examine all documents (vision and mission statements, organizational chart, contracts, school policy book, administrative procedural manual, staff & student handbooks, transportation schedules and policies, etc.); written reflection on administrative structure and systems of the school.
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

2. Assist with opening and/or closing of school ceremonies and responsibilities
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

3. Assist with the implementation of a school calendar for the year with all significant dates, events and activities.
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

4. Engage in daily activity of the school offices and/or district office, as assigned
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

5. Review and/or assist with development of state-mandated plans (PDP, CDEP, etc.)
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

6. Review the district’s sources of data, access expertise from district team about the data, and reflect on district use of data for needs assessment and decision-making
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:
7. Know all emergency plans; attend at least one School Safety Committee meeting
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

8. Participate in all emergency drills and procedures during the internship
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

9. Manage student discipline according to school policies/procedures as supervised
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

10. Review progress toward curriculum alignment with standards and grade-to-grade articulation
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

11. Review the district’s Academic Intervention Services (AIS) and/or Response to Intervention (RTI)
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

12. Review State test scores (strengths & deficiencies)
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

13. Engage in and/or manage curricular and extra-curricular activities
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

14. Review the district facilities and technology plans; attend at least one Technology Committee meeting
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

15. Attend and participate at administrative cabinet meetings and follow up on decisions, as appropriate
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:

16. Conduct one needs assessment and create a strand to a strategic plan based on the data received
    (or at least a plan to develop a strategic plan)
    a. Activities already completed in field experience(s):
    b. Activities to be completed during internship:
17. Review district’s special education programs, policies, and placements
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

18. Attend CSE meetings and impartial hearings, as appropriate; understand the legal and financial implications
   of adherence to mandated guidelines for special education
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

19. Participate in at least one transportation-related initiative (e.g., busing, field trip arrangements, special
   education transportation, etc.)
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

20. Attend board of education meetings as appropriate, present at a board meeting at least once
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

21. Attend and participate at shared decision-making and committee meetings
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

22. Attend and/or conduct staff and department meetings as appropriate
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

23. Prepare meeting agendas and follow up on post-meeting initiatives
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

24. Assist in communication with the public as supervised (publicity, newsletter, etc.)
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

25. Analyze parent involvement initiatives and participate as appropriate
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:
26. Engage in staff hiring, supervision, observation, evaluation, and/or professional development; understand the evaluation sequence and the APPR process
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

27. Attend a superintendent’s hearing, if at all possible; know the protocol for superintendent’s hearings
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

28. Review the preparation process, documents, and communications for the building and district budget(s), as appropriate
   a. Activities already completed in field experience(s):
   b. Activities to be completed during internship:

29. Demonstrate ethical behavior and a strong work ethic through achievement of the program goals for effective leader (to be completed throughout the program, including the internship).

30. Analyze and evaluate internship activity to create a plan for self-improvement and professional development (to be completed at the close of the internship experience).

Other activities to be completed during the internship:

**Signatures**

Intern: ______________________________________________

On-Site Supervisor(s): ________________________________ ________________________________

University Advisor: ________________________________ Date: ______________________
Appendix VII – Internship Evaluation Rubric

Internship Evaluation Rubric

☐ Mid-term  ☐ Final

Name of Intern ___________________ Internship Semester &Year _________

Name of Evaluator ____________________________________ Date __________________________

Definitions of Ratings
Outstanding = Well above standards for certification in this sub-dimension
Successful = Solidly meets standards for certification in this sub-dimension
Adequate = Minimally meets standards for certification in this sub-dimension
Inadequate = Does not meet standards for certification in this sub-dimension
F. E. = Met standards for this sub-dimension in Field Experience (by prior approval)

<table>
<thead>
<tr>
<th>Standard 1. Plans, develops, and maintains an effective school organization</th>
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<tbody>
<tr>
<td>Dimensions</td>
</tr>
<tr>
<td>1. Shared Vision</td>
</tr>
<tr>
<td>a. Promotes a focus on student learning, using instruction and assessment informed by current research and practice</td>
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<tr>
<td>b. Develops a personal vision for high standards of learning and continuous school improvement, and can articulate how it fits into the institution’s vision</td>
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<tr>
<td>c. Engages in activities that foster and promote the district’s vision to stakeholders</td>
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<tr>
<td>2. Administrative Structure</td>
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<tr>
<td>a. Engages in activities that support ensuring that the school is organized and aligned for success</td>
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<td>b. Assists with the development and implementation of school calendar</td>
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<tr>
<td>c. Implements school policies and plans as appropriate</td>
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<tr>
<td>d. Demonstrates knowledge and understanding of how information sources, data collection, and data analysis strategies promote continuous school improvement</td>
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<tr>
<td>e. Demonstrates knowledge and understanding of the principles of organizational development, and the role of district, local, state, and federal stakeholders</td>
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<tr>
<td>3. Safe and Healthy Learning Environment</td>
</tr>
<tr>
<td>a. Encourages the development of self awareness, self management, social awareness, relationship skills, and responsible decision-making in students</td>
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<tr>
<td>b. Demonstrates knowledge and understanding of all safety and security plans and drills</td>
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<td>c. Effectively administers discipline policies that support a safe learning environment</td>
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<tr>
<td>d. Builds and maintains positive relationships with all students through the discipline process</td>
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<tr>
<td>e. Exhibits knowledge of multicultural perspectives, practices, and traditions</td>
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Std. 1 continued on next page
### Standard 1. Plans, develops, and maintains an effective school organization, cont.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
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<th>Adequate</th>
<th>Inadequate</th>
<th>F.E.</th>
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<tbody>
<tr>
<td>f. Understands the implications of gender, race, and individual differences in educational practice</td>
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#### 4. Conflict Resolution

| a. Demonstrates effective conflict-resolution, consensus-building, and negotiation skills |           |            |          |            |      |

**Comments regarding performance on Std. 1:**

**Overall Rating for Standard 1**

|            |           |            |          |            |      |

### Standard 2. Plans, develops, and maintains educational effectiveness

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<tbody>
<tr>
<td>1. Curriculum, Instruction, and Assessment:</td>
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<tr>
<td>a. Exhibits knowledge of NYS Standards</td>
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<tr>
<td>b. Exhibits a clear understanding of curriculum and educational initiatives, including AIS, RtI, special education, differentiated instruction, alternative educational options, and other learning theories</td>
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<td>c. Demonstrates understanding of curricular alignment and grade-to-grade/departmental articulation</td>
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<td>d. Demonstrates knowledge of learning theory as it applies to curricular design</td>
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<td>e. Assists in preparing test schedules and arrangements</td>
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<td>f. Values and supports the role a variety of extra-curricular activities plays in enhancing student development</td>
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<td>g. Utilizes NYS test scores and related data to inform curriculum decisions and drive instruction</td>
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<tr>
<td>h. Develops a strategic plan for a program area identified by the data analysis</td>
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<td>i. Participates in and contributes to leadership meetings, including shared-decision making</td>
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<td>j. Demonstrates understanding of federal programs, policies, and mandates</td>
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<tr>
<td>k. Demonstrates understanding of special education programs, policies, and mandates</td>
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<td>l. Promotes effective use of technology to enhance instruction and assessment</td>
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<td>m. Demonstrates an understanding of the different paths to graduation</td>
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<th>Inadequate</th>
<th>F.E.</th>
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<tr>
<td><strong>2. Physical Facilities (including Technology)</strong></td>
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<tr>
<td>a. Demonstrates knowledge and understanding of issues relating to school facilities, use of space, school safety, health, and security</td>
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<tr>
<td>b. Demonstrates understanding of transportation policies and procedures</td>
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<tr>
<td><strong>3. Student Support Services</strong></td>
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<tr>
<td>a. Works successfully with school support services (e.g., counseling, speech, guidance, nurse, school psychology)</td>
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<tr>
<td>b. Exhibits knowledge of the external support services (social services, police, mental health services, and other community organizations)</td>
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<tr>
<td><strong>4. Accountability</strong></td>
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<tr>
<td>a. Understands the district’s obligation to the BOE, community, and NYS Education Department</td>
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<tr>
<td>b. Understands state mandates for continuous school improvement</td>
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<tr>
<td><strong>5. Succession Planning</strong></td>
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<tr>
<td>a. Understands and/or participates in decision-making about future staffing and funding</td>
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<tr>
<td>b. Understands and/or participates in the hiring process</td>
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<tr>
<td>c. Anticipates and plans for the implementation of district events and deadlines</td>
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</tbody>
</table>

Comments regarding performance on Std. 2:

**Overall Rating for Standard 2**

xxx
### Standard 3. Communicates effectively

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>F.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Oral and written</strong></td>
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<tr>
<td>a. Demonstrates self-confidence in speaking publicly</td>
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</tr>
<tr>
<td>b. Uses appropriate vocabulary and grammar</td>
<td></td>
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<tr>
<td>c. Uses proper inflection, volume, and clarity</td>
<td></td>
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<tr>
<td>d. Demonstrates awareness of audience</td>
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<tr>
<td><strong>2. Communications within the school community</strong></td>
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<tr>
<td>a. Prepares appropriate administrative documents and memos</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. Oversees and/or assists in preparation of school publications</td>
<td></td>
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<tr>
<td>c. Demonstrates a positive attitude toward and respect for students, staff, and faculty in all interactions</td>
<td></td>
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<tr>
<td>d. Communicates appropriately, as supervised, with the public</td>
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<tr>
<td>e. Uses the language of education to talk about the educational process</td>
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</table>

Comments regarding performance on Std. 3:

<table>
<thead>
<tr>
<th>Overall Rating for Standard 3</th>
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<th>xxx</th>
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</table>
### Standard 4. Collaborates with stakeholders

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<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
<th>Inadequate</th>
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</thead>
</table>

#### 1. School Board
- a. Attends at least one school board meeting

#### 2. Administrative Team
- a. Works collaboratively as a team member
- b. Participates appropriately in administrative team meetings
- c. Consults effectively with team members
- d. Assists in implementing team initiatives

#### 3. Faculty/Staff
- a. Builds and sustains positive relationships
- b. Works effectively with faculty and staff to manage disciplinary problems
- c. Works effectively with faculty and staff to support the instructional process
- d. Effectively accesses and utilizes resources within the educational community to inform administrative practices

#### 4. Parents
- a. Works to encourage positive parental involvement
- b. Demonstrates appropriate positive relationships with parents and caregivers

#### 5. Students
- a. Treats all students with fairness, dignity, and respect
- b. Advocates, nurtures, and sustains a school culture conducive to student learning
- c. Responds effectively to the needs of individual students
- d. Demonstrates positive mediation skills
- e. Demonstrates active involvement in the learning process

#### 6. Community
- a. Demonstrates appreciation for and sensitivity to the school community
- b. Identifies and nurtures community engagement in the school
- c. Develops or maintains effective media relations
- d. Supports partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

**Comments regarding performance on Std. 4:**

**Overall Rating for Standard 4**
### Standard 5. Supports, develops, and nurtures faculty and staff

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>F.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Observes and/or participates in faculty/staff observations and evaluations</td>
<td></td>
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<td>b. Observes and/or participates in the APPR process for faculty members</td>
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<tr>
<td>c. Participates in planning, implementing, and evaluating professional development activities</td>
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<tr>
<td>d. Attends and/or conducts faculty/staff, departmental, and/or shared decision-making team meetings</td>
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<tr>
<td>e. Supports educational staff in parent/teacher conferences</td>
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<tr>
<td>f. Develops strong relationships with support staff</td>
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</tbody>
</table>

**Comments regarding performance on Std. 5:**

**Overall Rating for Standard 5**


### Standard 6. Adheres to policies, laws, regulations, and contracts

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<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>F.E.</th>
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</thead>
<tbody>
<tr>
<td>a. Understands how to research school law to inform administrative practices</td>
<td></td>
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<tr>
<td>b. Demonstrates understanding of federal and state regulations and policies</td>
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<tr>
<td>c. Demonstrates an awareness of collective bargaining and other contractual agreements</td>
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<tr>
<td>d. Demonstrates knowledge of district policies</td>
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</table>

**Comments regarding performance on Std. 6:**

**Overall Rating for Standard 6**


### Standard 7. Manages school finance and budgeting effectively

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<thead>
<tr>
<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>F.E.</th>
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<tbody>
<tr>
<td>a. Understands and/or participates in preparation of the building and district budgets, as appropriate</td>
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<td>b. Demonstrates familiarity with funding streams (federal, state &amp; local aid, Title grants, special education, etc.)</td>
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<tr>
<td>c. Understands and/or supports district and school priorities with respect to finances and resources</td>
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<tr>
<td>d. Understands and/or participates in grant writing opportunities</td>
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<td>e. Understands and/or supports the budget development process (including election timeline, contingencies, etc.)</td>
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**Comments regarding performance on Std. 7:**

**Overall Rating for Standard 7**

### Standard 8. Demonstrates professionalism

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<th>Dimensions</th>
<th>Outstanding</th>
<th>Successful</th>
<th>Adequate</th>
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<th>F.E.</th>
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</thead>
<tbody>
<tr>
<td>1. Professional Behaviors</td>
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<tr>
<td>a. Models a strong work ethic</td>
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<tr>
<td>b. Maintains professional appearance</td>
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<td>c. Demonstrates effective time management</td>
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<td>d. Demonstrates effective organizational skills with attention to detail</td>
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<tr>
<td>e. Demonstrates reliability and punctuality</td>
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<tr>
<td>f. Demonstrates the ability to persevere and take the long view</td>
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<tr>
<td>g. Accepts responsibility for decisions</td>
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<td>h. Uses the influence of the office constructively and productively</td>
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<tr>
<td>2. Ethical Behaviors</td>
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<tr>
<td>a. Demonstrates a personal and professional code of ethics</td>
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<tr>
<td>b. Models and/or supports ethical decision-making</td>
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<tr>
<td>c. Protects the rights and confidentiality of students and staff</td>
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<tr>
<td>3. Professional Development</td>
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<tr>
<td>a. Examines personal and professional values and practices</td>
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<tr>
<td>b. Develops an appropriate plan for self-improvement and professional development</td>
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<tr>
<td>c. Demonstrates an awareness of state standards for professional development</td>
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**Comments regarding performance on Std. 8:**

**Overall Rating for Standard 8**
Appendix VIII – Internship Portfolio Requirements

The Educational Leadership Portfolio

Purpose: To document the candidate’s acquisition of the nine Essential Characteristics of Effective Leaders and the Content Requirements as outlined in Section 52.21(c) of Commissioner’s Regulations to lead to successful Certification as School Building Leader (SBL) and/or School District Leader (SDL).

Each candidate’s portfolio must contain the following evidence of program completion, in the following order:

I. Introductory Section
   a. Letter Introducing the Portfolio
   b. Resume
   c. Copies of all undergraduate and graduate degrees and certificates
   d. Official transcripts of all undergraduate and graduate work
   e. Evidence of satisfactory completion of three years experience in public schools
   f. Completed Program Planning Form(s)

II. Documentation from Pre-requisite courses, Field Experience, and Internship Planning
   a. Essay on use of professional organizations’ resources in educational leadership
   b. Completed Field Experience Evaluation Forms for each pre-requisite course
   c. Completed Activity Equivalency Approval Forms for projects completed during field experience(s)
   d. Internship Activity Planning Form and Checklist
   e. Internship Evaluation Form (completed at end of internship)

III. St. Lawrence University Standards in Educational Leadership
    Artifacts demonstrating completion of the following standards:

    Standard 1 – Plan, develop, and maintain an effective school organization
       a. Reflection on the school district’s administrative structure and how it helps to accomplish the district’s educational vision and mission
       b. Copies of documents developed regarding administrative vision and/or structure, safety, health, & wellness; and/or conflict resolution

    Standard 2 – Plan, develop, and maintain educational effectiveness
       a. A needs assessment and accompanying strategic plan
       b. Copies of documents developed in the areas of curriculum, instruction, & assessment; facilities & technology, student support services; accountability, and succession planning

    Standard 3 – Demonstrate effective communication skills
       a. Copies of documents developed for internal and external communications

    Standard 4 – Develop and sustain collaboration with stakeholders
       a. Copies of documents developed for collaboration with stakeholders

    Standard 5 – Support, develop, and nurture faculty and staff
       a. Copies of documents developed for work with faculty and staff

    Standard 6 – Apply school law effectively
a. Copies of documents and/or reflections demonstrating ability to apply school law

**Standard 7 – Manage school finance and budgeting effectively**

a. Copies of documents and/or reflections demonstrating ability to develop and manage budgets

**Standard 8 – Demonstrate professionalism**

a. An updated and current essay discussing your own progress toward attaining each of the nine “Essential Characteristics of Effective Leaders” (see page 1 of this Handbook). The essay should refer to the artifacts in the portfolio as evidentiary support for your statements. The essay must also describe your self-evaluation of what you must still accomplish to fulfill each of the characteristics more fully, comparable to a Professional Development Plan as a school administrator. Be sure to include a consideration of your own ability to self-evaluate as a part of this demonstration of your professionalism.

b. Copies of documents and/or reflections demonstrating aspects of professionalism

**IV. Additional Documentation (optional)**

a. Copies of documents not specified in Sections I – III above that help to provide evidence of meeting the University’s standards for educational leadership
Appendix IX – Educational Leadership Portfolio Evaluation Rubric

Educational Leadership Program

Educational Leadership Portfolio Rubric

**Part I – Introductory Section**

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pts)</th>
<th>Missing (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Letter Introducing the Portfolio</td>
<td>Inviting and informative. Writing conveys a clear, well-organized introductory picture of the portfolio and the student teacher's interest in welcoming the reader to view it.</td>
<td>Informative. Writing conveys a clear, well-organized introductory picture of the portfolio; sense of welcome is not well developed.</td>
<td>Acceptable. Writing conveys a useful introductory picture of the portfolio. Sense of welcome is not well developed.</td>
<td>Weak. Writing does not convey a particularly useful introductory picture of the portfolio or genuinely welcome the reader.</td>
<td></td>
</tr>
<tr>
<td>b. Resume</td>
<td>Exceptional. Resume presents a clear, concise, attractive picture of the student teacher's background and preparation; solid use of detail to amplify the reader's understanding of the student teacher's abilities.</td>
<td>Solid. Resume presents a clear, concise picture of the student teacher's background and preparation; good use in almost all cases of detail to amplify the reader's understanding of the student teacher's abilities.</td>
<td>Good. Resume presents a relatively clear and concise picture of the student teacher's background and preparation; lack of detail in several cases diminishes the reader's full understanding of the student teacher's abilities.</td>
<td>Weak. Resume presents an unclear picture of the student teacher's background and preparation; lack of detail in several cases diminishes the reader's full understanding of the student teacher's abilities.</td>
<td></td>
</tr>
<tr>
<td>c. Support Materials (transcripts, certificates, forms, etc.)</td>
<td>All materials complete and well-presented</td>
<td>Most materials complete and well-presented</td>
<td>Most materials complete; presentation somewhat weak</td>
<td>Materials incomplete</td>
<td></td>
</tr>
<tr>
<td>d. Writing expression and mechanics</td>
<td>&quot;Ready to publish&quot; quality. Writing conveys ideas easily with creativity and inspirational qualities.</td>
<td>Only a few minor errors in mechanics. Writing conveys ideas easily with occasional inspirational qualities.</td>
<td>More than a few minor errors, but easily revised. Writing conveys ideas successfully, but does not necessarily inspire.</td>
<td>Mechanical errors raise genuine concern; not easily revised. Writing demonstrates difficulty in conveying ideas.</td>
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Comments:
### Part II – Documentation from Prerequisite Courses and Field Experience

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<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pts)</th>
<th>Missing (0 pts)</th>
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</thead>
<tbody>
<tr>
<td><strong>a. Essay on Professional Resources</strong></td>
<td>Exceptionally thorough and complete; all resources used effectively</td>
<td>Relatively thorough and complete; all resources listed used effectively</td>
<td>Relatively thorough and complete; most resources used effectively</td>
<td>Lacking reference to a number of resources; many resources used only minimally</td>
<td></td>
</tr>
<tr>
<td><strong>b. Forms</strong></td>
<td>All forms complete and well-organized for easy access</td>
<td>Most forms complete; well organized for easy access</td>
<td>Most forms complete; not particularly well-organized for easy access</td>
<td>Several forms missing, or lack of organization makes access difficult</td>
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**Comments:**

### Part III – Standards

**SLU Std. 1 – Plans, develops, and maintains an effective school organization**

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<tr>
<th></th>
<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pts)</th>
<th>Missing (0 pts)</th>
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<tbody>
<tr>
<td><strong>1a. Essay on Admin. Structure</strong></td>
<td>Exceptionally thorough and well-written essay; solid linkage between the admin. structure, leadership vision, and school’s mission statement</td>
<td>Solid, well-written essay; solid linkage between the admin. structure, leadership vision, and school’s mission statement</td>
<td>Adequate essay; basic linkage between the admin. structure, leadership vision, and school’s mission statement</td>
<td>Underdeveloped essay; links not fully explained</td>
<td></td>
</tr>
<tr>
<td><strong>1b. Other documents demonstrating organizational leadership skills</strong></td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
<td>Competent exhibition of evidence related to standard; most artifacts demonstrate alignment with the standard</td>
<td>Minimal presentation of artifacts; questionable alignment of artifact(s) with the standard</td>
<td></td>
</tr>
<tr>
<td><strong>1c. Narrative for Std. 1</strong></td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed</td>
<td>Limited rationale; reader must infer connections between the standard and the artifacts included in the portfolio</td>
<td>Weak rationale; describes artifacts rather than relating them to the standard; meager support connecting the standard and the artifacts</td>
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**Comments:**
### SLU Std. 2 – Plans, develops, and maintains educational effectiveness

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<tr>
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<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pts)</th>
<th>Missing (0 pts)</th>
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<tbody>
<tr>
<td>2a. Needs Assessment and Strategic Plan</td>
<td>Exceptionally thorough and well-written assessment and plan; solid linkage between the needs and the plan</td>
<td>Solid, well-written assessment and plan; solid linkage between the needs and the plan</td>
<td>Adequate assessment and plan; solid linkage between the needs and the plan</td>
<td>Underdeveloped assessment and plan; needs and plan not fully linked</td>
<td>Missing (0 pts)</td>
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<td></td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
<td>Competent exhibition of evidence related to standard; most artifacts demonstrate alignment with the standard</td>
<td>Minimal presentation of artifacts; questionable alignment of artifact(s) with the standard</td>
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</tr>
<tr>
<td>2b. Other documents demonstrating leadership for school effectiveness</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
<td>Limited rationale; reader must infer connections between the standard and the artifacts included in the portfolio.</td>
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<tr>
<td></td>
<td>Weak rationale; describes artifacts rather than relating them to the standard; meager support connecting the standard and the artifacts</td>
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### Comments:

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### SLU Std. 3 – Communicates Effectively

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<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pts)</th>
<th>Missing (0 pts)</th>
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</thead>
<tbody>
<tr>
<td>3a. Documents demonstrating communication skills</td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
<td>Competent exhibition of evidence related to standard; most artifacts demonstrate alignment with the standard</td>
<td>Minimal presentation of artifacts; questionable alignment of artifact(s) with the standard</td>
<td>Missing (0 pts)</td>
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<tr>
<td></td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
<td>Limited rationale; reader must infer connections between the standard and the artifacts included in the portfolio.</td>
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</tr>
<tr>
<td>3b. Narrative for Std. 3</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
<td>Limited rationale; reader must infer connections between the standard and the artifacts included in the portfolio.</td>
<td>Weak rationale; describes artifacts rather than relating them to the standard; meager support connecting the standard and the artifacts</td>
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### Comments:
### SLU Std. 4 – Collaborates with stakeholders

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<thead>
<tr>
<th></th>
<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
<th>Capable (2 pts)</th>
<th>Underdeveloped (1 pt)</th>
<th>Missing (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Documents demonstrating collaboration skills</td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
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<td>Minimal presentation of artifacts; questionable alignment of artifact(s) with the standard</td>
<td></td>
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<tr>
<td>4b. Narrative for Std. 4</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
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Comments:

### SLU Std. 5 – Supports, develops, and nurtures faculty and staff

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<thead>
<tr>
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<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
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<th>Missing (0 pts)</th>
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</thead>
<tbody>
<tr>
<td>5a. Documents demonstrating faculty &amp; staff support and development skills</td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
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</tr>
<tr>
<td>5b. Narrative for Std. 5</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
<td>Limited rationale; reader must infer connections between the standard and the artifacts included in the portfolio.</td>
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Comments:
### SLU Std. 6 – Adheres to policies, laws, regulations and contracts

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<th>Successful (3 pts)</th>
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<tbody>
<tr>
<td>6a. Documents</td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
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<td>of policies, laws,</td>
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<tr>
<td>6b. Narrative</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
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<td>for Std. 6</td>
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Comments:

### SLU Std. 7 – Manages school finance and budgeting effectively

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<th>Successful (3 pts)</th>
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<tbody>
<tr>
<td>7a. Documents</td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
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<td>and skill with</td>
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<tr>
<td>7b. Narrative</td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
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<td>for Std. 7</td>
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Comments:
### SLU Std. 8 – Demonstrates Professionalism

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<th>Missing (0 pts)</th>
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<tbody>
<tr>
<td><strong>8a. Essay on essential characteristics and professional development plan</strong></td>
<td>Exceptionally thorough reflective statement; demonstrates deep awareness of one's own strengths and challenges for educational leadership</td>
<td>Relatively thorough statement; demonstrates considered awareness of one's own strengths and/or challenges for educational leadership</td>
<td>Competent statement; demonstrates thoughtful awareness of one's own strengths and/or challenges for educational leadership</td>
<td>Unreflective; demonstrates little or no awareness of one's own strengths and/or challenges for educational leadership</td>
<td></td>
</tr>
<tr>
<td><strong>8b. Other documents demonstrating professionalism</strong></td>
<td>Exceptional and thorough exhibition of evidence related to standard; solid alignment between the artifact(s) and the standard</td>
<td>Thoughtful exhibition of evidence related to standard; solid between the artifact(s) and the standard</td>
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<tr>
<td><strong>8b. Narrative for Std. 8</strong></td>
<td>Very well-reasoned rationale; links between the standard and the artifacts are clearly explained and transparent</td>
<td>Thoughtful rationale; links between the standard and the artifacts are appropriate but not fully developed.</td>
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**Comments:**
# Impact of Portfolio

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (4 pts)</th>
<th>Successful (3 pts)</th>
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</thead>
<tbody>
<tr>
<td><strong>a. Appearance</strong></td>
<td>Noteworthy. Entries consistently evidence great care and creativity</td>
<td>Solid. Entries frequently evidence considerable care and creativity</td>
<td>Acceptable. Entries are solid and sometimes evidence considerable care and creativity</td>
<td>Weak. Entries diminish the portfolio's impact due to lack of care or creativity</td>
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<td><strong>b. Writing</strong></td>
<td>&quot;Ready to publish&quot; quality throughout. Writing conveys ideas easily with creativity and inspirational qualities.</td>
<td>Only a few minor errors in mechanics. Writing conveys ideas easily with occasional inspirational qualities.</td>
<td>More than a few minor errors, but easily revised. Writing conveys ideas successfully, but does not necessarily inspire.</td>
<td>Mechanical errors raise genuine concern; not easily revised. Writing demonstrates difficulty in conveying ideas.</td>
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<tr>
<td><strong>Expression and Mechanics</strong></td>
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<td><strong>c. Integration</strong></td>
<td>Exceeds expectations beyond required artifacts; overall coherence of approach to educational leadership clearly demonstrated throughout</td>
<td>Solidly at expectation for all artifacts; coherence of approach to educational leadership visible throughout</td>
<td>At expectation for most artifacts; coherence of approach to educational leadership relatively easy to infer</td>
<td>Below expectation for most artifacts; lacking overall coherence of approach to educational leadership</td>
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<tr>
<td><strong>and Insight</strong></td>
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<tr>
<td><strong>d. Overall Impact</strong></td>
<td>Exceptional. Exceeds expectations beyond required artifacts. All entries addressed in a highly thorough and competent manner; portfolio demonstrates outstanding potential for success as an educational leader</td>
<td>Excellent. All entries addressed in a very solid manner; portfolio demonstrates solid potential for success as an educational leader</td>
<td>Satisfactory. All entries addressed adequately; portfolio demonstrates reasonably good potential as an educational leader</td>
<td>Lacking in quality or thoroughness, indicating a need for significant improvement before entry into educational leadership</td>
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</table>
## Comments:
### Summary Evaluation of the Portfolio

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (4 pts)</th>
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<th>Missing (0 pts)</th>
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<tbody>
<tr>
<td><strong>Part I – Introductory Section</strong></td>
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<tr>
<td><strong>Part II – Documentation of Pre-requisite Coursework and Field Experience</strong></td>
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<tr>
<td><strong>Std. 1 – Effective Vision and Organizational Structure</strong></td>
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<td><strong>Std. 2 – Educational Effectiveness of the School</strong></td>
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<td><strong>Std. 3 – Effective Communication</strong></td>
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<td><strong>Std. 4 – Effective Collaboration</strong></td>
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<td><strong>Std. 5 – Faculty &amp; Staff Development</strong></td>
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<td><strong>Std. 6 – Adherence to School Law</strong></td>
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<tr>
<td><strong>Std. 7 – Manage School Finance and Budgets</strong></td>
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<tr>
<td><strong>Std. 8 – Demonstrate Professionalism</strong></td>
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<tr>
<td><strong>Impact of the Portfolio</strong></td>
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</table>

#### Part IV – Additional Documentation (optional)

<table>
<thead>
<tr>
<th>Part IV – Additional Documentation (optional)</th>
<th>Adds incrementally to the overall picture presented (+ 2 points)</th>
<th>Somewhat enhances the overall picture presented (+ 1 point)</th>
<th>Neither adds nor detracts to the overall picture presented (+ 0 points)</th>
<th>Somewhat detracts from the overall picture presented (- 1 point)</th>
<th>Seriously detracts from the overall picture presented (- 2 points)</th>
</tr>
</thead>
</table>

Total points = _______ Grade = _______

**Grading Scale:**

- $44 - 40 = 4.0$
- $39 - 37 = 3.75$
- $36 - 33 = 3.5$
- $32 - 30 = 3.25$
- $29 - 26 = 3.0$
- $25 - 23 = 2.75$
- $22 - 20 = 2.50$
- $19 - 17 = 2.25$
- $16 - 12 = 2.0$
- $11 - 8 = 1.0$
- $7 - 0 = 0.0$
## Appendix X -- Evaluation Form for Cooperating Administrators

**St. Lawrence University**  
**Department of Education**  

Cooperating Administrator’s Name

### Evaluation of Cooperating Administrator

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overall supervision by Cooperating Administrator:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Providing regular feedback on my work:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Offering concrete and useful suggestions:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Providing constructive criticism of my work:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Exhibiting fairness in critiquing my work:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Allowing me appropriate autonomy in my work:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Giving me autonomy when I was ready:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Defining her/his expectations for me clearly:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Providing useful information regarding school policies:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>Providing guidelines about classroom management:</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>11.</td>
<td>Other</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

**Professional Competence of the Cooperating Teacher: (essay answers…)**

- List the major strengths of your cooperating administrator in her/his role.
- List some ways your cooperating administrator might have improved her/his effectiveness in working with you.
- Your recommendation: Would you recommend that the University’s Educational Leadership Program ask your cooperating administrator to participate in the internship program for next year? Why?
Policies and Standards for Conduct

Nondiscrimination Policy
All members of the St. Lawrence community are valued equally. We are committed to multicultural diversity in our faculty, staff, student body and curriculum. Awareness training for students, faculty and staff is designed to eliminate all forms of discrimination. St. Lawrence University subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination in Employment Act (ADEA); the Age Discrimination Act of 1975; New York State Human Rights Law; and Part 53, Section 607 of the New York State Educational Law) regarding discrimination, as well as the Drug Free Workplace Act of 1988. The University does not discriminate against students, faculty, staff, or other beneficiaries on the basis of race, color, gender, religion, age, disability, marital status, veteran's status, sexual orientation, or national or ethnic origin, or any other category protected by law or regulation, in admission to, or access to, or treatment, or employment in its programs and activities. Retaliatory action of any kind taken by any employee, student, or beneficiary against any other employee, student, or beneficiary as a result of that person's seeking redress under this policy is prohibited. St. Lawrence University is an Affirmative Action/Equal Opportunity Employer. For further information contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, lcania@slawu.edu.

Discriminatory Harassment Policy
It is the policy of St. Lawrence University that all our employees and students should be able to enjoy a work and educational environment free from all forms of discrimination and discriminatory harassment, including sexual harassment. St. Lawrence University provides for the development of a climate of tolerance and pluralism and prohibits expressive behavior which is demeaning, intimidating or hostile, communicated verbally, physically or with other communication device, including telephonic or electronic means. It is expressly against University policy for any employee or student to engage in discriminatory harassment which is defined as any demeaning, intimidating or hostile verbal, physical or symbolic behavior that is based on race, religion, ethnicity, age, gender, national origin, marital or veteran's status, disability or sexual orientation, or any other category protected by law or regulation, and has the effect of interfering with a reasonable person's academic or work performance or of creating, as experienced by a reasonable person, an intimidating or hostile situation or environment. Such behaviors include, but are not limited to, the use of slurs, epithets, gestures, demeaning jokes or derogatory stereotypes.

*Sexual harassment is one form of discriminatory harassment, and is covered by this policy. It is expressly against University policy for any employee or student to engage in sexual harassment. A charged atmosphere is often involved in instances of sexual harassment, which is defined as any unwelcome sexual advancement, request for sexual favors, or other physical or verbal conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

No forms of discriminatory harassment of students or employees will be tolerated. Any employee or student will be subject to disciplinary action for violation of this policy, up to and including termination or expulsion. Discrimination and harassment may be found to be illegal under both state and federal law. In some cases, it may be susceptible to prosecution under criminal sexual law. This policy is not intended to proscribe, and should not limit free discussion of, the merits of any issue relating to ethnic, racial, religious or other multicultural difference or open inquiry into any material or issue relevant to the academic content of a course. Not all offensive conduct or language that might be derogatory concerning an individual or group necessarily constitutes discriminatory harassment. Whether a specific act does in fact constitute discriminatory harassment must be determined on a case-by-case basis in light of all relevant circumstances.

If you believe you have experienced or are experiencing discriminatory harassment, talk to the person or persons who may be responsible for the problem. If that is not possible, or doesn't work, speak to someone for help or advice. Any St. Lawrence University employee having a complaint of harassment is urged to notify his or her immediate supervisor at once. If the complaint is against the immediate supervisor, or if the complainant for any other reason is not comfortable with or is unable to contact his or her supervisor, the Human Resources Office or the Office of Security & Safety may be contacted.

If you are a student you may speak to your academic advisor, the chairperson of the department, any staff member in student life, particularly residential learning, security, counseling, or the Associate Dean of Student Life.

If you are an employee, speak with the human resources office, the vice president or dean of the area involved (academic affairs, admissions and financial aid, business and finance, communications, information technology, student life, university advancement).

Formal complaints of alleged discriminatory harassment are heard by the Discriminatory Harassment Hearing Board, which is described in the Student Handbook and on the SLU website under Policies or Human Resources as well as a Section 504/ADA Grievance Procedure for complaints relative to those regulations. For more information about the DHHB or other venues for complaints contact...
Retaliatory action of any kind (such as, but not exclusive to adverse action vis-à-vis standing in employment or student status, adverse decisions regarding salary, job performance or student performance, or adverse action taken regarding opportunity for advancement for an employee or student) taken by any employee (including faculty, department heads, supervisors, and co-workers), student or beneficiary of the University against any other employee, student, or beneficiary as a result of that person's seeking redress through an appropriate means, including under the procedures of the DHHB, cooperating in any appropriate inquiry in the matter, or otherwise participating in any proceedings under the procedures of the DHHB or appropriate University body is prohibited. Any such retaliatory action can be the basis for a separate complaint.

Any person may also contact outside authorities to file complaints. External agency rules, or procedures internal to St. Lawrence University, may obviate further internal review in the event a complainant chooses an external route.

For more information about the DHHB consult the SLU Policies website [SLU/Faculty & Staff/Policies] @ http://www.stlawu.edu/policies/index.html For further information contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, lcania@stlawu.edu.

Rev. Nov. 2009

St. Lawrence University Teacher Education Program

This Handbook describes the standards and expectations for St. Lawrence University students undertaking field experience activities in the public schools, including student teaching. In accepting University students in field experience placements, the school district agrees to accept the University’s policies, as described in this Handbook, with regard to the expectations assignments, supervision, and assessment of prospective teachers. St. Lawrence University students are expected to work toward the standards published in this Handbook when serving in the public schools, including the University's non-discrimination policy published above. At all times, students must adhere to the public school's policies for employee conduct during the time in which they are assigned to the school. While such policies may vary somewhat from school district to school district, they are similar in expecting professional conduct at all times. When in doubt with regard to any situation, students involved in field experiences, including student teaching, are to consult the school's policy manual, available in the office of the superintendent of the school district, which shall serve as the primary referent and guideline for professional conduct.

Education Department
St. Lawrence University
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