

Guidelines for OCM Administrative Internships

OCM BOCES supports staff members in the pursuit of leadership development opportunities in education. As we have the opportunity to provide administrative internship experiences to staff members, we believe strongly that it is our responsibility to ensure internships are rigorous and fully prepare the intern for an administrative position. These administrative guidelines have been established to ensure the caliber and integrity of internship experiences provided within the BOCES organization.

1. The internship experience must develop the skills and ensure the completion of tasks and activities required of the college/university administering the leadership development program.
2. The internship experience, as proposed, must meet the time requirements of the leadership preparation program as well.

FOR EXAMPLE:

- a) SUNY Cortland:
 - I. Option A: one semester, full-time internships (minimum 6 hours per day for 15 weeks).
 - II. Option B: half time internships (three consecutive hours for 30 weeks or two semesters at 15 hours per semester).
 - III. Option C: full year/summer internship (a minimum of 300 clock hours in the summer and a minimum of 225 hours over two semesters).
 - b) SUNY Oswego:
 - I. Option A: one semester, full time
 - II. Option B: one year, half time (at least half the school day in a consecutive block).
 - III. Option C: two consecutive summers (six weeks or 30 student days per summer).
 - c) Syracuse University:
 - I. Option A: one semester, full time
 - II. Option B: one year, half time
3. The internship position must be one of the following:
 - a) An established position within the BOCES
 - b) A part-time or full-time position being established to meet a documented need and supported by the budget. The position should be expected to be maintained over time.
 - c) An unpaid part time or full time position to meet a documented, short term need.
 4. The successful completion of an internship at BOCES should not create the expectation of an administrative appointment.
 5. Paid internships will be posted internally.
 6. Eligible interns must apply and interview for BOCES internship experiences.

7. The most qualified candidate for any BOCES internship position, whether internal or external, will be hired for the available position.
8. Each internship request/proposal will be reviewed by Instructional Cabinet for assurance that the above criteria are met.
9. Each internship appointment must be recommended to and approved by the BOCES Board of Education.
10. BOCES employees may request an unpaid leave of absence to complete an internship experience outside of the BOCES organization if that internship is a time-bound internship experience. Employees must use the identified procedure to request said leave of absence and will only be granted upon approval by the BOCES Board of Education.
11. BOCES may offer both paid/unpaid internships.

When working with your OCM BOCES internship supervisor, please consider incorporating the following into your internship experience to specifically address the standards:

- To conduct teacher evaluations that articulate and support the use of effective instructional practices
- To participate in discussions and initiatives related to student learning including follow through and implementation
- To work with parent and community groups to communicate goals related to student learning and respond to questions and concerns
- To participate in shared decision-making groups to build consensus
- To participate in meetings that deal with policy changes, programmatic or curricular change, etc. at either the building or district level
- To participate in activities with teachers or other district leaders related to analyzing data in order to make appropriate modifications and improvements to curriculum and/or programs
- To monitor curriculum implementation
- To attend a Committee on Special Education meeting to determine the various factors that impact decisions related to providing appropriate services
- To study policies and practices related to academic interventions, professional development, teacher evaluation (AIS services, APPR Plan, PDP, NCLB implementation, etc.)
- To participate in the planning, delivery and evaluation of at least one professional development activity for staff
- To examine district policy and procedure manuals (to include student discipline, project SAVE, etc.)
- To analyze the ways in which time, staff and facilities are used to support student learning
- To increase your knowledge of programs to support students' social/emotional needs such as character education
- To develop an awareness of the budgeting process for the district as it relates to the individual school, as well as the district
- To participate in meetings with paraprofessionals, clerical and support staff
- To attend at least one meeting of the Board of Education to observe the decision making process

- To study the policies and actions of the collective bargaining units in the OCM BOCES
- To analyze the organizational and political structure of OCM BOCES
- To observe, reflect and draw conclusions related to successful communication strategies at the individual, school and district level

(Modified from Education Administration Program at Syracuse University)