



St. Helena Parish School District Administrative Internship Program

The St. Helena Parish School Board is accepting applications for the Administrative Internship Program. This program will help develop leadership skills in persons who are interested in seeking administrative positions, and is designed to offer persons practical hands-on experience dealing with common situations that school administrators encounter on a daily basis.

The St. Helena Parish School Board is an equal opportunity employer. Therefore, it is imperative that individuals be advanced based on his/her qualifications and demonstrated successful performance. Consequently, a cohort of qualified and capable administrative interns is our goal.

An employee who meets the requirements outlined below may apply for the Administrative Internship Program. Completed applications must be received in the Superintendent's Office.

Procedures and Requirements

1. Complete an **Administrative Internship Program Application** that can be obtained from the district website or at Central Office.
2. Submit required letters of reference. These letters must be addressed to Kelli Joseph, Ed.D., Superintendent of Schools.
3. Hold a Louisiana teacher certification and is enrolled in an Educational Leadership program at an accredited institution, or hold a Louisiana certification in the area of "Principal" or Ed. Leadership" or be eligible to have this endorsement added within two years.
4. Have a minimum of three years successful teaching experience.

Experiences in the Program

School Site Experience

The school site experience offers interns an opportunity to experience first-hand the day-to-day life of a school administrator. Working under the guidance of outstanding mentor principals, they have hands-on opportunities to handle problems and situations which occur every day at the school. Persons who are full time interns are on a sabbatical leave and complete the program in one year. During the year, they serve under two different mentors. Interns not on sabbatical leave are part-time and complete the program in two years. The second year requires a transfer to a new mentor.

Central Office Experiences

The Central Office experience offers interns opportunities to work in various departments of the central office and have varied experiences in such as human resources, payroll, maintenance, school food service, finance, special education, transportation, purchasing, etc. The experience will help interns develop a global prospective of school administration and an understanding of how these areas facilitate the work of the school

Advisor Sessions

Advisor sessions provide opportunities for interns to meet with their individual advisors to discuss individual concerns or group concerns. These sessions also provide opportunities for advisors to stay abreast of the activities that each intern is experiencing and to monitor their progress.

Leadership Team Participant

Leadership Team sessions offers interns an opportunity to participate in district-level and school-level meetings that focus on instructional best practices and system efficiency. The annual Leadership Summit and monthly Leadership Meetings will give the intern insight into the focus and vision of the school system.

Formal Training

Interns will take formal course work either under the direction of Southeastern Louisiana University or Louisiana State University.

Special Workshops/Institutes/Conferences/Courses (Last six years)

Date	Subject/Topic	Sponsoring Agency

List any special achievements (leadership roles, honors, articles published, summer school teaching experience, supervising student teachers, professional/community affiliations).

Recommendations

Three letters of recommendation must accompany this application. These letters should include your present principal along with two additional letters from either a past principal, a professional colleague, or central office administration from the St. Helena Parish School District.

Essay

Using the attached sheet, please write a one-page essay explaining why you are interested in participating in the Administrative Internship Program, and why you feel you are ready to assume a position of leadership at a school. Reflect on your experience working with adults and children, past leadership experiences, personal and professional strengths, positive role models and your need for further development and training.

Why I am interested in participating in the Administrative Internship Program

Signature

Leadership Dimensions

1. Planning and Organizing – Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.
2. Leadership – Utilization of appropriate interpersonal styles and methods in guiding groups and/or individuals toward task accomplishment.
3. Oral Communication/Presentation – The ability to clearly present ones own ideas, others' ideas, and information in an open and genuine way. Is able to share ideas with others in an open, informative, non-evaluative manner. Effectively uses technical, symbolic, and nonverbal language, and visual aides or graphics in order to get the message across.
4. Analysis – Relating and comparing data from difference sources, identifying issues, securing relevant information, and identifying relationships.
5. Decisiveness – Readiness to make decisions renders judgments, take action, or commit oneself.
6. Sensitivity – Actions that indicate a consideration for the feelings and needs of others.
7. Delegation – Utilizing subordinates effectively. Allocating decision-making and other responsibilities to the appropriate subordinates.
8. Tolerance for Stress – Stability of performance under pressure and/or opposition.
9. Technical/Professional Knowledge – Level of understanding and ability to use technical/professional information.
10. Judgment – Developing alternative courses of action and decisions which are based on logical assumptions and which reflect factual information.
11. Control – Establishing procedures to monitor and/or regulate processes and tasks, activities of subordinates, and job activities and responsibilities. Taking action to monitor the results of delegated assignments or projects.
12. Job Motivation – The extent to which activities and responsibilities available in the job overlap with activities and responsibilities that result in personal satisfaction.
13. Energy – Maintaining a high activity level.
14. Development of Subordinates – Developing the skills and competencies of subordinates through training and development activities related to current and future jobs.
15. Organizational Sensitivity – Perceiving the impact and the implications of decisions on other components of the organization.

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). The Program in Educational Leadership uses the ISLLC standards as a requirement for the student's [Learning Portfolio](#).

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders

- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools

- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes

- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics

- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and

- an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Statement of Commitment

Administrative Intern

I am aware that participation in the St. Helena Parish School District's Administrative Internship Program is both an honor, as well as a commitment to a year of intense, dedicated service.

I am aware that I will be expected to devote time during each day for participation in administrative activities beyond the scope of my regular job description.

I am aware that I am expected to attend classes, workshops, meetings, and seminars both during and after the regular workday, and I am willing to be prompt and participatory in each event.

I am aware that I will be responsible for written reports, and an administrative project.

I am aware that my participation in the program should not interfere with my regular responsibilities.

I am aware that in my capacity as an administrative intern, I may encounter situations that require my complete confidentiality.

I will complete my Individual Internship Plan.

I understand that participation in this program does not guarantee promotion to an administrative position in the St. Helena Parish School District.

I am committed to active and successful participation in the Administrative Internship Program.

Signature

Date

Statement of Commitment

Administrative Intern Mentor

I am aware that participation in the St. Helena Parish School District's Administrative Internship Program is both an honor, as well as a commitment to a year of intense service.

I am aware that I will be expected to arrange time during each day for my intern to participate in administrative activities beyond the scope of his/her regular job description.

I am aware that my intern is expected to attend classes, workshops, meetings, and seminars both during and after the regular workday.

I am aware that my intern will be responsible for written reports, and an administrative project.

I am aware that my intern's participation in the program should not interfere with his/her regular responsibilities.

I will assist my intern in completing his/her Individual Internship Plan.

I will make available to my intern those resources that will help him/her further develop leadership skills.

I understand that participation in this program does not require me to expand or change my regular responsibilities, but I am willing to provide opportunities for my intern to participate in or observe, for the purpose of helping him/her learn skills necessary to be a successful administrator in the St. Helena Parish School District.

I am committed to assisting and facilitating the activities of my administrative intern during the year.

Signature

Date

Suggested Activities for Administrative Interns

The following activities are suggested for persons serving as administrative interns. These activities are designed to provide opportunities to develop leadership skills in instruction and school management.

1. Visit classrooms and become familiar with the assessment and evaluation process.
2. Take part in conferences: teachers, staff, parents, and students.
3. Meet with various persons and learn their roles: custodian, secretary, lunchroom staff, cafeteria manager, bus driver, guidance counselor, librarian, and any other persons on staff.
4. Become familiar with school budget(s).
5. Learn to order materials and supplies (Textbook orders, supplies for special grant, etc.)
6. Take part in grade-level or subject-area meetings, faculty meetings and in-service meetings, and other meetings at the system level.
7. Attend classes, workshops, seminars, field trips, Board meetings and other activities sponsored by the internship program.
8. Stay abreast of current readings in "leadership".
9. Become familiar with curriculum.
10. Become familiar with handling substitutes when needed from the administrative perspective.
11. Attend a discipline hearing.
12. Learn to schedule classes, meetings, duty, etc.
13. Take part in any staffing activities at the school or in the system.
14. Complete a project agreed on by you and your mentor that will help you develop leadership skills, and will help your school.
15. Work on completing any remaining requirements for certification:
 - a. Certification
 - b. Praxis

Overview of the Role of Principal

1. The Principal as Manager
2. The Principal as Instructional Leader/Program Facilitator
3. The Principal as School-Community Facilitator
4. The Principal as Visionary
5. The Principal as Problem Solver