

**2023-2024
TRANSITION
TO
LEADERSHIP**

A HANDBOOK FOR ADMINISTRATIVE INTERNS

**BAINBRIDGE ISLAND SCHOOL DISTRICT NO.303
8489 MADISON AVENUE NE
BAINBRIDGE ISLAND, WA 98110**

TIMELINE

INTRODUCTION

The responsibility for administering the nation's public schools has become increasingly sophisticated and complex. The areas of operation and responsibility for an administrator have increased. The requirements for certification have altered and expanded. The need for vigorous, sound, and progressive educational leadership has intensified.

The Bainbridge Island School District acknowledges and accepts its responsibility for active participation in the training of the educational leaders of the future. The district is committed to assist in the development of leaders who can and will provide the necessary direction and the appropriate sensitivity to face the ever changing educational and management issues.

1. Application materials for the internship are accepted between February 15 and March 29, 2023, at Human Resources Department.
2. After March 29, 2023, an internship committee, consisting of district administrators and other administrators relevant to the internship being requested, will review the application materials.
3. Internship approval shall be communicated to the candidate, with copies to appropriate administrative staff by May 3, 2023.

CANDIDATE SELECTION

Application Procedures

Approval of applications for administrative internships is not guaranteed. Therefore, candidates are advised to follow these procedures prior to acceptance into a university program. The candidate holds the responsibility for assuring that the requirements of both the Bainbridge Island School District and the appropriate institution are satisfied.

The application process outlined below is designed to be generally compatible with that of colleges and universities of the State of Washington.

1. Application for internship should be made prior to acceptance into a university program if possible.
2. Application materials for the internship are accepted between February 15 and March 29, 2023, at Human Resources Department.
3. Candidates will be given:
 - an approval, or
 - an approval pending acceptance by the college/university, or
 - approval with qualified support, or
 - disapproval
4. Application materials include:
 - Cover letter
 - Two confidential referral forms
 - o One form from current supervising principal
 - o One form from person chosen by candidate
 - o To maintain confidentiality, forms must be mailed to Human Resources by the people who fill them out – NOT by the applicant
 - Applicant should provide a stamped envelope with each confidential referral form, addressed to: Bainbridge Island School District Human Resources - Administrative Internship c/o Erin Murphy 8489 Madison Ave NE Bainbridge Island, WA 98110

Criteria

Initial Criteria

One of the primary roles of the district in the administrative internship program is the selection of candidates. The district is committed to assuring that only highly qualified candidates are selected for the program. Candidates are evaluated on the following criteria:

1. Successful experience
2. Proven educational leadership
3. Communication skills
4. Strong scholarship
5. School-community involvement

Experience

Successful experience in education is viewed as a necessary prerequisite to entry into an administrative training program, such as experience as a classroom teacher or in a support role capacity at the appropriate level. To be recommended, applicants should fall into the top quartile of the instructional staff as determined by their immediate supervisor. Applicants should have completed at least three years of successful service at the appropriate level.

Leadership

Effective school administrators, while varying in administrative style, must possess leadership qualities. This evidence may include demonstrated leadership within a school, at the district level, in the community, or within other organizations.

Communications

An applicant must demonstrate possession of effective communications/human relations skills. These skills include effective oral, written, non-verbal, and group interaction communication skills. Applicants must demonstrate the ability to facilitate honest, open communications with the concurrent ability to treat people as important and worthy individuals.

Scholarship

A candidate must present evidence of strong scholarship. This qualification includes a high achievement level in undergraduate and graduate course work, but it also implies actively applied scholarship as evidenced by participation on building and district committees, attendance at in-service workshops, and other examples of applied scholarship.

Community Involvement

An important component of successful school administration is school-community relations. Candidates for administrative training programs should exhibit experience in this area. Evidence may include active participation in PTA, frequent interaction with parents, and participation in community activities.

Selection

After March 29, 2023, an internship committee, consisting of district administrators and other administrators relevant to the internship being requested, will review the application materials.

As part of its selection process, the committee may conduct:

- Paper screening
- Oral interviews
- Reference checking

Internship approval shall be communicated to the candidate, with copies to appropriate administrative staff by May 3, 2023.

All materials used in the internship selection process shall be considered confidential and are not a part of the employee's personnel file.

Candidates not selected for internship may request a meeting with the assistant superintendent to discuss the candidate's application. Candidates may reapply after a 12-month period if they demonstrate positive change in the area(s) of concern as reviewed by the assistant superintendent and other relevant administrators.

RESPONSIBILITIES

Responsibilities of the Supervising Administrator

The supervising administrator(s) shall be responsible for ensuring that the intern is provided with learning experiences in all areas of the field experience activities and has sufficient opportunities to complete the required activities. The supervising administrator will meet with the intern to select the appropriate activities and assist in establishing a recommended calendar for completion of the various field experiences. In structuring the internship for successful candidates, the needs of both the intern and the district shall be considered.

Responsibilities of the Intern

The intern will be expected to be involved in the program a minimum of two (2) weeks before school opens and two (2) weeks after school closes, as needed. In the case of a central office internship, the intern program shall cover a 12-month period. Time spent beyond the normal workday in internship activities, purely for the internship purpose, is not compensated.

PRINCIPAL INTERN ACTIVITIES

Building Level Management

Required

1. Assist with student placement/scheduling for the semester/year.
2. Be designated as a "person in charge" in the principal's absence.
3. Conduct a routine physical plant inspection with the head custodian.
4. Be involved with the development of the Student Learning Improvement Plan.
5. Participate in all school opening and closing procedures.
6. Participate in staffing and hiring.

Suggested

	Be involved in the development, implementation, and evaluation of the Student Learning Improvement school management program.
	Participate in procedural duties involving student teachers.
	Conduct annual building equipment and textbook inventories.
	Learn the organization procedure of supplying stockrooms.
	Discuss school rules in classrooms.
	Devise, manage, and enforce school parking regulations.
	Assist administrative staff with the performance of building management tasks.
	Revise a form or procedure to improve efficiency of a particular task.
	Become familiar with the ESD staff and the services they offer to school/central office staff.
	Make a plan for improving the appearance of the school and/or for greeting visitors or new students.
	Be involved in organizing and scheduling for the use of specialists in the schools' programs, such as reading, career education, community college, etc.
	Assist in developing building master schedules for the next school year.
	Be aware of the bus scheduling procedures and transportation routes and procedures. Be aware of snow routes. Prepare procedures for emergency school closure.
	Develop and monitor building use schedules for community activities.

Suggested Activities for Building Level Management, continued

	Work with school health consultants in organizing vision screening and updating student health records.
	Assign students to classes (provide for parent and teacher input).
	Assign staff to classrooms and to extra-duty assignments.
	Plan and organize event schedules for school athletic facilities.
	Work on establishing procedures for placing students in room assignments for the following year.
	Learn about basic office management procedures.
	Review the system for inventory and control of building keys.
	Review the system for monitoring the progress of a maintenance requisition.
	Review procedures for use of building by outside groups.
	Review procedures/instructions for all school visitors.

Communications

Required

1. Conduct staff meetings.
2. Arrange and conduct student assemblies.
3. Participate in a parent-principal conference.
4. Attend two school board meetings.
5. Prepare staff/student bulletins or newsletters.
6. Prepare a written report.
7. Submit building news for the district's newsletter.

Suggested

	Attend a management team meeting.
	Arrange and conduct a department or grade-level meeting.
	Attend coaches' meetings and the coaches' council.
	Learn various reports produced at work site (students, staff, and curriculum).
	Assist in annual or special reports.
	Assist with a building-level newsletter for parents.
	Assist with a student publication.
	Explore techniques for communicating with the business and non-parent community.

Curriculum and Instruction

Required

1. The intern shall select one of the following activities, approved by the Assistant Superintendent of Curriculum & Instruction and the Assistant Superintendent of Administrative Services:
 - a. Assistance with the district testing events.
 - b. Assist in curriculum development project.
2. Select a curriculum or staff-training activity specific to the work-site level, as approved by the field supervisor and the building principal.
3. Observe in classrooms to better understand the total scope and sequence of the curriculum. (Practice skills of clinical supervision with the principal and willing teachers. Look for ways to improve classroom instruction by making a list of outstanding practices you observe: time on task, effective monitoring, modeling, addressing learning styles, differentiation of the curriculum, etc.

Suggested

	Work on curriculum development and become involved with the evaluation of existing programs in the building.
	Study and become familiar with the curriculum at your level.
	Share ideas with other staff regarding techniques of instruction.
	Work with any updating of the district curriculum.
	Attend at least one meeting of an adoption committee.
	Participate in the evaluation of instructional programs.
	Become involved with the existing programs in the building. Take a program (i.e., reading/athletics/math) and evaluate it using existing sources of information and data, testing, observation, etc.
	Become familiar with the total curriculum, including student learning objectives, K-12, with emphasis on your major area of practice.
	Share ideas with other teachers in the district regarding techniques of instruction. (Serve as a mentor for one new teacher - present mini lessons or motivational activities at staff meetings.)

Suggested Activities for Curriculum and Instruction, Continued

	Attend meetings concerning curriculum improvement and instructional materials improvement.
	Become the staff development liaison for your building.
	Assist in the school improvement efforts through essential learning alignment, building profiles, or test interpretation and graphic display, professional development, evaluation processes, etc.
	Assist in building-level, goal-setting process.
	Offer instructional presentations at staff meetings.
	Learn how to effectively use various supplementary equipment, such as computers, presentation projectors, etc.
	Assist teachers in instructional programs.
	Participate in textbook selection process.
	Evaluate one or more curriculum guides or courses of study.
	Make a list of curriculum and instructional innovations that the school has put into effect within the last three years.
	Inform the faculty about curricular and instructional innovations and trends by means of a bulletin or personal presentation.
	Look for ways to improve classroom instruction. Make a list of outstanding practices you observe.