

EDUCATIONAL LEADERSHIP AND SUPERVISION

Internship Handbook

INTRODUCTION

The internship is the culminating experience for the School Building and School District Leader certification programs. It allows candidates to practice what they have learned in the program coursework. The work done as part of the internship must be carefully documented. This handbook describes, in detail, the required documentation that must be created and submitted when the internship is complete.

Table of Contents

Program Learning Goals and Objectives	3
ELCC Standards	5
Knowledge/Skills/Dispositions	8
Description, Nature, Prerequisites, and Goals of the Internship	10
Internship Guidelines	12
Day-to-Day Experiences	13
Extended Leadership Experiences	15
Action Research	17
Documenting the Internship	19
Appendix 1: Internship Application	22
Appendix 2: Reflective Journal – Day to Day Experiences	26
Appendix 3: Reflective Journal – Extended Leadership Experiences	34
Appendix 4: Internship Evaluation Form	40
Appendix 5: Checklist	46
Appendix 6: Mentor Payment Form	47

PROGRAM LEARNING GOALS AND OBJECTIVES

The degree programs offered at Canisius College are accredited by the Middle States Association of Colleges and Universities. Middle States sets forth a requirement that programs must establish learning goals and objectives for the programs, and identify how students are assessed according to these learning goals and objectives.

As discussed in the Educational Leadership Program Handbook, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Educational Leadership programs are governed by the Educational Leadership Constituents Council standards. **The Conceptual Framework is used to identify program learning goals and the ELCC Standards are used to identify program objectives.** The program objectives are broad, but they are refined in each course as appropriate for the course content. These learning goals, along with the ELCC standards are assessed within the internship.

Learning Goal 1: Candidates the Educational Leadership programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

Understand and promote continual and sustainable school (district) improvement by appropriately evaluating school (district) progress.

Understand and know how to sustain a school (district) culture and instructional program through collaboration, trust, and personalized learning with high expectations for all students.

Understand how school (district) policies protect welfare and safety of students and staff.

Understand how school districts are governed and how school district policy establishes the foundation for administrative roles, responsibilities, and initiatives.

Learning Goal 2: Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

Collaboratively develop, articulate, and steward a district vision, using data to identify goals and evaluate progress toward those goals.

Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program using appropriate technologies.

Develop and supervise the instructional and leadership capacity of school (district) staff.

Monitor and evaluate school (district) management and operational systems efficiently using human, fiscal, and technological resources.

Respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

Learning Goal 3: Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.

Understand and advocate for school (district) students, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment.

Understand moral and ethical implications of policy options and political strategies.

Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

Students will:

Understand and evaluate potential moral and legal consequences of decision making in the school (district) and will promote social justice to ensure that individual student needs inform all aspects of schooling.

Understand and can anticipate and assess emerging trends and initiatives in order to adapt school (district)-based leadership strategies in an effort to improve the performance of the students.

EDUCATIONAL LEADERSHIP CONSTITUENTS COUNCIL

School Building and School District Level Program Standards

The Educational Leadership programs include both School Building Leader and, if desired, School District Leader certification. The standards discussed below address both. The internship has been designed to ensure that opportunities for learning exist for both building and district leadership.

ELCC Standard 1.0: A building (district)-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school (district) vision of learning through the collection and use of data to identify school (district) goals, assess organizational effectiveness, and implement school (district) plans to achieve school (district) goals; promotion of continual and sustainable school (district) improvement; and evaluation of school (district) progress and revision of school (district) plans supported by school (district)-based stakeholders.

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (district).

ELCC 1.2: Candidates understand and can collect and use data to identify school (district) goals, assess organizational effectiveness, and implement plans to achieve school (district) goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school (district) improvement.

ELCC 1.4: Candidates understand and can evaluate school (district) progress and revise school (district) plans supported by school (district) stakeholders.

ELCC Standard 2.0: A building (district)-level education leader applies knowledge that promotes the success of every student by sustaining a school (district) culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school (district) program; developing and supervising the instructional and leadership capacity of school (district) staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school (district) environment.

ELCC 2.1: Candidates understand and can sustain a school (district) culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school (district) staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school (district) environment.

ELCC Standard 3.0: A building (district)-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school (district) organization, operation, and resources through monitoring and evaluating the school (district) management and operational systems; efficiently using human, fiscal, and technological resources in a school (district) environment; promoting and protecting the welfare and safety of school (district) students and staff; developing school (district) capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate school (district) management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school (district) operations.

ELCC 3.3: Candidates understand and can promote school (district)-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school (district) capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school (district) instruction and student learning.

ELCC Standard 4.0: A building (district)-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school (district) by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school (district) community; building and sustaining positive school (district) relationships with families and caregivers; and cultivating productive school (district) relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school (district)'s educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school (district) relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

ELCC Standard 5.0: A building (district)-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school (district) system of accountability for every student's academic and social success by modeling school (district) principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (district); safeguarding the values of democracy, equity, and diversity within the school (district); evaluating the potential moral and legal consequences of decision making in the school (district); and promoting social justice within the school (district) to ensure that individual student needs inform all aspects of schooling.

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (district).

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school (district).

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school (district).

ELCC 5.5: Candidates understand and can promote social justice within the school (district) to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building (district)-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school (district) students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment; and anticipating and assessing emerging trends and initiatives in order to adapt school (district) (district)-based leadership strategies.

ELCC 6.1: Candidates understand and can advocate for school (district) students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school (district) environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school (district)-based leadership strategies.

ELCC Standard 7.0: A building (district)-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school (district)-based field experiences and clinical internship practice within a school (district) setting and is monitored by a qualified, on-site mentor.

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school (district) environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building (district)-level Program Standards* through authentic, school (district)-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school (district)-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school (district) mentor who has demonstrated experience as an educational leader within a school (district) and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Detailed descriptions of the behavioral criteria that demonstrate each of these SBL and SDL Standard Elements can be found on this webpage: <http://www.canisius.edu/masters-in-educational-administration/handbooks.asp>.

CAEP CRITERIA

KNOWLEDGE, SKILLS, AND DISPOSITIONS

As noted in the conceptual framework which is in our program handbook, candidates will be required to demonstrate the ability to reflect on their practice, apply knowledge, exhibit skills, and develop dispositions essential to successful leadership in PK-12 settings. Knowledge and skills are developed through exposure to content and practice provided in the required courses in the program along with the experience in the internship. It is also important for candidates to develop the dispositions that are also needed to be successful. Canisius has identified a list of desired dispositions, along with their behavioral indicators. These dispositions will be assessed by the mentor in the internship and are described below.

A Canisius student is:

- **Enthusiastic**- Demonstrates initiative and commitment towards the educational pursuit
 - Takes actions to improve knowledge in subject area content
 - Seeks opportunities and participates in activities that improve skills
 - Finds opportunities to collaborate with other professionals
 - Communicates with other stake-holders of the client's/students' welfare (parents, family members, other professionals)
 - Models appropriate behaviors for students and professionals
- **Just**- Appreciates value for human diversity and the ideal of fairness
 - Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness toward diverse cultures and learners
 - Exhibits willingness to work with, advocate for, and improve the welfare of clients/students and others of different race, creed, sex, lifestyle, and national origin
 - Demonstrates the belief and fosters student appreciation that diversity in the classroom, in the school, and in society enhances learning
 - Fosters student appreciation for diversity in the classroom, in the school, and in society
- **Caring**- Demonstrates an attitude of empathy, tolerance and acceptance of others
 - Holds high expectations for all students through a willingness to differentiate instruction/professional intervention
 - Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact client/student outcomes
- **Ethical**- Models behavior embodied in the mission of the School and College, and shows integrity in professional practice
 - Is honest and trustworthy in communication and interaction with others
 - Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
 - Demonstrates knowledge of the ethics of their profession through professional behavior

- Responsible-Demonstrates personal and professional accountability for themselves and the profession
 - Works well with peers, staff and other professionals
 - Shares information with peers, staff and other professionals as appropriate
 - Demonstrates professional behavior that includes punctuality and preparedness for professional assignments

The internship is the time where candidates demonstrate all three criteria; knowledge, skills, and dispositions. While most of the required experiences will provide opportunities to demonstrate all three, our internship evaluation will focus on the most appropriate criteria for the task.

SCHOOL BUILDING LEADER SCHOOL DISTRICT LEADER

Description of the Internship

The internship is characterized as the process and product that result from applying the knowledge, skills, and dispositions candidates have acquired in strategic, instructional, organizational, and contextual leadership. Internship experiences will be coupled with related online seminar sessions, leading to a meaningful synthesis of knowledge, skills, service, professionalism, and leadership.

The internship includes a variety of rigorous leadership experiences in diverse settings planned and guided by personnel from Canisius College and cooperating school districts. Interns will be provided substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. The internship may also include some involvement with social service organizations (e.g., Child and Family Services, Catholic Charities of Buffalo and Rochester, BryLin Hospitals, Mid-Erie Counseling and Treatment Services, People Inc., etc.).

Nature of the Internship

The internship requires a minimum of **600 clock hours** translating to a total of 8 credit hours. Candidates register for EDA 690: The Internship (8 credit hours) after successful completion of at least 12 credit hours of program coursework.

Each candidate (intern) will have a mentor who is an experienced certified administrator who has agreed to supervise the internship experience, providing guidance, support, and feedback as needed. Candidates will also have a Canisius supervisor. Canisius College will provide an online orientation for interns and their mentors prior to the start of the internship. Canisius will also provide training/advice for mentors during the course of the internship as requested.

The intern and administrative mentor will work collaboratively to design an internship that provides a variety of substantial leadership experiences and responsibilities. If possible, the internship should include experiences in two or more settings (urban and non-urban) and at multiple levels (elementary, secondary, etc.). The internship will include both building and district leadership experiences. Further enrichment of the internship experience will be provided through mandatory participation in the Internship Seminar, EDA690L.

While an optimum internship would comprise a year long, full-time mentored experience, candidates may be otherwise employed and require creative planning to maximize the benefits of the internship. The internship will therefore be tailored to meet the candidate's needs, taking into account current placement, status of employment, areas of interest, etc.

Below is an example of an internship designed for a candidate who is employed full time.

- One term in a summer school program for approximately 200 hours.
- A second term in a district central office for approximately 200 hours.
- One semester in school/district of employment for approximately 200 hours.

Prerequisites for the Internship

Prior to beginning the internship, each candidate will:

- Have an average score of 4 or better on Common Assignments.
- Have successfully completed a minimum of 12 credits in the Educational Leadership Program at Canisius College.
- Secure an administrative mentor and internship site with approval of the Educational Leadership Program Director or a designee.
- Complete and submit the Internship Application (see Appendix 1) to the Educational Leadership Program Director or a designee.

Goals of the Internship

As a result of completing the internship, candidates will:

- Have experienced a variety of substantial in-school/district experiences over an extended period of time in diverse settings.
- Have established relationships with school leaders, acting as mentors, who guide them in their preparation for school leadership in appropriate in-school/district experiences.
- Have had some involvement with social service, private, and/or community organizations.

INTERNSHIP GUIDELINES

The following guidelines will assist the candidate (intern) in planning for the internship.

1. With approval of the college supervisor, the intern will select/secure a primary setting for the internship as well as an administrative mentor in that setting.
2. The Program Director must approve the administrative mentor and internship site.
3. The mentor assists the intern in selecting relevant tasks and responsibilities as well as in identifying settings for additional experiences (i.e., elementary, secondary, central office, community agency).
4. The assigned Supervisor will communicate with interns and their administrative mentors.
5. The intern will assume administrative duties in the internship setting at the direction of the mentor. These will be divided into two categories: **Day-to-Day Experiences and Extended Leadership Experiences**. The intern will also complete one **Action Research** project. **The Day-To-Day Experience** hours will be documented in a reflective journal that includes a description of each activity, connection to the identified ELCC standard, and reflections that assess the experience and identify goals for improvement. There will be six **Extended Leadership Experiences** (one addressing each ELCC Standard group) that will be evaluated by the mentor. These experiences will also be documented in a separate section of the reflective journal. Each of these **Extended Leadership Experiences** must be at least 20 hours. Finally, the **Action Research** project must be completed and submitted to Taskstream for evaluation by the Canisius Supervisor. This is the common assignment for the internship.
6. The administrative mentor will complete at least one written evaluation during the internship (see Appendix 4 for the Evaluation Form). Mentors will conference with the intern about their progress and the content of their evaluation.
7. Interns will participate in EDA 690L-ONL, Internship Seminar, which is offered online.
8. The intern arranges for his or her administrative mentor to submit an evaluation and a written *Letter of Completion* to the Educational Leadership Program Director upon successful completion of the internship.

Day-to-Day Common Experiences

The list of Day-to-Day Common Internship Experiences is provided below. You should give careful consideration to how each might be applied in the identified internship site(s). Any number of tasks or responsibilities might contribute toward the experience. These details should be described in the Reflective Journal.

1. Work with a district level administrator to plan for renewal or improvement to district's vision. The recommendations should be based on district data and reflect relevant theory and research related to organizational and educational leadership. (ELCC SDL 1.1)
2. Learn about the BEDS forms (Basic Educational Data Sheets) (i.e., contents, purpose, and significance to the school district). Assist the principal in reviewing, completing, and utilizing these and other state forms. (ELCC SDL 1.2)
3. Review and revise school handbooks or manuals articulating the connection between initiatives and the school and district's vision (ELCC SBL 1.3)
4. Analyze student progress using state test scores and/or other forms of assessment. Make recommendations for improved student achievement through implementation of the school's vision. Review these recommendations with your mentor and discuss possible next steps. (ELCC SBL 1.4)
5. Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (ELCC SBL 2.1)
6. Participate in a special education determinations, placements, and annual reviews, etc. and evaluate instructional strategies for special education students in your building utilizing research-based best practices. (ELCC SBL 2.2)
7. Observe and conference with a regular teacher, a special education teacher, and a classified employee to improve instruction using a variety of approaches (e.g., clinical, developmental/reflective, peer coaching, etc.) The evaluation procedures and forms of the school/district should be utilized in this process. (ELCC SBL 2.3)
8. Research and recommend how a technological improvement would be an improvement to a specific instructional improvement in the district. Communicate your idea to your mentor. (ELCC SDL 2.4)
9. Engage in the daily routines of school building leadership (e.g. supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1)

10. Write a grant, or participate in the administration of an existing grant addressing an identified need of your district. (ELCC SDL 3.2)
11. Consult with the safety/risk representative of your school/district and review the emergency policies and procedures. Discuss possible changes for improvement given the district's legal responsibility and budgetary constraints. Prepare written documentation (for possible use in student handbook/policy manual) reflecting recommended revisions. (ELCC SDL 3.3)
12. Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (ELCC SBL 3.4).
13. Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year taking into account strategic, long-term, and operational planning. Use available software to accomplish this task. (ELCC SBL 3.5)
14. Attend several meetings of the district level leadership where the superintendent presides. Observe and record issues discussed, actions taken and/or proposed, and rationale for the actions. Identify how the superintendent brings various stakeholders together and discuss how this can influence implementation of the vision. Participate in the process if possible. (ELCC SDL 4.1)
15. Work with a principal to identify factors influencing the local community that will ultimately affect the school's culture and influence student achievement. Reflect on how community resources might be leveraged to improve school culture. (ELCC SBL 4.2)
16. Attend a meeting of a parent/teacher association. Volunteer to assist with one of their events. Reflect on these relationships facilitate parent participation in the instructional program. (ELCC SBL 4.3)
17. Work with the principal and staff or a district level administration to establish one community partnership that utilizes district or community resources to support district priorities and programs. (ELCC SDL 4.4)
18. Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (ELCC SBL 5.1)
19. Work with a principal or district level administrator to identify existing or potential diversity issues/concerns in the district and develop a plan to prevent, alleviate, or resolve these matters. (ELCC SBL 5.2)
20. Work with a principal or district level administrator to become familiar with the methods that data are used within the district to monitor and ensure equity necessary for all students to be successful. (ELCC SDL 5.3)

21. Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (ELCC SDL 5.4)
22. Investigate district policies that promote social justice to ensure that individual student needs inform all aspects of schooling (i.e. academic fairness in programming, bullying prevention, peer counseling, etc.) Reflect on how these can influence student achievement. (ELCC SDL 5.5)
23. Review federal and state laws, rules, and regulations as they apply to students with disabilities (e.g., FAPE, LRE, IDEA, Section 504, etc.). Under the direction of the director of pupil personnel services or the CSE chairperson, review the testing and graduation requirements for this population of students in the school. Reflect on the school's compliance, and if applicable, make a recommendation to improve the school's compliance. (ELCC SBL 6.1)
24. Accompany a district administrator to a professional association meeting to observe how advocacy groups can act to influence local, district, state, and national decisions. Reflect on how advocacy can influence the goals established by the district. (ELCC SDL 6.2)
25. Research a national issue facing K-12 education. Reflect on how your district is addressing the issue locally and discuss the costs and benefits of those initiatives. (ELCC SDL 6.3)

Extended Leadership Experiences

The list of Extended Leadership Experiences is provided below. Each of these experiences must be at least 20 hours. These experiences must extend to both the **school and the district**. These details should be described in the Extended Leadership Experience portion of the Reflective Journal. These extended experiences will require closer supervision by your mentor. There is a separate part of the reflective journal where you can describe what you learned from your mentor (or designee) about these experiences.

For each of the Extended Leadership Experiences you are also **required to select a reading** from the professional literature (e.g., journal article, book chapter, technical or research report, etc.) related to that specific experience. A brief summary of the reading along with the APA citation should be included in the reflective journal for each experience. Your reflections should refer to the reading to contextualize your experience and lend credibility to your actions.

These **Extended Leadership Experiences** will be the basis for the mentor evaluation. Using this work, the mentors will assess how well you demonstrate proficiency in both the ELCC Building and District Level Standards.

26. Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple techniques for professional development responding to the identified needs. Consider the impact at the **school and district level**. (ELCC SBL/SDL 1.1-1.4)
27. Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the **school and district level**. (ELCC SBL/SDL 2.1-2.4)
28. With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the **school and district budget**. (ELCC SBL/SDL 3.1-3.5)
29. Plan and implement/conduct a public relations program/activity for the **school/district** that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the **school/district** program (mission, vision, priorities) to the community. Work with the media to have the **school/district** featured in some manner. (ELCC SBL/SDL 4.1-4.4)
30. Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community's economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)
31. School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the **school and district** trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)

Action Research

Background:

The ultimate goal of any administrative intervention would be to influence the learning environment in such a way that the performance of the students in that environment improves. Action Research provides a vehicle to clearly identify a need, identify a set of actions/interventions to be taken to address that need, identify sources of data that will assess the effectiveness of the intervention, and make any adjustments necessary based on that data.

The influence of the school leader on the performance of the students is often indirect. It often takes the form of professional development provided to teachers, clinical supervision and feedback for a teacher in an individual classroom, or modifications to school-wide policy made to globally address a specific problem.

Assignment:

1. Identify an instructional need of an individual teacher or group of teachers, or a school-wide problem area in your internship setting. This need or problem should be based on a source of data that summarizes the performance of the students in that setting. Sources of data might include state assessment results, detention/suspension rates, individual class assessments like tests or projects, attendance rates, or other student data sources. If non-assessment sources are used, a connection to student performance must be described. Write a summary of how this data identifies a need or problem and how it will lead you to devise plans to address the need or problem.
2. Consult with your teacher, group of teachers, or other responsible parties to identify and recommend an action or set of actions that could improve the school culture or instructional program in an effort to improve performance of all students involved in the problem.
3. Establish and describe a procedure to evaluate the effectiveness of the actions in collaboration with the teachers or other responsible parties. Summarize the results of the initiative at the conclusion of the study.
4. Supervise the teacher, teachers, or other responsible parties as they implement the plan and provide advice as appropriate. This should be described in written reflections.
5. Provide professional development to the teacher, teachers, or other responsible parties to help them to use technology to devise a method of collecting data that they can use for continuous improvement in their classroom or setting. This should be described in written reflections.

This assignment will be evaluated according to the following rubric:

Action Research	Unacceptable 2	Acceptable 4	Target 6
Identify a need or problem based on student data and discuss how this data leads to a plan for improvement. (ELCC SBL 1.2)	Intern does not demonstrate the ability to develop and use evidence-centered research strategies to create goals based on the evidence.	Intern demonstrates the ability to develop and use evidence-centered research strategies to create goals based on the evidence.	Intern demonstrates the ability to develop and use evidence-centered research strategies to create goals based on the evidence and collaboratively develop improvement plan to meet the goals.
Consult with teachers or staff to develop a plan to improve culture or instructional program. (ELCC SBL 2.1)	Intern does not demonstrate the ability to lead a collaborative planning process to improve at least two of the following: Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff.	Intern demonstrates the ability to lead a collaborative planning process to improve at least two of the following: Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff.	Intern demonstrates the ability to lead a collaborative planning process to improve all of the following : Incorporate cultural competence into instructional or policy practices, monitor programs to ensure personalized learning opportunities for all students, incorporate diversity into instructional or policy practices, facilitate the use of appropriate content-based learning materials and strategies, and promotes trust, equity, fairness and respect among students, parents, and school staff.
Establish and describe a procedure to evaluate the effectiveness of the actions in improving student performance and summarize the results at the conclusion of the study. (ELCC SBL 2.2)	Intern does not demonstrate the ability to plan and evaluate an articulated curricular initiative using evidence-centered research.	Intern demonstrates the ability to plan and evaluate an articulated curricular initiative using evidence-centered research.	Intern demonstrates the ability to plan and evaluate an articulated curricular initiative using evidence-centered research and can interpret the data and communicate progress toward achievement.
Supervise the teacher, teachers, or staff as they implement the plan and provide advice as appropriate. Provide reflections of this process. (ELCC SBL 2.3)	Intern reflection does not demonstrate one of the following: works collaboratively with teacher to improve teaching and learning, and recommends the use of differentiated instructional strategies or policies to maximize instruction.	Intern reflection demonstrates one of the following: works collaboratively with teacher to improve teaching and learning, and recommends the use of differentiated instructional strategies or policies to maximize instruction.	Intern reflection demonstrates both of the following: works collaboratively with teacher to improve teaching and learning, and recommends the use of differentiated instructional strategies or policies to maximize instruction,

<p>Provide professional development to the teacher, teachers, or staff to help them to use technology to devise a personal method of collecting data that they can use for continuous improvement in their classroom or other setting. Provide written reflections describing the session(s). (ELCC SBL 2.4)</p>	<p>Intern reflection does not demonstrate the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance.</p>	<p>Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance.</p>	<p>Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data in order to improve their classroom instruction or other procedures and student performance, providing a vehicle for teacher accountability for overall school results.</p>
--	--	--	---

Documenting the Internship

I. Internship Agreement, Site Profile, and Internship Plan

All candidates are required to submit an Internship Application (Appendix 1) prior to being registered for the internship. It is possible for a candidate to have experiences at multiple sites. A site description and internship agreement must be submitted for each site.

II. Reflective Journal:

The template for the Reflective Journal is attached as Appendix 2. This template should be utilized to establish an internship plan. The plan will include brief descriptions of activities and estimated hours for each experience. As the hours and reflections are completed, these items will be updated in the reflective journal.

The candidate (intern) is responsible for documenting experiences in this **Reflective Journal** during the internship. The journal should include two sections: **Day-to-Day Experiences and Extended Leadership Experiences**. The **Day-To-Day Experience** hours will be documented in the reflective journal and include a description of each activity, connection to the identified ELCC standard, and reflections that assess the experience and identify goals for improvement. There is no minimum number of hours required for each of the day-to-day experiences.

The reflections for the **Extended Leadership Experiences** will also be documented in the reflective journal, but additional connections should be made to related readings for these experiences. Reflections should also be included that describe knowledge gained through interaction with the mentor. Each of these Extended Leadership Experiences must be at least 20 hours.

Interns are expected to thoughtfully reflect on what they have observed, what they have learned, and what the deeper issues may be, in order to gain the most from their experience. All required

experiences must be listed and hours spent must be documented. At least 600 hours must be documented through the course of the internship.

Please note that entries addressing internship experiences need to include comments on how the experience relates to the ELCC Standards and the Canisius Conceptual Framework (i.e., knowledge, service, professionalism/leadership as articulate in the Learning Goals), as well as goals for self-improvement. The journal will become part of your portfolio and serve as evidence of your ability to demonstrate competencies. Reflections included in the portfolio will be rated the following rubric:

Experiences	Unacceptable 1-2	Acceptable 3-4	Target 5-6
Reflection for each of experiences 1-31	Candidate does not complete at least two of the following: makes connections between the experiences and the identified standard, the relevant Learning Goal, and identifies goals for improvement	Candidate completes at least two of the following: makes connections between the experience and the identified standard, the relevant Learning Goals, and identifies goals for improvement	Candidate makes connections between the experience and the identified standard, the relevant Learning Goal, and identifies goals for improvement

The Reflective Journal will be reviewed periodically by the administrative mentor and should be used during conferences as a catalyst for thoughtful discourse, deep reflection, honest feedback, etc. **In order to facilitate the final evaluation of the Reflective Journal, it should be uploaded to Taskstream.**

III. Internship Seminar (EDA 690L-ONL):

Internship candidates are required to simultaneously register for both the Internship (EDA 690) and the internship seminar (EDA 690L-ONL). The Internship Seminar is offered online and will provide candidates with an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership. In order to earn a passing grade for the internship, the Internship Seminar must also be successfully completed.

IV. Interim and Final Evaluation

Mentors must complete a written evaluation at the end of the internship. In some cases, at the college supervisor’s discretion, an interim evaluation may be completed as well. The evaluation for is included as Appendix 4. **The completed evaluation form should be uploaded into Taskstream.**

If a candidate utilizes an alternative site for one or more of the required common experiences, the mentor will indicate this on the evaluation form by entering NO (not observed) on the evaluation form. A separate evaluation form must be completed by the alternate mentor for those specific experiences. This should be approved, in advance, by the college supervisor.

V. Letter of Completion

After the completion of all hours and evaluations, the mentor must submit a letter of completion to the college. The letter:

1. Must be written on district letterhead of the internship site.
2. Must contain the starting and ending dates of the internship.
3. Must contain the number of internship hours completed.
4. Must contain comments regarding the internship.
5. Must contain the name, title, and signature of the internship mentor.

VI. Checklist

The checklist attached as Appendix 5 will document the completion of all requirements.

Internship Application – APPENDIX 1

Administrative Internship Application Packet EDA690 and EDA690L

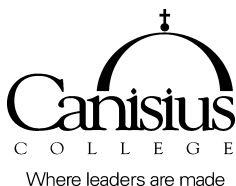
In order to be registered for the Administrative Internship (EDA690) and the Administrative Internship Lab (EDA690L), you must complete this application packet.

The packet consists of:

- **The Internship Agreement**
- **The Primary Internship Site Profile**
- **Confirmation of DASA (Dignity for All Students Act) training**

As you know, registration for the Administrative Internship must be processed through the Educational Leadership Program Office. Please send the above listed documents as email attachments to Dr. Tryjankowski (tryjanka@canisius.edu). Once the documents are reviewed you will be registered for EDA690 and EDA690L.

Please address any questions or concerns to Dr. Tryjankowski at tryjanka@canisius.edu or 716-888-3715.



Internship Application - APPENDIX 1 (continued)

CANISIUS COLLEGE School of Education and Human Services EDUCATIONAL LEADERSHIP PROGRAM

INTERNSHIP AGREEMENT

Intern Name:		Student ID Number:	Internship Term:
Home Address:		Home Phone:	
Work Address:		E-Mail Address:	
Current Position (Title/Location)		Primary Internship Site (School/District/Agency)	
Demographics of Internship District (from Report Card, if available)			
% Free/Reduced Lunch		% Limited Language Proficient	
% White, not Hispanic		% Black/African American	
% Hispanic or Latino		% Asian/Pacific Island	
% American Indian or Alaskan		% Multiracial	
Check One:	Urban	Suburban	Rural
Check One:	Public	Private	Charter
Mentor Information (demographic information is collected for NCATE purposes and is compiled and displayed publically only in aggregate)			
Mentor (Name/Title):			
Mentor Certification:			
School (Name/Address):			
Mentor Phone:		Mentor E-Mail:	
Please check as appropriate:			
White/Non-Hispanic	Black/African American	Hispanic	
Asian/Mid-Eastern	American Indian/Alaskan Native	Native Hawaiian/Pacific Islander	
Chose Not To Identify Race			
Gender (check one)		Female	Male
Disabled (check one)		Yes	No

Intern (Signature/Date)

Administrative Mentor (Signature/Date)

College Supervisor (Signature/Date)

Internship Application - APPENDIX 1 (continued)

Primary Internship Site Profile

Prepare a profile of the primary internship site. The profile should include a description of the community and families served; the children served; the staff and its organization; the physical plant (e.g., accessibility for persons with disabilities, safety, cleanliness, noise level, distractions; size, etc.); the curriculum; the means of instruction and the evaluation of instructional practices; the school culture; the leadership; the means of governance including connections with the central office; the means of maintaining discipline and control; the school budget including school activity, athletic funds, and other funds; the diversity within the community; your feelings and impressions about the school; your recommendations on how the school might better meet the needs of the students, families, and staff (e.g., educational, social, emotional, economic). While statistical data will help you describe the school and its programs, you must also consider your own perceptions in preparing this profile.

Internship Application - APPENDIX 1 (continued)

Dignity for All Students Act (DASA) Training

_____ I have completed DASA training and am attaching my DASA certificate to this application.

_____ I will complete DASA training prior to the completion of my internship. Once I complete this training I will forward my DASA certificate to Dr. Tryjankowski via email (tryjanka@canisius.edu).

Intern Signature

Reflective Journal Day-to-Day Experiences

(boxes will expand as you type)

Day-to-Day Experience #1: Work with a district level administrator to plan for renewal or improvement to district’s vision. The recommendations should be based on district data and reflect relevant theory and research related to organizational and educational leadership. (ELCC SDL 1.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #2: Learn about the BEDS forms (Basic Educational Data Sheets) (i.e., contents, purpose, and significance to the school district). Assist the principal in reviewing, completing, and utilizing these and other state forms. (ELCC SDL 1.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #3: Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district’s vision (ELCC SBL 1.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #4: Analyze student progress using state test scores and/or other forms of assessment. Make recommendations for improved student achievement through implementation of the school's vision. Review these recommendations with your mentor and discuss possible next steps. (ELCC SBL 1.4)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #5: Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (ELCC SBL 2.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #6: Participate in a special education determinations, placements, and annual reviews, etc. and evaluate instructional strategies for special education students in your building utilizing research-based best practices. (ELCC SBL 2.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #7: Observe and conference with a regular teacher, a special education teacher, and a classified employee to improve instruction using a variety of approaches (e.g., clinical, developmental/reflective, peer coaching, etc.) The evaluation procedures and forms of the school/district should be utilized in this process. (ELCC SBL 2.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #8: Research and recommend how a technological improvement would be an improvement to a specific instructional improvement in the district. Communicate your idea to your mentor. (ELCC SDL 2.4)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #9 Engage in the daily routines of school building leadership (e.g. supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #10: Write a grant, or participate in the administration of an existing grant addressing an identified need of your district. (ELCC SDL 3.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #11: Consult with the safety/risk representative of your school/district and review the emergency policies and procedures. Discuss possible changes for improvement given the district's legal responsibility and budgetary constraints. Prepare written documentation (for possible use in student handbook/policy manual) reflecting recommended revisions. (ELCC SDL 3.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #12: Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (ELCC SBL 3.4).

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #13: Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year taking into account strategic, long-term, and operational planning. Use available software to accomplish this task. (ELCC SBL 3.5)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #14: Attend several meetings of the district level leadership where the superintendent presides. Observe and record issues discussed, actions taken and/or proposed, and rationale for the actions. Identify how the superintendent brings various stakeholders together and discuss how this can influence implementation of the vision. Participate in the process if possible. (ELCC SDL 4.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #15: Work with a principal to identify factors influencing the local community that will ultimately affect the school's culture and influence student achievement. Reflect on how community resources might be leveraged to improve school culture. (ELCC SBL 4.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #16: Attend a meeting of a parent/teacher association. Volunteer to assist with one of their events. Reflect on these relationships facilitate parent participation in the instructional program. (ELCC SBL 4.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #17: Work with the principal and staff or a district level administration to establish one community partnership that utilizes district or community resources to support district priorities and programs. (ELCC SDL 4.4)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #18: Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (ELCC SBL 5.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #19: Work with a principal or district level administrator to identify existing or potential diversity issues/concerns in the district and develop a plan to prevent, alleviate, or resolve these matters. (ELCC SBL 5.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #20: Work with a principal or district level administrator to become familiar with the methods that data are used within the district to monitor and ensure equity necessary for all students to be successful. (ELCC SDL 5.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #21: Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (ELCC SDL 5.4)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #22: Investigate district policies that promote social justice to ensure that individual student needs inform all aspects of schooling (i.e. academic fairness in programming, bullying prevention, peer counseling, etc.) Reflect on how these can influence student achievement. (ELCC SDL 5.5)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #23: Review federal and state laws, rules, and regulations as they apply to students with disabilities (e.g., FAPE, LRE, IDEA, Section 504, etc.). Under the direction of the director of pupil personnel services or the CSE chairperson, review the testing and graduation requirements for this population of students in the school. Reflect on the school's compliance, and if applicable, make a recommendation to improve the school's compliance. (ELCC SBL 6.1)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Day-to-Day Experience #24: Accompany a district administrator to a professional association meeting to observe how advocacy groups can act to influence local, district, state, and national decisions. Reflect on how advocacy can influence the goals established by the district. (ELCC SDL 6.2)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

--	--	--	--

Day-to-Day Experience #25: Research a national issue facing K-12 education. Reflect on how your district is addressing the issue locally and discuss the costs and benefits of those initiatives. (ELCC SDL 6.3)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on learning and goals for improvement
		Total	

Reflective Journal Extended Leadership Experiences

(boxes will expand as you type)

<p>Extended Leadership Experience #26: Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple techniques for professional development responding to the identified needs. Consider the impact at the school and district level. (ELCC SBL/SDL 1.1-1.4)</p>			
<p>Related Reading (APA Citation and Brief Summary)</p>			
Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on your learning and your goals for improvement
			Reflection on what you learned about this experience from your mentor
		Total	Reflection on how your experience connected to your related reading

Extended Leadership Experience #27: Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the **school and district level.** (ELCC SBL/SDL 2.1-2.4)

Related Reading (APA Citation and Brief Summary)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on your learning and your goals for improvement
			Reflection on what you learned about this experience from your mentor
		Total	Reflection on how your experience connected to your related reading

Extended Leadership Experience #28: With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the **school and district budget**. (ELCC SBL/SDL 3.1-3.5)

Related Reading (APA Citation and Brief Summary)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on your learning and your goals for improvement
			Reflection on what you learned about this experience from your mentor
		Total	Reflection on how your experience connected to your related reading

Extended Leadership Experience #29: Plan and implement/conduct a public relations program/activity for the **school/district** that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the **school/district** program (mission, vision, priorities) to the community. Work with the media to have the school/district featured in some manner. (ELCC SBL/SDL 4.1-4.4)

Related Reading (APA Citation and Brief Summary)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on your learning and your goals for improvement
			Reflection on what you learned about this experience from your mentor
		Total	Reflection on how your experience connected to your related reading

Extended Leadership Experience #30: Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community’s economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)

Related Reading (APA Citation and Brief Summary)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
			Reflection on your learning and your goals for improvement
			Reflection on what you learned about this experience from your mentor
		Total	Reflection on how your experience connected to your related reading

Extended Leadership Experience #31: School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the **school and district** trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)

Related Reading (APA Citation and Brief Summary)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			<p>Reflection on connection to identified standard and conceptual framework</p>
			<p>Reflection on your learning and your goals for improvement</p>
			<p>Reflection on what you learned about this experience from your mentor</p>
			<p>Reflection on how your experience connected to your related reading</p>

MENTOR INTERNSHIP EVALUATION

Intern Name:	Internship Dates:	
Mentor Name:	This is a(n): (please check one)	
School/District:	Interim Evaluation	Final Evaluation

The internship requires the candidate to complete 600 clock hours of experience. The candidate is required to complete group of required experiences and maintain a reflective journal that documents all of the dates and times spent on the activities associated with the required experiences, provides a reflection on what is learned, how the experience meets the ELCC standards as identified in the Internship Handbook, and the candidate’s goals for self-improvement.

By signing below, the mentor acknowledges that he/she has reviewed the intern’s reflective journal and attests to the accuracy of the dates and times that are described therein.

_____ Mentor Signature

Instructions to Mentor for Completing Evaluation of Intern: In the first part, please evaluate the intern’s skill in carrying out the required experience according to the criteria identified in the rubric. You should consider the intern’s Extended Leadership Experiences as the basis for your evaluation. You may consider **observed behavior, produced artifacts, and/or the reflections written** by the intern. The Extended Leadership Experiences were carefully selected to provide connection to both building and district level standards. Please provide a separate entry for each. In the second part of the evaluation, please assess the intern’s dispositions using the descriptions provided.

Extended Leadership Experiences

Please use the following codes:

- T** Target – demonstrates a majority of the criteria associated with the standard
- A** Acceptable – demonstrates some of the criteria associated with the standard
- U** Unacceptable – does not demonstrate criteria associated with the standard

Extended Leadership Experience #26: Conduct a needs assessment and plan for professional development to address identified needs. Work with others to organize, facilitate, and evaluate. Recommend multiple

techniques for professional development responding to the identified needs. Consider the impact at the school and district level . (ELCC SBL/SDL 1.1-1.4)		
Standard	Building Level	District Level
ELCC Standard Element 1.1: Candidate understands and can collaboratively develop, articulate, implement, and steward a shared school/district vision of learning for a school/district by designing and supporting a collaborative process for developing and implementing a that vision; articulating a school/district vision of learning characterized by a respect for students and their families and community partnerships; developing a comprehensive plan for communicating the school/district vision to appropriate constituencies; formulate plans to steward school/district vision statements.		
ELCC Standard Element 1.2: Candidate understands and can collect and use data to identify school/district goals, assess organizational effectiveness, and implement school/district plans to achieve school/district goals by developing and using evidence-centered research strategies and strategic planning processes; creating school/district-based strategic, tactical, and strategic goals; collaboratively developing and implementing plans to achieve those goals; evaluating school/district improvement processes.		
ELCC Standard Element 1.3: Candidate understands and can promote continual and sustainable school/district improvement by identifying strategies or practices to build organizational capacity to support continual and sustainable school/district improvement; identifying strategies for developing school/district leadership capacity; creating a district plan to implement transformational change; designing a comprehensive, school/district professional development program.		
ELCC Standard Element 1.4: Candidate understands and can evaluate school/district progress and revise school/district plans supported by school/district stakeholders by developing a plans to monitor program development and implementation of school/district goals; constructing evaluation processes to assess the effectiveness of school/district plans and programs; interpreting information and communicating progress toward achievement of school/district vision and goals for educators in the community and other stakeholders.		

Extended Leadership Experience #27: Assume a position of leadership in a district curriculum or planning committee utilizing data to assess instructional practices and describe the strengths and weaknesses of various practices. Make recommendations based on this analysis at the school and district level . (ELCC SBL/SDL 2.1-2.4)		
Standard	Building Level	District Level
ELCC Standard Element 2.1: Candidate understands and can sustain a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students by leading school/district change and collaboration that focuses on improvements to school/district practices, student outcomes, curriculum, and instruction; incorporates cultural competence in development of programs, curriculum, and instructional practices; uses learning management systems to support personalized learning across the school/district; develops comprehensive programs that meet the unique learning needs and interests of diverse student populations and school personnel across the district; promotes trust, equity, fairness, and respect among school board members, school administrators, faculty, parents, students, and the school/district community.		
ELCC Standard Element 2.2: Candidate understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school/district program by aligning curriculum and instruction with school/district assessments;		

collaborating with faculty across the school/district to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; using evidence-centered research in making curricular and instructional decisions; providing school/district resources to support quality curriculum and instruction; designing district evaluation systems, make district plans based on multiple measures of teacher performance and student outcomes, and provide feedback based on evidence.		
ELCC Standard Element 2.3: Candidate understands and can develop and supervise the instructional and leadership capacity across the school/district by collaboratively developing plans to improve the school/district's effect on teaching and learning; designing the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction within the school/district; facilitating school leadership through development of school/district activities that focus on teaching and student learning; designing school/district professional growth plans to increase the capacity of school/district staff and leaders that reflect national professional development standards; using a variety of school/district approaches to improve school/district staff performance; developing school/district systems for effective and efficient management of policies, procedures, and practices.		
ELCC Standard Element 2.4: Candidate understands and can promote the most effective and appropriate school/district technologies to support teaching and learning within the school/district by using technologies to enrich school/district curriculum and instruction; monitoring instructional practices across the school/district and providing assistance to school administrators; using school/district technology and performance management systems to monitor, analyze, and evaluate school/district data results for accountability reporting.		

Extended Leadership Experience #28: With the district treasurer or business administrator, review all accounts and accounting procedures, including the annual audit. Be sure to include extracurricular accounts, resource allocation, accounts payable, and accounts receivable. Work with the principal and district level business official in developing the school and district budget . (ELCC SBL/SDL 3.1-3.5)		
Standard	Building Level	District Level
ELCC Standard Element 3.1: Candidate understands and can monitor and evaluate school/district management and operational systems by analyze school/district processes and operations to identify and prioritize strategic and tactical challenges for the school/district; developing school/district operational policies and procedures; developing plans to implement and manage long-range goals for the district; developing plans to create and sustain strategic alignment throughout the district.		
ELCC Standard Element 3.2: Candidate understands and can efficiently use human, fiscal, and technological resources within the school/district by developing multi-year fiscal plans and annual budgets aligned to the school/district's priorities and goals; analyzing a school/district's budget and financial status; developing facility and space utilization plans for the school/district; projecting long-term resource needs of a school/district; using technology to manage district operational systems.		
ELCC Standard Element 3.3: Candidate understands and can promote school/district-level policies and procedures that protect the welfare and safety of students and staff across the district by improving and implementing school/district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors) that encompass crisis planning and management; evaluating and implementing school/district-wide discipline management plan.		
ELCC Standard Element 3.4: Candidate understands and can develop school/district capacity for distributed leadership by identify leadership capabilities of staff at various levels within the school/district; modeling distributed leadership skills; involving school/district and school personnel in		

decision making processes.		
ELCC Standard Element 3.5: Candidate understands and can ensure that school/district time focuses on supporting high-quality school instruction and student learning by develop school/district policies that protect instructional time and schedules; developing school/district calendars and schedules.		

Extended Leadership Experience #29: Plan and implement/conduct a public relations program/activity for the school/district that highlights collaboration with families and community member that meets needs of both. Write a plan for articulating the school/district program (mission, vision, priorities) to the community. Work with the media to have the school/district featured in some manner. (ELCC SBL/SDL 4.1-4.4)

Standard	Building Level	District Level
ELCC Standard Element 4.1: Candidate understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school/district’s educational environment by use collaboration strategies to collect, analyze, and interpret information pertinent to the school/district environment; communicating information about the school/district environment to the community.		
ELCC Standard Element 4.2: Candidate understands and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the school/district by identifying and using diverse community resources to improve district programs.		
ELCC Standard Element 4.3: Candidates understands and can respond to community interests and needs by building and sustaining positive school/district relationships with families and caregivers by conducting needs assessments of families and caregivers within the school/district; developing collaboration strategies for effective school/district relationships with families and caregivers; involving families and caregivers in district decision making about their student's education.		
ELCC Standard Element 4.4: Candidate understands and can respond to community interests and needs by building and sustaining productive school/district relationships with community partners by conducting needs assessment of district community partners; developing effective relationships with a variety of school/district community partners; involving community partners in the decision making processes within the school/district.		

Extended Leadership Experience #30: Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development in light of the community’s economic conditions in an effort to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (ELCC SBL/SDL 5.1-5.5)

Standard	Building Level	District Level
ELCC Standard Element 5.1: Candidate understands and can act with integrity and fairness to ensure a school/district system of accountability for every student’s academic and social success by act with integrity and fairness in supporting school/district policies and staff practices that ensure every student's academic and social success; creating an infrastructure that helps to monitor and ensure equitable school/district practices.		
ELCC Standard Element 5.2: Candidate understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district by formulating a leadership platform		

grounded in ethical standards and practices; analyzing district leadership decisions in terms of established ethical practices.		
ELCC Standard Element 5.3: Candidate understands and can safeguard the values of democracy, equity, and diversity by develop, implement, and evaluate school/district policies and procedures that support democratic values, equity, and diversity issues; developing appropriate communication skills to advocate for democracy, equity, and diversity.		
ELCC Standard Element 5.4: Candidate understands and can evaluate the potential moral and legal consequences of decision making in a district by formulating sound school/district strategies to solve educational dilemmas; evaluating school/district strategies to prevent difficulties related to moral and legal issues.		
ELCC Standard Element 5.5: Candidate understands and can promote social justice within the school/district to ensure that individual student needs inform all aspects of schooling by reviewing and critiquing school/district policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school/district; developing the resiliency to uphold core values and persist in the face of adversity.		

Extended Leadership Experience #31: School policy often stands at the intersection of laws/regulations and the needs of the school/community. Communication can go in both directions. State and Federal regulators are pushing for greater accountability for teachers by connecting their efforts to the performance of the students. Regulations and laws have been changed to move in this direction. Many in the schools and communities are resisting this trend. Attend meetings in your district dealing with this issue. Reflect on how this trend, and the new laws, will result in new district policy and how this policy will affect the students. In what ways is the **school and district** trying to influence state and national decisions. (ELCC SBL/SDL 6.1-6.3)

Standard	Building Level	District Level
ELCC Standard Element 6.1: Candidate understands and can advocate for school/district students, families, and caregivers by analyze how school/district law and policy is applied consistently, fairly, and ethically; advocating based on an analysis of the complex causes of poverty and other disadvantages; serving as a respectful spokesperson for students and families served by the district.		
ELCC Standard Element 6.2: Candidate understands and can act to influence local, district, state, and national decisions affecting student learning in a school/district environment by advocating for school/district policies and programs that promote equitable learning opportunities for student success; communicating policies, laws/regulations, and procedures to appropriate school/district stakeholders.		
ELCC Standard Element 6.3: Candidate understands and can anticipate and assess emerging trends and initiatives in order to leadership strategies by identifying and anticipating emerging trends and issues likely to affect the school/district; adapting district leadership strategies and practice to address emerging district issues.		

Candidate Dispositions

Please use the following codes:

- 1 The statements are very descriptive of the candidate
- 2 The statements are somewhat descriptive of the candidate

3 The statements are not descriptive of the candidate

Enthusiastic: *Demonstrates initiative and commitment towards educational pursuit*

- Takes actions to improve knowledge in subject area content
- Seeks opportunities and participates in activities that improve skills
- Finds opportunities to collaborate with other professionals
- Communicates with other stake-holders of the client's/students' welfare (parents, family members, other professionals)
- Models appropriate behaviors for students and professionals

Just: *Demonstrates appreciation for human diversity and the ideal of fairness*

- Demonstrates positive attitudes, empathy, concern, sensitivity, and fairness toward diverse cultures and learners
- Exhibits willingness to work with, advocate for, and improve the welfare of clients/students and others of different race, creed, sex, lifestyle, and national origin
- Demonstrates the belief and fosters student appreciation that diversity in the classroom, in the school, and in society enhances learning
- Fosters student appreciation for diversity in the classroom, in the school, and in society

Caring: *Demonstrates an attitude of empathy, tolerance and acceptance of others*

- Holds high expectations for all students through a willingness to differentiate instruction/professional intervention
- Demonstrates consideration and respect for the whole person by acknowledging how different life experiences, opportunities and barriers impact client/student outcomes

Ethical: *Models behavior embodied in the mission of the School and College, and shows integrity in professional practice*

- Is honest and trustworthy in communication and interaction with others
- Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
- Demonstrates knowledge of the ethics of their profession through professional behavior

Responsible: *demonstrates personal and professional accountability for themselves and the profession*

- Works well with peers, staff and other professionals
- Shares information with peers, staff and other professionals as appropriate

- Demonstrates professional behavior that includes punctuality and preparedness for professional assignments

Canisius College: Intern Supervisor Checklist for Required Documents

Intern Name _____ Canisius I.D. # _____

EDA Course: EDA 690

All of the following need to be turned in by the conclusion of the internship:

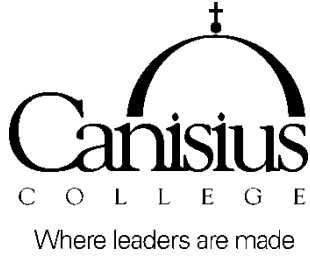
1. _____ EDA690 (eight credit hours) requires intern to complete 600 internship hours and all 25 day-to-day and 6 extended leadership experiences for both the SBL and the SDL.
2. _____ Reflective Journal – Must include a daily log and reflection as described in the Internship Handbook. This should be uploaded into Taskstream when complete.
3. _____ Extended Leadership Reflections and Related Readings – This can be combined with the Reflective Journal and should be uploaded into Taskstream when complete.
4. _____ Action Research Project – This should be uploaded into Taskstream when complete.
5. _____ Administration Intern Final Evaluation and if required, the Interim Evaluation by mentor. A notification of completion document should be uploaded into Taskstream.
6. _____ Letter of Completion from mentor

I recommend that the above student receive a grade of:

____ P
____ I
____ F

Intern Supervisor Signature

Date



Mentor Payment Form - APPENDIX 6

Mentor Payment Information Form

Please provide the following information so your \$600* stipend for serving as a Canisius College Administrative Internship Mentor can be processed and a check mailed to you.

Your name _____

Street Address

City and State

Zip _____

Phone Number _____

Your Social Security Number

Your Intern's Name

Intern's Canisius ID Number _____

Mentor Signature

Date

Thank you for giving your time, talents, and energy to the development of your intern.

Please return to:

Anne Marie Tryjankowski, Ed.D.
Director, Educational Leadership
Canisius College
2001 Main Street
Buffalo, New York 14208

**If more than one mentor is assigned, payment will be prorated by the number of hours completed in each setting. A separate form should be submitted for each mentor.*