

School of Education and Human Services

**EDUCATIONAL LEADERSHIP
AND SUPERVISION**

**Internship Handbook for
School Building and District Leaders (SBL and
SDL)
EDA 690**

Updated August 2023

Introduction

The internship (EDA 690 and EDA 690L) is the capstone experience for the School Building and the School District Leader certification programs. It allows candidates to apply what has been learned in the program coursework and acquire successful leadership strategies from mentors. The work done as part of the internship must be carefully documented and submitted through **D2L**. This handbook describes the required documentation that must be created and submitted when the internship is complete.

Please note that multiple exemplars of former students' work are provided in this handbook as examples of the excellence to use with each EDA 690 submission.

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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 **New York State Professional Learning Standards (PSEL)** and the **PSEL 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 PSEL standards are assessed within the internship.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a)** Develop an educational mission for the school to promote the academic success and well-being of each student.
- b)** In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c)** Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d)** Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e)** Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- f)** Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g)** Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a)** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b)** Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c)** Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d)** Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e)** Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f)** Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

- a)** Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b)** Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c)** Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d)** Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e)** Promote the effective use of technology in the service of teaching and learning.
- f)** Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g)** Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a)** Are approachable, accessible, and welcoming to families and members of the community.
- b)** Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c)** Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d)** Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e)** Create means for the school community to partner with families to support student learning in and out of school.
- f)** Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g)** Develop and provide the school as a resource for families and the community.
- h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i)** Advocate publicly for the needs and priorities of students, families, and the community.
- j)** Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

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- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Learning Goal 1: Candidates in the Educational Leadership program 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 policies establish the foundation for administrative roles, responsibilities, and initiatives.

Learning Goal 2: Candidates in the Educational Leadership program 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 staff.

Monitor and evaluate management and operational systems efficiently using human, fiscal, and technological resources.

Respond to community interests and needs by building and sustaining productive relationships with community partners.

Learning Goal 3: Candidates in the Educational Leadership program 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.

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Students will:

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

Understand and advocate for students, families, and caregivers by acting to influence local, district, state, and national decisions that impact student learning.

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 and will promote social justice to ensure that individual student needs inform all aspects of education.

Understand and can anticipate and assess emerging trends and initiatives to adapt leadership strategies to improve the performance of the students.

CAEP CRITERIA **KNOWLEDGE, SKILLS, AND DISPOSITIONS**

As noted in the conceptual framework, which is in our program handbook, candidates are 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 at the conclusion of the internship. They are described below.

A Canisius student is:

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- 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 stakeholders 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, the internship evaluation will focus on the most appropriate criteria for the task.

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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.).

The Internship

The internship requires a minimum of **600 clock hours** translating to a total of **8 credit hours**. Candidates register for EDA 690 and EDA 690L through the Director of the Graduate Education Administration Program, Dr. Keller-Cogan. The Internship (8 credit hours) may be initiated after successful completion of at least 12 credit hours of program coursework, although most students complete all coursework prior to the internship course. Typically, students complete the internship over multiple semesters. When emailing the director, students will note the number of credits (usually 4) and the number of hours (typically 300) per semester. Additionally, there are several paperwork requirements that must be submitted to the Director. They are in Appendix 1 of this Handbook.

Mentor

Each 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, Dr. Keller-Cogan. 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 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 employed full-time and require creative planning to maximize the benefits of

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the internship. The internship will therefore be tailored to meet the candidate's needs, considering one's employment, access to the internship site and future areas of leadership 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.

Internship Prerequisites

Prior to beginning the internship, each candidate will:

- Have an average score of 4 or better on Common Assignments from Canisius Graduate coursework.
- 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.
- Complete and submit the Internship Application (Appendix 1) to the Educational Leadership Program Director.

Internship Goals

As a result of completing the internship, candidates will:

- Have experienced a variety of substantial in-school/district experiences over an extended period 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 Program Director, the intern will select/secure a primary setting for the internship as well as an administrative mentor in that setting.
2. The CC Program Director must approve the administrative mentor and internship site.

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3. The mentor assists the intern in selecting relevant tasks and responsibilities as well as in identifying settings for additional experiences (e.g., elementary, secondary, central office, community agency).
4. The assigned CC Program Director 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:
 - a. **25 Day-to-Day Experiences and six Extended Leadership Experiences.**
 - b. The intern will also complete one **Action Research** project.
 - c. **The Day-To-Day Experience** hours will be documented in a reflective journal that includes a description of each activity, connection to the identified PSELstandard, and reflections that assess the experience and identify goals for improvement. There will be six **Extended Leadership Experiences** 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.
 - d. Finally, the **Action Research** project must be completed and submitted to D2L with each of the above assignments for evaluation by the Canisius Instructor who teaches EDA 690. 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 and complete all assignments in EDA 690L-ONL, Internship Lab
8. The intern arranges for his or her administrative mentor to submit an evaluation (uploaded into D2L) and a written *Letter of Completion* to the Educational Leadership Program Director via email upon successful completion of the internship. The guidelines for the letter appear on page 20 of this Handbook.
9. Oftentimes students register for 8 credits in one semester and then take multiple terms to complete the 600 hours. Should this occur, and the student is NOT taking other courses, the student needs to complete [Graduate Readmit application using the following link:](https://admissions.canisius.edu/apply/)
<https://admissions.canisius.edu/apply/>
to continue to have access to email, the Griff Audit and other program information.

Day-to-Day Common Experiences

The list of Day-to-Day Common Internship Experiences is provided below. Students should consider 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 **Day-to-Day Journal**.

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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. . (PSEL, 1a 1c, 1d, 1e, 1f, 1g))
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. (PSEL, 1b, 9a, 9b, 9f)
3. Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district's vision (PSEL, 9a, 9k, 10a)
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. (PSEL, 4g, 10b, 10d,10e, 10f, 10g, 10h)
5. Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (PSEL, 2b)
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. (PSEL, 2b, 2c, 2d)
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., APPR,, developmental/reflective, peer coaching, etc.) The evaluation procedures and forms of the school/district should be utilized in this process. (PSEL,4c, 4d, 6c)
8. Research the district's use of Artificial Intelligence (AI). Cite examples of its use in your classrooms. If it is not being used, contact the technology director and find out why. Provide a detailed explanation of how it is being used, the degree to which it is used across classrooms and levels and cite specific concerns regarding it. (PSEL, 4e)
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.) (PSEL, 9c,9k)
10. Write a grant or participate in the administration of an existing grant addressing an identified need of your district. (PSEL, 9a, 9b, 9c)
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. (PSEL, 5a, 9d, 9e)
12. Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (PSEL, 6a, 6b, 6d, 6e)

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13. Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year considering strategic, long-term, and operational planning. Use available software to accomplish this task. ((PSEL, 6d, 7a, 9b, 9c)
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. (PSEL, 1b, 1c, 1d)
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. (PSEL, 3g, 5a, 5b, 5c, 8b, 8c)
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. (PSEL, 3b, 3g, 8a, 8b, 8c))
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. (PSEL, 8c, 8d, 8e, 8j)
18. Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (PSEL, 2d, 2e, 3h)
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. (PSEL, 2d, 3h)
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. (PSEL, 9k, 9l)
21. Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (PSEL, 2a, 2b, 2e, 2f, 9h)
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. (PSEL, 3e, 3g, 3h)
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. (PSEL, 9d, 9h)
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. (PSEL, 8e, 8h, 9h)

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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. (PSEL, 4a 4b)

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 apply to both the **school and the district** levels. 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 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.

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**. (PSEL, 1a 1c 1d 3h)
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**. (PSEL 6d, 6e, 6f, 6g, 9d))
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**. (PSEL, 9a,9b, 9d, 9e)
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. (PSEL, 8b, 8c, 8d, 8e)
30. Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development considering the community's economic conditions to accommodate needs of diverse learners and improve educational opportunities and make recommendations for improvement at the **school and district level**. Reflect on

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how these policies ensure equity, fairness, and social justice. Also, consider the legal consequences of inaction. (PSEL, 2c, 2d, 2e, 9c)

31. School policy often stands at the intersection of laws/regulations and the needs of the school/community. State and Federal regulators have advocated for greater accountability for teachers by connecting their efforts to the performance of the students. Describe the teacher appraisal system used in your district and the perspectives represented by leadership, teachers and the community. (PSEL, 6c, 6d, 6e, 6f)

Action Research

Background:

The goal of any administrative intervention would be to positively influence the learning environment in a manner that improves student learning. Action Research provides a vehicle to clearly identify a need, a set of actions/interventions to be taken to address that need, sources of data that will assess the effectiveness of the intervention and adjust necessary based on the data.

The influence of the school leader on the performance of the students is often indirect. It is reflected in the priority placed on quality professional development provided, tactful and targeted feedback provided to teaching staff, or modifications to school-wide policies or practices to 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 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 your 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

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continuous improvement in their classroom or setting. This should be described in your written reflections.

Action Research Rubric

This assignment will be evaluated according to the following rubric. Ensure the evidence you provide meets a level 6 standard.

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. . (PSEL 4g,7d,7g,7h,10 b, c, d, e, f ,g and h)	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. ((PSEL10c and d)	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	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 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.

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	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. (PSEL10d and e)	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. (PSEL 6 d, e, f, and g)	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,
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). (PSEL 10f, g, and h)	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 to improve their classroom instruction or other procedures and student performance.	Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data to improve their classroom instruction or other procedures and student performance.	Intern reflection demonstrates the ability to provide support and training to teachers so that they can use technology to collect and analyze data to improve their classroom instruction or other procedures and student performance, providing a vehicle for teacher accountability for overall school

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Action Research Exemplar

Action Research Project

Problem/ Area of Need

A school-wide problem area that I noticed in my internship setting was the overall performance of students in the special education program. I also noticed the underutilization of the human capital

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in our building to support those students. nicely worded In order to verify my observations, I collected and analyzed the following data:

Data Source	Data Summary	Analysis
MAP scores	MAP scores revealed that 80% of the students in the special education program in grades 9-12 were in the bottom 20%. Looking closer at their data, 60% of those students lacked the foundational skills in math and reading in order for them to do more advanced skills.	Students need more scaffolds and increased opportunities for access to curriculum at their current levels of performance in order to build a basis for grade-level standards.
Student Report Cards	All students in the special education program have grades ranging from 3-4 (out of 7) in all of their core classes. Comments that accompanied the reports were varied, but trends revealed that students need support in organization and breaking down and understanding multi-step tasks and projects.	Students need more support in class to access the curriculum and get grades that reflect their abilities when given their required accommodations. Students also need direct instruction about how to break down tasks and build their executive functions such as organization and time management.
Student Interviews	<p>I spoke with 70% of the students in the special education program and asked them about their learning. Specifically I asked:</p> <ol style="list-style-type: none"> 1. How do you learn best? 2. When do you feel successful in classes? Why do you think that is? 3. When are classes challenging for you? Why do you think that is? 4. What could change that would make classes more successful for you? <p>Great idea!!!</p>	<p>Students had a range of answers, but similar trends emerged, which were:</p> <ul style="list-style-type: none"> ● Students feel most successful in class when they understand the content, know they are on the right path in an assignment, get positive feedback from a teacher or peer. ● Students think this success comes from someone explaining the content or assignment to them and breaking it down into smaller pieces ● Students feel like classes are challenging when the teacher talks too much, when there are no pictures or notes to follow, and when they're left to do an assignment on their own. Very important feedback for teachers ● Some changes students suggested were having a teacher help them get started on an assignment, guide them in important information to write down, and having their assignments broken down into smaller, less overwhelming pieces.
Teacher Interviews	I interviewed our four special education teachers colleagues as well as five teachers from a range of content areas and grade levels to get their understanding of how they support special education students in their classes. Specifically I asked:	<p>Both special education and content area teachers had similar answers to all of my questions. The trends that emerged were:</p> <ul style="list-style-type: none"> ● Current support looks like one teacher teaching/lecturing and one teacher "circulating" and "helping" students

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	<ol style="list-style-type: none"> 1. What does support currently look like in the classrooms you're in? 2. How is this support successful in improving student outcomes? 3. How is this support inhibiting student outcomes? 4. What could be changed to make the support style have a more significant impact on student outcomes? 	<ul style="list-style-type: none"> ● This support isn't very impactful in improving student outcomes, but does allow the teacher "helping" to explain details of long tasks to students ● The format of some classes (lecture-style) and lack of engagement activities, and lack of lesson plans don't allow for both teachers to make a significant impact in the classroom ● Impactful changes that can be made would be to give both teachers a more equal presence in the classroom and diversify instructional practices
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Because our job as special education teachers is to close gaps for students and help improve their learning outcomes, I had motivation to find a solution to this problem. I also wanted to address the problem of the underutilization of special education teachers in the classroom. It is not a good use of our time or skill set to simply circulate a classroom and provide minimal intervention. A better use of our time would be to participate in co-planning instruction and assessments and then delivering that instruction collaboratively through different co-teaching models in the classes we support. This would also help content area teachers grow their capacity to offer different types of instruction as opposed to sticking to their comfort zone of lecturing. These instructional approaches would also benefit all of the students in the classroom.

Evidence-Based Solutions

Using the data above, my previous experiences, and conversations with my colleagues and administration, I thought about co-teaching as a way to mitigate some of the issues I found from my data to help improve student outcomes. I did some additional research to see what evidence exists that proves the practice improves student outcomes. Below is a summary of my research findings: excellent!

<p>Haines, S. J., & Spear-Swerling, L. (2021). Co-Teaching in Inclusive Classrooms: A Review of Research and Practice. <i>Journal of Learning Disabilities, 54</i>(1), 3-14. doi: 10.1177/0022219420969358</p>
<p>Haines and Spear-Swerling (2021) conducted a review of research and practice on co-teaching in inclusive classrooms. They found that co-teaching can improve student outcomes in several areas, including academic achievement, social skills, and behavioral skills. Specifically, they noted that "co-taught classes produced higher student achievement scores than did non-co-taught classes" (p. 9). They also cited studies showing that co-teaching can lead to better student engagement and reduced problem behaviors.</p>
<p>Fettig, A., & Sass-Lehrer, M. (2019). The effects of co-teaching on student academic and behavioral outcomes: A meta-analysis. <i>Journal of School Psychology, 72</i>, 34-49. doi: 10.1016/j.jsp.2018.12.002</p>
<p>Fettig and Sass-Lehrer (2019) conducted a meta-analysis of studies on the effects of co-teaching on student outcomes. They found that co-teaching had a positive effect on both academic and behavioral outcomes. In terms of academic outcomes, they reported that "students in co-taught classes achieved significantly higher scores in</p>

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reading, mathematics, and social studies than did students in non-co-taught classes" (p. 44). They also noted that co-teaching had a positive effect on student behavior, including reduced problem behaviors and increased positive interactions with peers.

Murawski, W. W., & Dieker, L. A. (2018). *Co-Teaching Essentials: What Every Teacher Needs to Know*. Corwin Press.

Murawski and Dieker (2018) provided a practical guide to co-teaching, but also included research findings on the benefits of co-teaching. They noted that "students in co-taught classrooms had higher academic achievement scores, better attendance, fewer discipline referrals, and increased positive social interactions" (p. 6). They also cited studies showing that co-teaching can benefit both students with disabilities and those without disabilities.

Kavale, K. A., & Mostert, M. P. (2017). *Co-Teaching in Inclusive Classrooms: A Research Synthesis*. *Exceptional Children*, 83(2), 155-170. doi: 10.1177/0014402916667916

Kavale and Mostert (2017) conducted a research synthesis of studies on co-teaching in inclusive classrooms. They found that co-teaching can lead to improved academic achievement, reduced problem behaviors, and increased social skills. They reported that "students in co-taught classes achieved significantly higher scores in reading, mathematics, and language than did students in non-co-taught classes" (p. 161). They also noted that co-teaching can benefit both students with disabilities and those without disabilities.

Freund, L., & Hurley, M. M. (2015). *The Effect of Co-Teaching on Student Achievement: A Review of the Literature*. *Journal of Research in Special Educational Needs*, 15(4), 236-245. doi: 10.1111/1471-3802.12038

Freund and Hurley (2015) conducted a review of literature on the effect of co-teaching on student achievement. They found that co-teaching can have a positive effect on academic achievement, especially in reading and math. They reported that "students in co-taught classes achieved significantly higher scores in reading and mathematics than did students in non-co-taught classes" (p. 240). They also noted that co-teaching can benefit both students with disabilities and those without disabilities.

This is superb- excellent way of describing the research and your findings

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Plan of Implementation

Now that I had research and evidence to support my idea, I needed to think about potential barriers to implementation. Some barriers I thought of were content-area and special education teacher buy-in, teacher readiness and understanding of co-teaching, the need to build trust between co-teaching teams before being able to co-teach, and time to plan and engage in PD around how to co-teach. I considered all of these barriers and drafted a proposal for a Co-Teaching Pilot in the High School. I brought this proposal to my mentor and Director of Student Support Services, Bethany Blevins. Bethany liked the suggestion and helped me work through approaches that would allow for buy-in for the pilot. The first step was ensuring that the special education department was on board with this proposal. We all met and had a discussion and weighed the different approaches we could take. We considered co-teaching to be a high-leverage approach that would improve student outcomes.

I brought the proposal to the High School Administration. The administration liked the proposal as they felt it changed systems and did not attack teacher's professional abilities. They suggested we share the proposal as a PD and growth opportunity and then ask for four teacher volunteers to join the pilot program. This would help ensure the teachers joining the pilot would have buy-in and want to be a part of the program. The hope was that these teachers could eventually have model classrooms for other teachers to come see successful co-teaching, to encourage more teachers to try these practices with the additional staff members in their rooms.

HS SSD Co-Teaching Proposal

Goals:

1. To build the capacity of classroom teachers while utilizing the strengths of the special education teachers.
2. To ensure all students are able to access learning in the classroom.

Area of Focus: Co-teaching

How:

- Each sped teacher will co-teach with one teacher (teachers volunteer, sped teachers ask)
- Teachers will come up with co-teaching agreements, find common planning time, and co-create lessons and assessments
- Both teachers will be at each class and will be "teachers of record" on PowerSchool

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Sped Teacher/Grade	Subject Teacher/Class
Cat (G11-12)	Noha (World History)
Michael (G11-12)	Paul (English)
Shailer (G10)	Jaimika (Math)
Shawn (G9)	Erica (Humanities)

Timeline for Pilot

Month/Quarter	Actions	By whom...
June 2022	Find co-teachers	SSD
	Share scope & sequence	Co-teacher
	Discuss ideas & plans for next year	SSD + Co-teacher
August (orientation week)	Co-teaching agreements	SSD + Co-teacher
	Professional Learning: Co-planning: The Foundation of Co-Teaching	Facilitated by Cat SSD + Co-teachers attend
Quarter 1	<p>Co-planning meetings as agreed upon by co-teachers</p> <p>Meetings to include:</p> <ul style="list-style-type: none"> ● Gathering and analyzing baseline data (including MAP scores) ● Co-planning lessons using engagement strategies in order to address needs from baseline data and teach content in scope and sequence ● Reflections on lessons and further plans for implementation 	<p>SSD + Co-teacher</p> <p>Cat will join three meetings to collect data and support as needed</p>
October	Check-in / Feedback Form	Cat sends to SSD + Co-teachers (debriefs with team and admin)
	Professional Learning: Co-Teaching	Facilitated by Cat

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	Models - What, When, Why?	SSD + Co-teachers attend
	Check-in on co-teaching agreements	SSD + Co-teacher
	Try a co-teaching model: <ul style="list-style-type: none"> Choose from the models learned and try to implement different styles as agreed upon Reflect on models and adjust as needed 	SSD + Co-teacher Cat to come observe teachers to collect data and help support as needed
November	Professional Learning: Engagement Strategies in the Co-Taught Classroom	Facilitated by Cat SSD + Co-teachers attend
December	Mid-Year Co-Teaching Reflection. Reflection to include: <ul style="list-style-type: none"> Form for teachers to assess effectiveness and feelings towards the pilot Student data review to see if student outcomes have improved. Data collected will be similar to the baseline. We will also use MAP data. 	SSD + Teachers complete together, share with Cat, Cat presents to Admin
January-June	Plan to be determined based on the reflections and learnings from first semester	

Reflections from the Implementation

- This was a much bigger undertaking than I was originally expecting, but I was very excited about it. Teachers were all initially excited as well and I tried as hard as possible to find engaging ways to work with teachers to learn about co-planning and co-teaching.
- When I visited the co-teachers' meetings and classrooms, I was able to suggest strategies for better implementation, explain the pedagogy and the “why” behind strategies, and see what was working for teachers and what wasn’t. I was able to offer reflections for them to further improve. Some teachers were struggling with their relationship, so I was able to work with them individually to discuss concerns and then bring them together to discuss ways to work through their concerns and continue co-planning and co-teaching.
- Teachers were very engaged in the professional development sessions I offered and seemed to appreciate learning and stretching their practices. Discussions were always fruitful and everyone participated and had something to share.

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- From the teacher feedback form, it seemed as though teachers were enjoying the learning and co-teaching but were struggling to co-plan due to lack of time and the need for input from the other content-area teachers they worked with. I tried to provide solutions to this and worked with my special education teachers to restructure our schedules to give the special education teachers more flexibility to meet.
- One teacher was struggling severely with understanding co-teaching and co-planning and her relationship with her co-teacher was strained. She came to me very angry and dropped out of the pilot program as she said she didn't have enough time to meet with the special education teacher and that he "did nothing". It seemed as though she was struggling to give up power in her classroom and wanted to dictate what the special education teacher was to do instead of working collaboratively. Well stated
- Another content-area teacher said she didn't have enough time to co-plan and was upset that her special education teacher was speaking up during lessons while she was lecturing. This teacher dropped out of the program, too.
- Another special education teacher came to me and said he didn't want to do this anymore as this was becoming something he didn't sign up for. He kept co-planning but didn't want to co-teach as he wasn't a content area specialist. I tried explaining that he could teach skills, but he wasn't interested.
- In November, my professional learning session was taken away by the high school administration, stating that the teachers needed to work in departments to get some last minute paperwork completed. After that, teachers stopped finding time to co-plan and none of the content-area teachers attended our December reflection meeting. Disappointing
- I shared this information with my mentor and the high school administration. I specifically shared what went well, what actions I took to support the team, highlight positives, and then shared some of the challenges, including lack of time, personality clashes, and teachers not being able to attend professional learning sessions. I made suggestions about ways to improve some of our challenges, including finding ways to hold teachers accountable and possibly implementing a school-wide lesson plan template.

Results of the Initiative

Unfortunately, the initiative was not as successful as planned; however, a lot of learning took place, which allowed for a pivot in our approach for this year and suggestions for retrying this pilot at another time.

I found that our school lacks the foundational structures needed in order for co-teaching to be successful. This foundation includes:

- planning expectations and accountability (teachers do not have to have assessments and lessons planned in advance).

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- lesson plan template or structure (teachers use a variety of tools, but none of them include essential elements of a lesson including objective and skills to be taught).
- Behavior and classroom management (some teachers need our support in just managing the classroom environment in order to teach anything, so there is little room for effective co-teaching)

I also found that teachers don't fully understand or appreciate the benefits of co-teaching. It seems that an underlying issue may be that teachers feel territorial over their classes and do not want to give up their power/ownership over their class. This impeded our ability to co-teach and be seen as equals in the classroom. I believe this was also an underlying reason that teachers did not prioritize time to plan with us. Successful co-teaching is a benefit to students but often very challenging for adults to manage well.

I worked with my team to brainstorm changes we could make that would still have an impact on student outcomes. We decided that focusing on differentiating and scaffolding assessments would be a good place to start. By giving students the opportunity to access materials at their level, we would hope to see an improvement in outcomes. This also shifted the focus from co-planning and co-teaching, giving us the opportunity to create differentiated assessments based on the students' accommodations.

An additional suggestion I had was to start building relationships with heads of departments; our special education teachers would take two departments each and focus on their relationship with those individuals. At the end of the school year, we would propose joining department planning time to support in writing assessments and providing strategies for teachers. Starting at a broader scope would help us build relationships across entire departments, which would hopefully allow us to co-teach in the future.

While the pilot did not go as planned, I do think my action research was successful in providing an understanding as to why it didn't work and providing us with opportunities to highlight foundational structures that need to be built in order to improve student outcomes.

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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. Day-to-Day Journal:

The template for the Day-to-Day 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 **Day-to-Day 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 journal and include a description of each activity, connection to the identified PSEL standard, and reflections that assess the experience and identify goals for improvement. There are 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 Day-to-Day 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, 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 PSEL 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. **On the first page of the Day-to-Day Journal place your name, student ID number, Mentor's name and job title, the school(s) in which your journal work was completed, the number of hours you plan to complete at this site, and the school year(s) during which the experience took place.** 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:

Please see below two Exemplars for work that earned the Targeted scores:

EXEMPLAR 1

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Day-to-Day Experience #13: Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year considering strategic, long-term, and operational planning. Use available software to accomplish this task.			
Planned Hours	Dates	Actual Hours	Activity Description(s)
	7/12 7/13 7/20	25	<p>7/12-7/13 I worked on creating the master schedule for Harvey Austin, a PK-8 building. We started with scheduling the special areas and then moved on to making sure that each class was getting the district required amount of time for each content area. We used Microsoft Excel for the entire scheduling process before entering the official schedules into Infinite Campus.</p> <p>7/20- We added a .5 physical education teacher due to the number of students in our building. We revamped the PE schedule to reflect the additional staff member, however we only have one gym that can be divided in to 2 sections with 3.5 PE teachers. Grades K & 1 will participate in PE in the auditorium.</p>
			<p>Reflection on connection to identified standard and conceptual framework</p> <p>7/12-7/13 I worked directly with the building principal and assistant principal to build a master schedule for the upcoming school year. We used Microsoft Excel to make user friendly schedules and Infinite Campus to build student and teacher schedules electronically. Infinite Campus is used for grades, attendance, and disciplinary issues. It was important to consult the district guidelines for time students should be learning in each content area. The required times change based on grade level band and departmentalization in the middle and upper grades had to be considered. In addition, special area class requirements differ based on grade level.</p> <p>7/20 When we added the new PE teacher, we had to think about operational planning due to the limited space in the gymnasium. We decided that when weather cooperates, those students can go outside for PE, but when it doesn't, the auditorium can be used for PE classes for those additional classes, particularly in grades PK-2.</p>
		Total 399	<p>Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome, or leadership strategy.</p> <p>7/12-7/13 Through the scheduling process I learned a lot about state and district mandates for time to be spent in each content area including PE and how they compare to the district requirements and emphasis on Math and Literacy. I also learned how difficult it is to schedule around the various contracts that are in place for district employees. By creating the Specials schedule first, we were able to then fill in the classroom schedules. We had to take into consideration the schedule for Falk School classes as well. Ensuring that all classes are built accurately in Infinite Campus is extremely important because that's the system that feeds the rest of the district apps and websites. It is also the grading system used district wide, which</p>

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			<p>provides communication with families via the Parent Portal. If students aren't listed in Infinite Campus correctly, they won't be listed in apps and resources such as STAR Math, Clever, MyOn, Castle Learning, etc.</p> <p>7/20 Changes are always happening based on funding and mandates. It's important to be prepared for the changes and be flexible so that changes can be made easily. I wonder what other programs are available besides Infinite Campus because it doesn't seem to have the capabilities that my school had when I was in high school. It seems much more cumbersome to work with than the programs that were used in my middle/high schools 15+ years ago.</p>
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EXEMPLAR TWO

<p>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.)</p>			
Planned Hours	Dates	Actual Hours	Activity Description(s)
	'17-'18 School Year	160	<p>Throughout the school year, I supervised the arrival and dismissal of students daily. During arrival and dismissal times it's important to be actively supervising students to eliminate any behavior issues and ensure on time arrival to classes. During arrival, students are expected to get breakfast from stations in the hallway, go to their locker, and go directly to homeroom to eat breakfast. During dismissal, students are walked out to their busses by their teachers based on grade level bands. Many students attend the afterschool program which can cause chaos in the halls. Staff are assigned to each floor to bring students to the cafeteria for snack before the after-school program begins. I also supervised one lunch period each day. During lunch, students are expected to go directly to their table and wait for their proctor to give them permission to get lunch. Upon getting lunch, students are expected to get everything they need to eliminate the need to keep re-entering the lines. In my lunch period, there are third through fifth grade students. Third grade students get their lunches first. After they have gotten their lunch, they go to the salad bar, and return to their table. The following grade levels get their lunch in order. The last 5 minutes of lunch are silent, and students clean up any mess they made before their teachers arrive to pick them up.</p>
			<p>Reflection on connection to identified standard and conceptual framework</p> <p>A large portion of a building administrator's day should be being visible to staff and students throughout the school day in common areas and classrooms. I have had the opportunity this</p>

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			<p>school year to engage in the routines of building leadership in a variety of ways. Each day I have arrival and departure responsibilities, lunchroom supervision responsibilities, and frequent behavior management responsibilities particularly in the middle school grade levels. In addition, I collaborate with community partners such as M&T Bank and Buffalo Promise Neighborhood to assist with Saturday Academy set up, etc.</p> <p>Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome, or leadership strategy.</p> <p>I have found that one of the major deficits in terms of managing behavior at arrival, dismissal, and during lunch is the lack of procedures and expectations spelled out and demonstrated in each area. Students aren't taught what acceptable behavior looks like in these areas and it isn't reinforced on a regular basis. Some consistency across the school in establishing and enforcing behavior policies would help ensure that students were in a safe and productive learning environment. In previous schools that I've worked in, there were behavior matrices, assemblies, etc. to promote positive behavior and review behavior expectations. Oftentimes we would begin a contest or weekly incentive for classes, but there was rarely any follow through on it.</p> <p>In addition to those day-to-day responsibilities, I often assist administrators, teachers, and students in working through discipline problems. Many teachers don't have clear expectations set forth for student behavior in their classrooms. While morning circle time is provided for community building, there is no Positive Behavior Interventions and Supports program and no formal character education program. Policies, procedures, and consequences are not posted and reviewed, and students aren't cognitively engaged, which leads to a whole host of behavior problems.</p> <p>Having worked in 2 other schools with more successful behavior management systems in place, I know that one of the requirements I would make as a leader is that teachers must have clear rules and procedures and hold students accountable in more positive ways. I would develop a team of teachers to put a PBIS/MTSS-B program in place. I would also adopt a character education program to be used to promote positive behavior in and outside of the classroom.</p>
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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	Candidate completes at least two of the following: makes	Candidate makes connections between the

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	connections between the experiences and the identified standard, the relevant Learning Goal, and identifies goals for improvement	connections between the experience and the identified standard, the relevant Learning Goals, and identifies goals for improvement	experience and the identified standard, the relevant Learning Goal, and identifies goals for improvement
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The Day-to-Day 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. **To facilitate the final evaluation of the Day-to-Day Journal, it must be uploaded to D2L.**

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

Internship candidates are required to register for both the Internship (EDA 690) and the Internship Lab (EDA 690L-ONL) by **emailing the Program Director** at: **kellercm@canisius.edu**. The Internship Lab is offered online and will provide candidates with an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership. To earn a passing grade for the internship, the Internship Lab must also be successfully completed.

IV. Interim and Final Evaluation

Mentors must complete a written evaluation at the end of the internship. The evaluation form is included as Appendix 4. **The completed evaluation form should upload into D2L.**

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 Dr. Keller-Cogan.

V. Letter of Completion

After the completion of all hours and evaluations, the mentor must submit a letter of completion to Dr. Keller-Cogan via email at **kellercm@canisius.edu**. 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 evaluative comments regarding the internship.
5. Must contain the name, title, and signature of the internship mentor.
6. Must include the mentor(s) W9 form.

VI. Checklist

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

VII. Internship Certificate

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Students enrolled in the SBL or SDL certificate program may be eligible for an Internship Certificate once 50% of the coursework has been successfully completed. A certificate of this type is issued to a student in a NYS registered/approved graduate teacher education program (teacher, pupil personnel or school leadership) which includes an internship experience(s). The student must be 50% through the program and the program must determine if a student is eligible for this Internship certificate.

The Certificate is valid for up to two years and is not renewable while the student is matriculated in the program and completing the internship requirement of the program. When the student completes or leaves the program, the certificate is no longer valid.

The application fee payable to NYS Education Department is \$50.00. Instead of a paper certificate being provided, the certification is verified through the TEACH System.

VIII. Requesting Endorsement

Students are eligible to complete the designated program (SBL, SDL, or Masters) the specific program requirements have been fulfilled (all coursework, the 600-hour internship, 6-hour DASA training) and submitted all coursework into D2L, had it scored and returned. Please visit your Griff Audit 2.0 to verify all your program requirements are listed as completed.

To request Endorsement,

- Click on the link below:

<https://www.canisius.edu/academics/our-schools/school-education-human-services/certification-nys-teach>

[Certification in NYS - TEACH | Canisius College - Buffalo, NY](#)

www.canisius.edu

- The Associate Dean will receive your request and process it through TEACH. If anything is missing, she'll contact you.
- Canisius College Program Codes: **SDL 29140, SBL 29139**

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Internship Application – APPENDIX 1

Registering for the Administrative Internship Application Packet
EDA690 and EDA690L

To register for the Administrative Internship (EDA690) and the Administrative Internship Lab (EDA690L), you must complete this application packet.

The packet consists of:

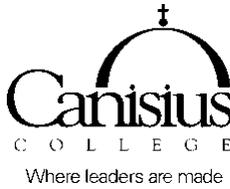
- The Internship Agreement
- The Primary Internship Site Profile
- Confirmation of the six-hour DASA (Dignity for All Students Act) training

Administrative Internship registration must be processed through the Educational Leadership Program Office. Please send the above listed documents as email attachments to Dr. Keller-Cogan kellercm@canisius.edu. Once the documents are reviewed you will be registered for EDA690 and EDA690L.

Please address any questions or concerns to Dr. Keller-Cogan at kellercm@canisius.edu

Internship Application - APPENDIX 1 (continued)

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CANISIUS COLLEGE
School of Education and Human Services
EDUCATIONAL LEADERSHIP PROGRAM

Date: _____

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
Number of Hours to be Completed at this site			

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Intern (Signature/Date)

Administrative Mentor (Signature/Date)

College Supervisor (Signature/Date)

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Internship Application - APPENDIX 1 (continued)

Primary Internship Site Profile

Prepare a profile of the primary internship site. The profile should include:

1. A description of the community and families served; the children served.
2. The staff and its organization.
3. The physical plant (e.g., accessibility for persons with disabilities, safety, cleanliness, noise level, distractions; size, etc.).
4. The curriculum.
5. The means of instruction and the evaluation of instructional practices.
6. The school culture; the leadership.
7. The means of governance including connections with the central office.
8. The means of maintaining discipline and control.
9. The school budget including school activity, athletic funds, and other funds; the diversity within the community.
10. 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.

Site Profile Exemplar

Erie 1 BOCES is one of thirty-seven Boards of Cooperative Educational Services in New York State. BOCES provides instructional and non-instructional services to their 19 component districts surrounding the city of Buffalo, to assist districts in fiscal management by sharing costs of cooperative purchasing, health insurance benefits, policy development, technology services, and more. The organization offers alternative education, special education and career and technical education. Additionally, Erie 1 BOCES hosts one of 12 Western New York Regional Information Center (WNYRIC)

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which provides technology services to over 100 school districts across five BOCES regions.

Within Erie 1 BOCES, there are the three CTE centers that offer over 25 programs to component district's high school students. BOCES serves approximately 74,441 students in its 19 component districts and is currently providing direct service to 1,398 full-time students and 3,523 part-time students. Erie 1 BOCES has approximately one thousand employees spread over eleven educational and office sites as well as classrooms in buildings across the component districts. Erie 1 BOCES is led by xxxxxxxx who acts as a liaison between the component districts and the state education department.

The mission statement for Erie 1 BOCES is "to commit to those we serve – students, staff and communities – by understanding, anticipating and responding to their needs." Additionally, Erie 1 has intentionally focused on creating a more diverse and inclusive work environment. A Diversity Statement has been added to the Erie 1 BOCES website. In summary, it shares a commitment to "listening and learning from one another," by engaging in dialogue and action both within BOCES and within the larger community. The statement highlights that Erie 1 seeks to leverage its position within the community to "promote understanding, justice, and healing."

The mission and diversity statement serve as an interconnected goal, highlighting the intentionality to meet the needs of our stakeholders, while also considering additional barriers some might face. BOCES serves a diverse population and cannot meet the individuals needs while ignoring the individual barriers unique to some marginalized groups of students. For example, students with disabilities will need staff who both understand and implement the specially designed instruction identified in their Individualized Education Programs.

My internship location will primarily be through the Education Campus, located at 355 Harlem Rd. in West Seneca. The Education Campus is a composed of three buildings that house administrative office, open spaces for conferences/presentations and meetings as well as a full-service café! Teachers and administrators enjoy the campus, as it offers a collaborative and comfortable work environment away from their school district, with access to food and coffee. Though the building is ADA accessible, as it has two elevators, one in a main entrance in building A, the other in a monitored entrance in building C, I have found that "accessible" is in the eye of the beholder. In speaking with a colleague who needs wheelchair accessibility, she has shared that the building meets compliance, yet it is not "user friendly" for those who need it. For example, during a fire drill, she would need access to the elevator, which is at times disabled for safety reasons. The maintenance staff are quick to respond to identified needs. This same colleague was bringing in hand soap from home, and when I asked her why she shared she could not reach the soap dispensers in the rest room. I brought this concern to the IDEA committee (Inclusion, Diversity, Equity and Accessibility) and one was installed within a week; however, it was installed in a corner difficult to reach with a wheelchair. This colleague reached out to maintenance and within less than 24 hours the dispenser was placed in a more open area of the restroom. This timely attention to meeting needs is a great example of Erie 1 BOCES following through on the diversity statement.

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The Education Campus has been updated with new tables, chairs, technology and inviting paint colors within the last few years, as the visual appeal of the presentation rooms did not match the Erie 1 BOCES value of *innovation*. The rooms are now clean, updated and better suited to support adult learning for longer periods of time. The Education Campus houses the administrative offices as well as the WNYRIC technology services. Other departments hold offices here as well. These departments include Exceptional Education, Career and Technical Education, Alternative Education, Communication Services, Finance Services, Labor Relations Services, Human Resource Department, Technology Services, and Workforce Development.

The Technology Services Department will be the primary focus for my administrative internship. I am employed through a statewide network, the Regional Partnership Center (RPC), grant funded by NYSED Office of Special Education. My current position through BOCES is a Coordinator, though the grant titles my position as a Behavior Specialist. The Regional Partnership Center is tasked with *systems change work* for educational organizations who are in the bottom 10% for outcomes for students with disabilities. This network provides regional learnings (Professional Development), targeted skills groups and intensive partnerships involving a team approach. The team consists of three behavior specialists, three literacy specialists, three transition specialists, one special education specialist, one specially designed instruction specialist, and one culturally responsive educator and lead by the systems change facilitator.

The network consists of personnel from the Office of Special Education, higher education, regional parent centers, and BOCES. It encompasses regional teams, and Technical Assistance Partnerships (TAPs) that make up a “coordinated and cohesive network of support.” The goals of the Educational Partnership are to “provide structure that facilitates systems change efforts, encourage and promote culturally responsive-sustaining education that includes families and communities as valued partners, and to promote greater efficiency and effectiveness in the delivery of high-quality services to families and professionals.” In essence, the goal is to improve outcomes for students with disabilities by supporting school districts in the use of evidence-based practices within the parameters of the NYCRR Part 200 Regulations.

The RPC works within and beyond the 19 Erie 1 BOCES component districts by providing technical assistance to the component school districts of Erie 1 BOCES, Erie 2 BOCES, Orleans-Niagara BOCES, and Cattaraugus-Allegany BOCES as well as BOCES staff in each of those regions. Though Erie 1 COSERs do not support Buffalo Public Schools, as one of the Big 5, yet the RPC works extensively within the BPS school system. NYSED Office of Special identifies the educational organizations in need of improvement based on outcomes for students with disabilities, including graduation, performance, suspensions, and regulatory compliance. There will be five districts targeted for intervention in the 2022-23 school year and some of the districts have multiple buildings that will be receiving direct support.

Through the RPC at Erie 1 BOCES, I will be supporting three Buffalo Public Elementary Schools (#003, #59, #67) and two High Schools (#301, #197). Each of these buildings has a unique culture and climate that varies depending on the leadership, students, and staff. In observing varying buildings across BPS, I find the district has the right practices for supporting over 30,000 students, yet implementation of those practices varies from one building to another. It would seem the district is very top heavy with

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administration, yet collaboration between the different departments often leads to ineffective systems and practices at the building level. For example, there are several data platforms being used with the district, and use of the data overlaps with another system from a different department, therefore it leaves the staff confused on how and when to use one set of data over the other. It more like each building is its *own* district, rather than each school adhering to district practices and policies.

The BPS Office of Curriculum, Assessment and Instruction provides horizontal and vertical alignment of district-wide curriculum mapping for K-6 students and offers a pacing guide to the support teachers' use of the curriculum. Resources are housed on the LMS Schoology. Staff awareness of the Schoology resources vary, and so not seem to depend on staff tenure in the district. I worked with a 20-year veteran teacher who was unaware the district had a pacing guide or where to find it. After Covid, there has been a notable increase in the use of technology to support student learning. Online platforms such as *Lexia* and *IReady* have become a part of students "individualized learning" as the program is tailored to meet the student where they are. Some barriers noted with such a platform is the use of data for instructional decision-making as well as inability to provide specially designed instruction for SwD when using an online learning platform. The ELA program is for K-6 is Journeys and 7-8 uses. The Engage NY materials. Elementary School buildings utilize benchmark assessments through multiple measures (DIBELS/I-Ready). DIBELS is offered K-6 and I-Ready was newly introduced during the 2021-22 school year. A materials list of approved K-6 Reading/Writing Interventions is provided by the *Office of Curriculum, Assessment & Instruction*. These interventions are suggested to be used during the Literacy Block. They are organized into four categories, Whole Group Program, ELL Support, Teacher-Led Small Group Resources and Learning/Area/Independent Use Resources. A detailed manual is provided to assist teachers in developing and implementing Learning Area Activities. The manual suggests that teachers can use the strategies and interventions during Rtl and the Literacy Block. The intention of this model is to reinforce skills, vocabulary and concepts that are previously taught and should not be the vehicle for introducing new skills. A 21-Day Small Group Planner is included in this document. Categories include areas or learning centers for: Reading, Listening, Word Work, Writing/Grammar, and Fluency. Lists include resources that coincide to Journeys as well as "general" resources such as the Florida Center for Reading Research, which has an extensive number of resources categorized by the Five Pillars of Reading. Additionally, a K-6 Reading/Writing Materials List for Response to Intervention, Tier I, II and III is provided. The document states that "appropriate interventions for each student must be determined by review of multiple data sources, including but not limited to results from diagnostic assessments, DIBELS 8 screening, writing screenings, District Benchmark Assessments, State Assessments, and in-class work." Rtl Tier II sessions are provided by classroom teachers and/or ICT Teams. Tier III sessions are provided by a reading teacher in most schools. Math K-8 utilizes Engage NY as the curriculum and the PARCC Model Content Framework for fluency (fast and accurate). Pacing guides are provided for grades K-6 and grades 7-8 as well as a reflection protocol. This protocol assists teachers in identifying the Big Idea of the module, analyze the mid-module and end-of-module assessment to assist in guiding instruction.

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BPS also implements culturally & linguistically responsive initiatives (CLRI) to increase equitable access and opportunity for marginalized students. This district-wide curriculum offers supplemental support, resources, and strategies to increase culturally responsive pedagogy into daily instructional practices. This initiative has made national news as it pushes back against the trend of anti-CRE books, practices, and principles!

BPS *Office of School Climate* provides district, building and teacher-level support for MTSS-B, including, but not limited to topics regarding classroom management, restorative practices, mindfulness practices, trauma-informed practices, Tiered interventions (CICO, SAIG) System and problem-solving meetings. Tiered district-wide interventions include counseling, Check in Check Out, Social and Academic Intervention Groups, Behavior Intervention Plans, Wrap-Around Supports, and an Attendance protocol. In each of the buildings I am supporting, none of these initiatives is implemented with fidelity, resulting in increased suspension and disciplinary issues. BPS engages community stakeholders in partnerships across the district. District-wide community partners include BestSelf Behavioral Health and Say Yes. Each school building had access to community partners that align with their building's individual needs. Starting in the 2022-23 school year, the use of a social-emotional universal screener will be used in several schools prior to district-wide rollout. Additionally, to combat the increase in mental health and behavioral concerns, sensory kits ("break boxes") will be added to every special class to increase students' regulation skills through calming techniques. The district is also supporting the use of "calming corners" within the classroom to allow students a space to move to when they need a moment away from academic tasks. All elementary social workers across the district will be receiving training on Second Step® social emotional curriculum, with a plan to implement following training.

Diversity with Erie 1 BOCES is a work-in-progress. The new initiated IDEA committee is tasked with seeking out an applicant pool that more closely reflects the local stakeholders we serve. The next step would be to ensure that the work environment is one that feels safe and welcoming to all.

Diversity within the Buffalo Public Schools is much more varied. This district is one of the Big 5 across the state and is in an urban setting within the City of Buffalo. According to the New York State report card, Ethnicity reflects a 1% for American Indian, 44% Black, 21% Hispanic or Latino, 11% Asian or other Pacific Islander, 19% white and 4% multiracial. Additionally, 18% of the students are English language learners, 23% are students with disabilities and 81% are economically disadvantaged.

I appreciate the unique ability to work with the Buffalo Public Schools from within Erie 1 BOCES. Over the years what I have noticed there is a difference in response when I introduce myself as an employee of Erie 1 BOCES, versus introducing myself as a behavior specialist who works on behalf of the Office of Special Education at State Ed. While both are true, I believe that to some extent school district employees view BOCES as out of touch with the day-to-day experiences within a school building. Each building presents its own set of challenges based on the leadership and staff/student need. When working with teachers, I have found that they are doing the best they can within the cognitive load they are carrying, and the skills, tools and resources available to them. Administrative teams will give a directive, yet if the staff do not know how to implement this practice than no amount of "telling" will do that. I believe this district can succeed in better supporting their students if the district leadership was better able to collaborate and

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seek more efficient ways to braid together siloed initiatives. A more cohesive approach is needed when over 30,000 students' futures at stake. The community surrounding the Buffalo Public Schools could be better utilized to support continued and emerging family needs. Gaging family needs through a survey could assess highest priorities such as *before* and *after* school programs, access to food, tutoring and/or mental health services. When collaborating with community agencies, having a feedback loop to ensure students and family needs are being met. Erie 1 BOCES helps to offer an unbiased approach, using evidence-based strategies, for systems-change work!

Cover Letter for Administrative Position Exemplar

Date here

Mr. John Smith
Title
Name of School District

Dear Mr. Smith:

I am offering my candidacy for the position of middle school assistant principal in the _____ CSD.

Effective leaders in schools are enthusiastic, creative, collaborative, confident, efficacious, and take initiative to get results, all for the betterment of student learning. My career in management in the private sector and my experience as an educator has uniquely shaped my leadership style resulting in a strong sense of team building. I believe a true leader inspires, empowers, and encourages their team through positivity, a strong work ethic, and compassion.

A leader has many roles and must balance both task completion and maintenance of positive interpersonal relationships. I have very positive relationships within my fellow faculty members, my students, administration, the community, and our alumni. I am a believer in building and nurturing relationships for the purpose of improved student learning.

In my first year as business teacher at _____ I successfully built an Advisory Board composed of business professionals from the Western New York area who would thereby support initiatives to advance the learning of our students. I brought several new programs and events to _____ for the benefit of our students, namely, Toastmasters public speaking training, STEAM career expo, various partnerships that enhance student experiences and learning (University of Buffalo-mock interviews, Junior Achievement of WNY, _____ Federal Credit Union In-School credit union, 'Lunch and Learn'). It brings me great joy to enhance the learning experience for our youth.

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In your Assistant Principal position, my first step would be to embrace the school's vision and mission and approach the role with an eagerness to get acquainted with faculty, staff, admin, the board, families, and the community. Additionally, I would seek to understand their needs, and the culture of the school. My primary leadership style is democratic and that of a servant leader because I value the entire team of stakeholders and present myself as an effective leader who thrives on improvement and remarkable learning experiences for students. My desire to serve others is evidenced by the strong relationships I have established with adults and students alike.

I am very excited about this opportunity and the possibility of being a member of the _____ (name of school) family.

Best Regards,

Applicant Name here

Internship Application - APPENDIX 1 (continued)

Dignity for All Students Act (DASA) Training

NYSED requires all administrators to complete a 6-hour in-person OR online 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. Keller-Cogan via email (kellercm@canisius.edu).

Intern Signature/Date

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Canisius University

Mentor Role in the Administrative Internship

For the Conferral of a School Building, District or Business Leader Certificate

Thank you for agreeing to mentor a Canisius University student in her/his NYS required internship.

Please note the following that needs to occur during the time you are working alongside our students.

This list has been refined to reflect best practice in the field and the requirements tailored to our course requirements.

Mentor Action	Date of Completion/ Verification
Conduct an initial meeting with mentee during which the scope of the internship is reviewed and a mentee-created schedule is established.	
Confirm a series of ongoing dates during which you meet with the mentee to review progress made toward successful completion of the 31 Professional Standards for Education Leaders (PSEL-aligned tasks) or the 11 focus area for School District Business Leaders (SDBL)	
Provide timely, specific feedback to intern to reinforce expectations and offer feedback to assist with leadership growth.	
Encourage mentee to engage with the local community in meetings and events.	
Help the mentee understand the dominant culture that exists in the school/district in a way that leads to mentee awareness of the importance of culture in effective decision making.	
Invite the mentee to attend professional meetings or development sessions with you.	
Give the mentee the opportunity to complete leadership tasks that reflect the ones completed by practicing leaders.	
Discuss the 20-hour Action Research project the mentee will complete and have her/him focus on a data-based area of need that requires improvement.	
Complete the evaluation of the 31 standards using the three-point scale in the document. Perfection is not expected but candid helpful feedback is encouraged. Review with mentee. Have mentee upload this into the Dropbox of D2L at Canisius.	
Complete the mentee letter indicating the total number of hours you supervised the mentee and email it to kellercm@canisius.edu along with the mentor payment form and W9.	
Know that we are deeply grateful to you for giving so freely to help ensure the next generation of leaders is equipped with the skills and knowledge needed for success in our increasingly complex profession.	DONE!

Day-to-Day Journal

(boxes will expand as you type)

Student Name:

CC Student ID Number:

Mentor Name:

Mentor Job title and work location:

Location(s) of Internship(s):

School year(s) or semesters in which experience occurred:

(name and address of building/district)

Total Number of hours completed During Internship:

SBL: SDL:

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. (PSEL 1a, 1c, 1d, 1e, 1f, 1g.)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 1a, 1b)

Planned Hours	Dates	Actual Hours	Activity Description(s)

			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #3: Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district’s vision (PSEL 10a)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 10b, 10d)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and

			conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #5: Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (PSEL2b.)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 2c, 2d)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework

Beginning in Summer Session 2023 the forms in this handbook dated August 2023 must be used for all submissions. Earlier versions will not be accepted.

		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 3h, 4c,)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

- Day-to-Day Experience #8:** Research the district's use of Artificial Intelligence (AI). Cite examples of its use in your classrooms. If it is not being used, contact the technology director and find out why. Provide a detailed explanation of how it is being used, the degree to which it is used across classrooms and levels and cite specific concerns regarding it. (PSEL, 4e)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and

			conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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.) (PSEL 4e)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #10: Write a grant or participate in the administration of an existing grant addressing an identified need of your district. (PSEL 9a)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework

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		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 3b, 3d, 3g, 3h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #12: Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members ((PSEL, 6a, 6b, 6d, 6e)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework

		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #13: Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year considering strategic, long-term, and operational planning. Use available software to accomplish this task. (PSEL 3h)			
Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 9b)			
Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework

		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 3g, 8b, 8c,)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 3b, 3g, 8a 8b, 8c)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework

			Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>
		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. (PSEL 8c, 8d, 8e, 8j)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Day-to-Day Experience #18: Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (PSEL 2d, 3h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Beginning in Summer Session 2023 the forms in this handbook dated August 2023 must be used for all submissions. Earlier versions will not be accepted.

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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. (PSEL 2d, 3h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 2d, 3h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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Day-to-Day Experience #21: Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (PSEL 9h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 3h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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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. (PSEL, 9d, 9h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

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. (PSEL 9h)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Beginning in Summer Session 2023 the forms in this handbook dated August 2023 must be used for all submissions. Earlier versions will not be accepted.

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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. (PSEL 4a, 4b)

Planned Hours	Dates	Actual Hours	Activity Description(s)
			Reflection on connection to identified standard and conceptual framework
		Total	Reflection on learning and goals for improvement. <u>Must list at least one strategy to improve process, outcome, or leadership strategy.</u>

Reflective Journal Extended Leadership Experiences

(boxes will expand as you type)

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**. (PSEL 1a 1c, 1d, 3h)

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>
		Total	<p>Reflection on how your experience connected to your related reading</p>

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** (PSEL 6d, 6e, 6f, 6g, 9d)

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>

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**. (PSEL 9a, 9b, 9d, 9e)

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>
		<p>Total</p>	

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. (PSEL, 8b, 8c, 8d, 8e)

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>
		<p>Total</p>	

Extended Leadership Experience #30: Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development considering the community’s economic conditions 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. (PSEL, 2c, 2d, 2e)

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>
		<p>Total</p>	<p>Reflection on how your experience connected to your related reading</p>

1. **Extended Leadership Experience #31:** School policy often stands at the intersection of laws/regulations and the needs of the school/community. State and Federal regulators have advocated for greater accountability for teachers by connecting their efforts to the performance of the students. Describe the teacher appraisal system used in your district and the perspectives represented by leadership, teachers and the community. (PSEL, 8h, 8j)

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 a group of required experiences and maintain a reflective journal that documents all 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 PSEL 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 Day-to-Day Journal and attests to the accuracy of the dates and times that are described therein.

Mentor Signature/Date

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. Please ensure that the Building and District Levels are scored according to the area(s) you supervised.

Experiences	Unacceptable (U) 1-2	Acceptable (A) 3-4	Target (T) 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

**Insert T (target) , A (acceptable) or U (Unacceptable)
in cells below**

Intern Assignment	<u>Rating</u> <u>T/A/U</u>
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. . (PSEL, 1a 1c, 1d, 1e, 1f, 1g)	
2. Learn about the BEDS process (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. (PSEL, 1a 1b)	
3. Review and revise school handbooks or manuals articulating the collection between initiatives and the school and district’s vision (PSEL, 10a)	
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. (PSEL, 10b, 10e)	
5. Review the procedures involved in opening and closing the school (fall/spring) and assist the principal in the process. (PSEL, 2b)	
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. (PSEL, 2c, 2d)	
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. (PSEL,3h, 4c)	
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. (PSEL, 4e)	
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.) (PSEL, 9k)	
10. Write a grant or entitlement application or participate in the administration of an existing grant addressing an identified need of your district. (PSEL, 9a)	
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. (PSEL, 3b, 3d, 3g, 3h)	
12. Participate in the hiring process. Serve on teams designed to screen, interview, and hire new staff members (PSEL, 6a, 6b, 6d, 6e)	
13. Assist with scheduling school/student activities and/or prepare the schedule for the upcoming school year considering strategic, long-term, and operational planning.	

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Use available software to accomplish this task. ((PSEL, 3h)	
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. (PSEL, 9b)	
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. (PSEL, 3g, 8b, 8c)	
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. (PSEL, 3b, 3g, 8a, 8b, 8c))	
17. 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. (PSEL, 3g, 8b, 8c)	
18. Participate in the mediation of student-student, student-staff, staff-staff, and staff-parent conflicts. (PSEL, 2d, 3h)	
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. (PSEL, 2d, 3h)	
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. (PSEL, 9k, 9l)	
21. Identify and reflect on ethical issues affecting your district. In your journal, make policy recommendations on these issues. (PSEL, 9h)	
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. (PSEL, 3h)	
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, (PSEL, 9d, 9h)	
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. (PSEL, 9h)	
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. (PSEL, 4a 4b)	
26. Conduct a needs assessment and plan for professional development to address an identified need. Work with others to organize, facilitate and implement, Recommend multiple techniques for professional development responding to the identified needs. (PSEL 1a, 1c, 1d,, 3h)	
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 (PSEL 6d, 6e, 6f, 6g, 9d)	

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<p>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. (PSEL 9a, 9b, 9d, 9e)</p>	
<p>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. (PSEL, 8b, 8c, 8d, 8e)</p>	
<p>30. Review policies, procedures, and programs currently in place in the school to integrate academic and vocational development considering the community's economic conditions 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. (PSEL, 2c, 2d, 2e)</p>	
<p>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. 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. . (PSEL, 8h, 8j)</p>	

Candidate Dispositions

Please use the following codes to place one number in the box to the right.:

- 2. The statements are very descriptive of the candidate**
- 1 The statements are somewhat descriptive of the candidate**
- 0 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 stakeholders 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

APPENDIX 5

Canisius College: Intern Supervisor Checklist for Required Documents

Intern Name (printed) _____ **Canisius I.D. #**

EDA Course: EDA 690

Check that EACH of the following is submitted at the conclusion of the internship:

1. _____ EDA690 (eight credit hours) requires intern to complete 600 internship hours and all 25 day-to-day and six extended leadership experiences
2. _____ Reflective Day-to-Day Journal – Must include a daily log and reflection as described in the Internship Handbook. This should be uploaded into D2L when complete.
3. _____ Extended Leadership Reflections and Related Readings – This can be combined with the Reflective Journal and should be uploaded into D2L when complete.
4. _____ **20-hour** Action Research Project – This should be uploaded into D2L when complete.
5. _____ Administration Intern Final Evaluation .A notification of completion document should be uploaded into D2L.
6. _____ Letter of Completion on letterhead from mentor specifying number of hours intern was supervised. Email to Dr. Keller-Cogan kellercm@canisius.edu
7. _____ Completed W9 Tax form from Mentor. Email to Dr. Keller-Cogan kellercm@canisius.edu
8. _____ Completed Mentor Payment Form. Email to Dr. Keller-Cogan kellercm@canisius.edu

My intern completed _____ (number of hours) under my supervision at the building/district (circle one) level.

I recommend that the above student receive a grade of:

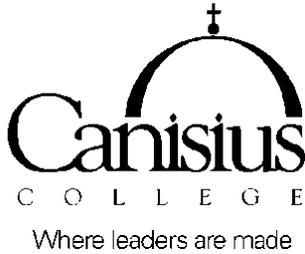
___ Pass
___ Incomplete

Beginning in Summer Session 2023 the forms in this handbook dated August 2023 must be used for all submissions. Earlier versions will not be accepted.

___ Fail

Intern Supervisor Signature

Date



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 _____

Mentor Social Security Number _____

Your Intern's Name _____

Total number of hours my intern completed under my supervision: _____

Intern's Canisius ID Number _____

Mentor Signature

Date

Thank you for giving generously of your time, talent, energy to support and guide your Administrative Intern

Please return to:

Meg Keller-Cogan Ed.D. kellercm@canisius.edu

The W-9 Form below must be completed by the Mentor and submitted via email to Dr. Keller-Cogan
kellercm@canisius.edu

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