



The School of Education and Human Services

EDUCATIONAL LEADERSHIP AND SUPERVISION

Program Handbook and Portfolio Guidelines

Revised 3/19/2012

MISSION STATEMENT

Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

Supporting Key Concepts

Catholic

Canisius is an open, welcoming university where our Catholic faith and traditions are vitally present and operative. Rooted in the Catholic intellectual tradition, Canisius cultivates human knowledge for the benefit of Church and society.

Jesuit

Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person and service to humanity. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning and Student Engagement

Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform the mind and spirit. Our undergraduate core curriculum enriches students' academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Leadership

Benefitting from academically rich, values-based experiences in their interactions with faculty, staff, and community, students learn responsible leadership and develop their ability to inspire others to achieve excellence. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities.

EDUCATIONAL LEADERSHIP PROGRAMS

Canisius offers comprehensive programs in PK-12 Educational Leadership. The certification programs may be taken independently, but may also contribute to a Master of Science degree in Educational Leadership and Supervision. Students may pursue certification in New York as a School Building Leader and can continue on to complete the School District Leader. By completing additional coursework, students may also choose to finish the master's degree. It is possible to add a content concentration to the master's degree utilizing the elective credits. The concentrations include Athletics Administration, Instructional Leadership, Educational Technologies, and Emerging Issues. It is possible to select unrelated electives and opt for no concentration.

The coursework for these program can be completed on-campus or online. The programs are all approved by the New York State Department of Education.

Canisius' programs are accredited by **the National Council of Teacher Certification Programs (NCATE)** and are organized using a **School of Education and Human Services Conceptual Framework**. As part of this accreditation and organization, candidates in our program are assessed across a series of program common assignments and other instruments. Periodically, Canisius presents data demonstrating the proficiency of program participants. The common assignments and other instruments are designed with specific criteria in mind. The following pages discuss the **Conceptual Framework** that governs all programs at Canisius and sets forth **Learning Goals** that will be met and well as the standards and indicators as required by the **Educational Leadership Constituent Council (ELCC)**.

ALIGNMENT OF COURSE ASSESSMENTS AND INTERNSHIP

The faculty member for each course will provide a course syllabus that identifies the requirements for the class. Each syllabus will identify content and tasks and all will be aligned to the Learning Goals and Objectives as well as the standards of the Educational Leadership Constituent Council.

There is a separate *Internship Handbook* that describes requirements for field experience. The Internship Handbook provides the alignments as described above for the field experience as well as requirements for completion and documentation of the internship.

**CONCEPTUAL FRAMEWORK
CANISIUS COLLEGE
SCHOOL OF EDUCATION AND HUMAN SERVICES
Introduction**

Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: *Knowledge, Service, Professionalism, and Leadership*. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- *Cura personalis*, concern for individuals, and desire to educate the whole person;
- *Magis*, or seeking the greater good, striving for excellence and desire to have our candidates reach one's full potential;
- Sharing one's gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner & educator striving for ethical decision-making and mindful creative solutions to today's issues in Education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), "*Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively*" (p. 8).

Mission

Mission Statement of the School of Education and Human Services

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own *cura personalis*, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism** and **leadership** in their field.

Goal Statement

Candidates in the SEHS will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards (New York State, INTASC, NBPTS, NCATE and Middle States). Candidates will also demonstrate proficiencies with indicators articulated by the Specialty Professional Association (SPA) of their discipline.

Dispositions

NCATE defines dispositions as, "Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development". In addition to the fundamental beliefs in fairness and the understanding that all

students can learn, Canisius College SEHS will foster the following dispositions in its candidates:

- Enthusiastic- Demonstrates initiative and commitment towards the educational pursuit
- Just- Appreciates value for human diversity and the ideal of fairness
- Caring- Demonstrates an attitude of empathy, tolerance and acceptance of others
- Ethical- Models behavior embodied in the mission of the School and College, and shows integrity in professional practice
- Responsible-Demonstrates personal and professional accountability for themselves and the profession

The SEHS graduate candidate will embody the SEHS dispositions with maturing expertise. With emphasis on the movement from theory to practice, our graduate programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

Candidate Proficiencies

The successful Canisius College graduate will demonstrate proficiency in the knowledge, skills and dispositions delineated by the standards outlined by their program, NCATE, Middle States, and specialized professional association (SPA).

Assessment System

The School of Education and Human Services' assessment system utilizes four transition points that are common to all programs at the undergraduate and graduate levels. The unit assessment system serves to evaluate performance of the SEHS, its programs and candidates, relative to the conceptual framework, institutional, state, national, and professional standards. A detailed description of the SEHS assessment system may be found at:

https://ncate.canisius.edu/standard_2/A/AssessmentManual.pdf

Theoretical Framework

KNOWLEDGE

Programs in the Canisius College SEHS provide candidates with the content, pedagogical, and professional knowledge, skills, and dispositions necessary for quality performance in their field. These fields include education, counseling, educational leadership, health, and physical education. Canisius has made a college-wide commitment to equipping candidates with the knowledge to use technology effectively to enhance learning. The College's strategic plan recognizes the importance of technology integration and candidates are prepared to become more competent with tools of technology to effectively teach, counsel, and administer programs for diverse individuals and to remain current with the research on the field. The SEHS goals regarding technology integration is aligned with the NCATE

accreditation standards, which state that teacher candidates need to have opportunities in the classroom and during field experience to utilize technology to enhance learning.

Professional development schools are partners in an expanded and purposeful learning community. The SEHS is jointly committed to, and mutually benefits from, improving educational outcomes for P-16 students. In the spirit of *cura personalis*, our candidates, faculty, and partners strive to foster relationships that positively impact students in the schools, the College, and the community. In caring for personal relationships, human dignity and individual differences are acknowledged and valued.

Through their coursework, field experiences and clinical practice, candidates will be prepared and supported by college faculty and school partners to engage in self-directed inquiry, problem-solving, critical thinking, and discourse as well as reflection on real world situations.

Cochran-Smith and Lytle (1999), in their detailed account of prevalent underlying conceptions of teacher learning, propose an inquiry stance that acknowledges the complex relationships between theory and practice that are at the center of teacher preparation. They conclude that content knowledge and pedagogy are linked to very basic questions and emphasize that individuals must face such questions, as "local knowledge" that evolves from problem solving and leads to "knowledge of practice". They state:

...constructing local knowledge is understood to be a process of building, interrogating, elaborating, and critiquing conceptual frameworks that link action and problem posing to the immediate context as well as to larger social, cultural, and political issues. Implicit in this process is a set of questions that function as lenses for seeing and making sense of practice broadly construed: Who am I as a teacher? What am I assuming about this child, this group, and this community? What sense are my students making of what is going on in this classroom? How do the frameworks and research of others inform my own understandings? What are the underlying assumptions of these materials, texts, tests, and curriculum frameworks, and school reporting documents? What am I trying to make happen here and why? How do my efforts as an individual teacher connect to the efforts of the community and to larger agendas for school and social change?

The acquisition and application of the knowledge, skills, and dispositions required to meet college, local, state and national professional standards are recursive as illustrated in our symbol of infinity. These dispositions embrace the charisms, or values of Jesuit educational philosophy.

SERVICE

Candidates in the SEHS are provided with a variety of service opportunities to enable them to learn from populations that are ethnically, racially, culturally, religiously, and intellectually diverse. Service learning opportunities embedded in the academic program are intended to "emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth" (Kendall, 1990, p. 20).

Service initiatives within candidates' course work provide them with a healthy forum of exchange among their classmates and professors. This model has been shown to increase the value of the experience for the student and enhance the relationship between the academic material and the service experience (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Astin, Vogelgesang, Ikeda, & Yee (2000) have demonstrated that service participation positively effects important outcome measures including GPA, critical thinking skills, a commitment to activism and the promotion of racial understanding, leadership activities, interpersonal skills, choice of a service career, and plans to participate in service after college. Other benefits include the development of citizenship skills and a higher regard for social responsibility and diversity (Keith, 1994).

Throughout their coursework, field experiences, and clinical practice candidates are encouraged to seek academic excellence for them and for the students they teach. During their programs of study, candidates engage in and promote authentic learning experiences, support the social and emotional development of students, and demonstrate a commitment to social justice in environments that foster a culture of care, respect for diversity and the dignity of all.

Through careful placement in field-based practica secured in collaboration with the college and its professional development schools and other partners, our candidates learn to plan, act, reflect upon and revise curriculum and service projects. Under the guidance and mentorship of field-based professionals who model the knowledge, skills, and dispositions required to ensure equity in education, our candidates develop the skills and sensitivities necessary to promote social justice and cultivate an appreciation for diversity.

Service provides opportunities for our candidates, faculty, and community partners to actively live out, and share the knowledge, skills, and dispositions gained in the classroom. In building relationships beyond the classroom, one can seek the greater good (*magis*) in service to others, supporting the potential, and uniqueness of people.

PROFESSIONALISM

The SEHS seeks to promote a high level of professionalism and to share a mutual commitment to achieve the objectives of all partners.

Candidates benefit from the acquisition of self-reflection as a habit of mind, continuously assessing and refining their professional practice (Schon, 1983) as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective candidate and/or counseling instruction and assessment, ensuring that all students and/or clients have optimal opportunities to learn and grow (Schein, 1973).

In the context of coursework, community based research and practice, faculty model and nurture the dispositions required for candidates to develop projects, learn with and from others, form a professional network of colleagues, and assume positions of responsibility.

Course work continuously presents research bases for theories and practice and develops candidates' visions of ways in which they can contribute to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate's professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.

Bridging theory to practice, candidates are integrated into authentic environments and provided “with real responsibilities, the opportunity to make decisions and to develop skills, to analyze student needs and to adjust practices using student performance data while receiving continuous monitoring and feedback” from faculty and p-12 mentors.(p10, BRR). Field experience and clinical practice embedded throughout the preparation program provide opportunities for candidates to become contributing and collaborative members of learning communities, and a variety of contexts in which the candidate can develop complex analytical and practical skills (p. 10 BRR) Candidates understand that their decisions, actions, and reactions are context dependent and student/client driven. As professionals, they involve colleagues, parents and the community in the responsible care and development of each participant.

Candidates are encouraged to embark on a lifelong commitment to their profession. They are encouraged to join professional organizations and actively participate in professional conferences and research (Donoahue, 1996; Patterson, 1996; Patterson, Santa, Short, & Smith, 1993). As professionals in their fields, Canisius College candidates will internalize the processes of reflective practice, and utilize multiple sources of information to inform educational decision-making that meets the needs of the individuals and communities in which they are engaged. Effective leaders, make these ethical choices in a spirit of *cura personalis*, when perhaps less socially responsible decisions might be easier.

Effective instructional planning demonstrates the candidate’s ability to integrate outcome based, state, national, and professional standards in their instruction. Assessment driven instruction is evidenced in classroom practice.

LEADERSHIP

Candidates 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 (Borich, 1996). Candidates accept that, as professionals, they are responsible for the long-term social and ethical implications of their performance and decision-making. The unit recognizes that the professionals it prepares for the future must be able to effectively use technology, analyze situations, set appropriate and attainable goals as well as plan and monitor actions that will lead to the accomplishment of these goals. They must be able to efficiently evaluate results, reflect on outcomes, and use their conclusions to improve practice. Throughout this activity candidates must maintain the standards of professional conduct (Fullan, 1990).

Through coursework, field experiences and clinical practice, candidates learn that education reform is ongoing and best accomplished by committed and well-informed practitioners (Porter & Brophy, 1988). Course work continuously presents research bases for theories and practice and develops candidates’ vision of themselves as change agents responsible for contributing to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate must be prepared as a leader whose professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.

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EDUCATIONAL LEADERSHIP CONSTITUENTS COUNCIL

School Building and School District Level Program Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 earlier, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Educational Leadership programs are governed by the Educational Leadership Constituents Council standards. **The Conceptual Framework is used to identify program learning goals and the ELCC Standards are used to identify program objectives.** The program objectives are broad, but they are refined in each course as appropriate for the course content. The syllabi for the courses provide detailed Learning Goals and Objectives and show how the proficiency of the students will be assessed in that course.

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

Students will:

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

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

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

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

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions): Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

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

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

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

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

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

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

Students will:

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

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

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

Learning Goal 4 (PROFESSIONALISM): 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 (LEADERSHIP): Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

Students will:

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

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

NCATE CRITERIA

KNOWLEDGE, SKILLS, AND DISPOSITIONS

As noted in the conceptual framework, candidates will be required to demonstrate the ability to reflect on their practice, apply knowledge, exhibit skills, and develop dispositions essential to successful leadership in PK-12 settings. Knowledge and skills are developed through exposure to content and practice provided in the required courses in the program. 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 are described below.

A Canisius student is:

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

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

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

- **Ethical**- Models behavior embodied in the mission of the School and College, and shows integrity in professional practice
 - Is honest and trustworthy in communication and interaction with others
 - Demonstrates professionally ethical behavior including confidentiality and appropriate interpersonal boundaries
 - Demonstrates knowledge of the ethics of their profession through professional behavior

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

The internship is the time where candidates demonstrate all three criteria; knowledge, skills, and dispositions. While most field experiences will provide opportunities to demonstrate all three, our internship evaluation will focus on the most appropriate criteria for the task. More detailed information on how these dispositions are to be demonstrated and assessed will be distributed in class.

DIVERSITY PROFICIENCIES

A Canisius faculty committee is tasked with evaluating issues of diversity within all School of Education and Human Services programs. The following is a list of proficiencies that students will develop as they complete their program:

1. Candidates engage in culturally responsive practice that promotes achievement for all learners from diverse backgrounds through a variety of instructional opportunities. (ELCC 2.1)
2. Candidates demonstrate a critical stance that embraces multiple and comparative perspectives in their examination of various cultural contexts in the practical setting. (ELCC 2.1, 5.5)
3. Candidates cultivate a classroom or clinical environment that reflects an exchange of honor and respect for all constituents representing diverse backgrounds. (ELCC 5.5)
4. Candidates effectively incorporate instructional strategies using appropriate resources that promote cooperation, democracy, and social justice in the classroom/clinic. (ELCC 5.3)
5. Candidates behave as change agents and engage their students in activities that embrace social action. They take personal, social, and civic action related to the concepts, problems, and issues they have studied. (ELCC 6.2)

These proficiencies overlap the requirements of the ELCC standards. The alignment of these proficiencies with the standards has been provided. These proficiencies will be assessed within the program common assignments.

PROGRAM FORMATS

ONLINE AND ON CAMPUS PROGRAMS

All of the courses for the SBL and SDL certification programs can be done on campus or online. The college encourages candidates to apply to one program or the other and to take the course sections associated with that program. It is possible, however, to take a course from the other program with program director permission. Many concentration electives can also be completed online, but some of these courses are only available on campus. It is possible to complete the entire master's degree coursework by taking online courses. Some of the on campus courses are also available in a hybrid format to increase convenience.

ON CAMPUS COURSES

The Educational Leadership courses in the on-campus program typically meet once a week during the Fall and Spring semesters. Some faculty may choose to modify their course schedule, so students should carefully check the course schedule for variations. During the Summer term, schedules vary. Some meet twice a week for 5 weeks. There are also some week-long workshop courses that meet every day for 8 hours each day. Again, consult the posted schedule each term for specific meeting dates.

ONLINE COURSES

The Educational Leadership courses in the on-line program are facilitated through the Virtual classroom called Angel. The landing web page for this system is <https://angel.canisius.edu/default.asp>. During the Fall and Spring semesters, professors will post assignments weekly following the regular semester format. During the Summer, professors may choose to shorten the duration of the courses and increase the required workload each week.

HYBRID COURSES

Occasionally, an on campus course is offered in a hybrid format. This generally means that the course meets on campus half of the time, with the other half of the course being conducted online. The meeting dates for hybrid courses are clearly articulated on the semester schedule.

INTERNSHIP

Candidates may begin their internship after completing four courses. Please see the Internship Handbook for detailed information about the internship. Six-hundred clock hours of experience are required, along with a non-credit internship seminar. Candidates secure a location and mentor for the internship experience and this must be approved by the college supervisor. Canisius can also help candidates to locate internship sites, if necessary. Detailed instructions for the internship are available in the *Internship Handbook*.

PROGRAM COURSE REQUIREMENTS
New York State Certificates

School Building Leader Program (TEACH code 29139)

Required Courses: **EDA 600** Theory of School Administration (3)
 EDA 610 School Law (3)
 EDA 620 Supervision for the Improvement of Instruction (3)
 EDA 625 Instructional Program Design (3)
 EDA 630 School Personnel Administration (3)
 EDA 650 The Principalship (3)

Required Internship: **600 clock hours are required**

EDA 690 Educational Administration Internship (8)
OR
EDA 675 Educational Administration Internship I (4) **AND**
EDA 680 Educational Administration Internship II (4)

*See **Internship Handbook** for details.*

Required Seminar: **EDA 690L** Internship Seminar (0)

Required NYS Test: School Building Leader, parts 1 and 2
(Information available at <http://www.nystce.nesinc.com/>)

School District Leader Program (TEACH code 29140)

MUST TAKE ALL SBL PROGRAM COURSES AND INTERNSHIP PLUS:

Required Courses: **EDA 640** School Business Administration (3)
 EDA 660 The Administrator & Pupil Personnel Services (3)

Required NYS Test: School District Leader, parts 1 and 2
(Information available at <http://www.nystce.nesinc.com/>)

Instructions for applying for SBL/SDL certification through TEACH can be found at <http://www.canisius.edu/education/nyscertification.asp>. You will need the TEACH codes given above.

Courses do not need to be taken in any particular order.

PROGRAM COURSE REQUIREMENTS
MS in Educational Leadership and Supervision

The MS in Educational Leadership and Supervision requires 33 credit hours in coursework (excluding the internship). All of the SBL/SDL required courses can be applied to the MS in Educational Leadership and Supervision. **Three additional courses (9 credit hours) are required.**

As of Summer 2012, the Canisius College Educational Leadership and Supervision program offers content concentrations to meet the additional elective credit requirement. These concentrations are designed to provide an additional skill set to aspiring school leaders over and above the content that is covered in the SBL and SDL courses and internship. These content concentrations will appear on your MS transcript but do not lead to any additional New York State certification.

Option 1: Emerging Issues in Educational Leadership

1. **EDA 655 School Leaders and Community Relations** (campus-based course)
2. **EDA 657 Development of Urban Teachers** (on-line or campus-based course)
3. **EDA 661 Issues in School Leadership** (campus-based course)

Option 2: Educational Technologies and Emerging Media

Take 3 of the following courses:

1. **EDT 501 Theory, Design, and Technology** (on-line course)
2. **EDT 502 Differentiating Instruction** (on-line course)
3. **EDT 503 Educational Multimedia Design** (on-line course)
4. **EDT 504 Technology in Content Areas** (on-line course)
5. **EDA 656 Technology Tools for the Administrator** (on-line course)

Option 3: Athletics Administration

1. **PEG 620 Leadership in Physical Education and Athletics** (on-line course)
2. **PEG 681 Legal Aspects in Sport** (on-line course)
3. **PEG 635 Administrative Principles of Physical Education/Athletics** (on-line course)

Option 4: Instructional Leadership

Take 3 of the following courses:

- 1. EDDI 505 Introduction to Differentiated Instruction** (existing campus-based course)
- 2. EDDI 585 Integrating Technology in the Differentiated Classroom** (existing campus-based course)
- 3. EDA 658 Advanced Clinical Instructional Supervision** (on-line course)
- 4. EDA 657 Development of Urban Teachers** (existing on-line or campus-based course)

Option 5: No Concentration

Candidates can select any of the above electives to finish the MS, but no concentration will be listed on the transcript. Please consult your advisor to determine if credits taken at another university can satisfy the elective requirements.

IF YOU WOULD LIKE TO DECLARE A CONCENTRATION, SEND AN E-MAIL TO DR. NANCY WELLENZOHN AT wellenzn@canisius.edu. PLEASE INCLUDE YOUR NAME, ID NUMBER, AND CONCENTRATION CHOICE.

PORTFOLIO REQUIREMENTS AND TASKSTREAM

COMMON ASSIGNMENTS

Each course has one or more program common assignments for which Canisius collects and displays assessment data. This group of assignments is considered to be your portfolio. Canisius uses this information to demonstrate the proficiency of our students for each common assignment and for the program overall. Each assessment is aligned with the Conceptual Framework and the ELCC standards through the Learning Goals and Objectives. Canisius utilizes an electronic portfolio management system called Taskstream to collect and display program data. The landing website for this system is www.taskstream.com.

Students must enroll in Taskstream when they enter one of the Educational Leadership programs. Students should purchase a subscription for the period of time that you feel you will need to complete all requirements for your program or programs. Each faculty member will identify which assignment within their course is considered the “common assignment.” It is the responsibility of the student to load the common assignment into Taskstream upon completion. The faculty member will evaluate the assessment in Taskstream. Faculty may also choose to consider this assignment as part of their course grade. Students need to ensure that common assignments are loaded into Taskstream in a timely manner to ensure that there is no delay in posting course grades for the semester.

There are two separate programs in Taskstream for Educational Leadership. There is the on-campus program and the on-line program. Students must register in Taskstream for the *program* for which they were accepted. As mentioned earlier, it is possible to take *courses* from the other program, but the common assignments must be uploaded to the course listed under *your* program. Faculty teaching on-line courses may be evaluating work in the on-campus program and vice versa.

The codes are as follows:

On-Campus Educational Leadership	RFS93M
Online Educational Leadership	EJ4HM6

There is a list of frequently asked questions on Taskstream posted on the Canisius website at: <http://www.canisius.edu/education/taskstream.asp>. Questions can also be directed to faculty members, the program director, or the Canisius College Taskstream coordinator (at 716-888-2547).

PROGRAM TRANSITION POINTS

The progress of Educational Leadership program candidates is checked at several transition points during their tenure. Candidates are assessed according to admission criteria, successful completion of common assignments, and successful completion of the internship experience as well as other criteria. The transition points are discussed below.

TRANSITION POINT ONE: ADMISSION

Candidates must meet the following criteria to be admitted to the Educational Leadership programs:

1. Candidates must have an earned master's degree with a minimum 2.7 GPA
2. Candidates must have 3 full years of teaching or school pupil personnel experience in a PK-12 public or private school.
3. SDL candidates must have enough graduate credits so that upon completion of the SDL program they will have at least 60 graduate credits.
4. Candidates must submit a writing sample.
5. Candidates must submit three letters of recommendation which demonstrate leadership potential.
6. Candidates may need to complete an admissions interview with program director.

TRANSITION POINT TWO: PRIOR TO INTERNSHIP

This transition point will be checked upon registration for EDA 675 or EDA 690. Candidates must meet the following criteria:

1. Candidates must have a Canisius GPA of 3.0 or higher.
2. Candidates must have completed four of the six required SBL courses as described earlier.
3. Candidates must have submitted common assignments for each class and each, on average, must be assessed as "acceptable" or "target."

TRANSITION POINT THREE: AFTER INTERNSHIP

This transition point will be checked after completion of EDA 680 or EDA 690. Candidates must meet the following criteria:

1. Candidates must successfully complete the 600 hour internship (8 credits) with a grade of "P" and the Internship Seminar with a grade of "P."
2. Candidates must have submitted the required common assignment and internship evaluation form and, on average, must be assessed as "acceptable" or "target."

TRANSITION POINT FOUR: COMPLETION OF PROGRAM

This transition point will be checked upon request for SBL or SDL endorsement or upon receipt of an application for graduation. This transition point is checked by the Associate Dean. Candidates must meet the following criteria:

1. Candidates must have completed the 26 credits required for SBL certification; the 32 credits required for SDL certification and have at least 60 graduate credits in total; the 41 credits required for the Master of Science in Educational Administration.
2. Candidates must have submitted all common assignments and each, on average, must be assessed as “acceptable” or “target.”
3. Candidates must have a minimum 3.0 GPA.

REMEDICATION AT TRANSITION POINTS

If candidates fail to meet any of the criteria listed in the transition points, a review by the Department’s Candidate Concerns Committee (CCC) will be initiated. A plan for remediation is developed by the Candidate Concerns Committee. If remediation is deemed satisfactory, candidates are allowed to progress in the program. If the terms for satisfactory remediation are not met, the candidate will not be allowed to continue in the program.

In addition to transition and academic questions, and consistent with the ethical standards of the profession, the faculty are responsible to insure that candidates are able to be ethical and personally effective in their professional roles. Concerns that may prohibit a candidate’s success in the field arising from candidate dispositions or behaviors are not considered confidential and may be discussed among faculty members and College administrators.

The college also requires that graduate candidates’ GPAs be monitored to meet the minimally acceptable target of a 3.0. If a candidate does not meet the college required GPA each semester, he/she is placed on probation and the Associate Dean monitors their academic progress.

CANDIDATE CONCERNS PROCESSES AND PROCEDURES

The professor, advisor or candidate may request an informal meeting at any time in order to address any concern(s) regarding the candidate’s academic or professional behaviors. Possible solutions can be explored and enacted without additional process or procedures. Throughout the candidate concerns process and up to dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns not addressed in an informal manner.

If a candidate:

- a. fails to meet any of the criteria listed in the four transition points, or
- b. fails to meet critical course expectations, or
- c. fails to act in an ethical, mature, respectful, or otherwise professional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:

- a. determine that the matter does not warrant action by the Candidate Concerns Committee OR
- b. determine that the matter should be referred to the Candidate Concerns Committee

If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy to the student's advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee s(he) will contact the chair of the CCC (the candidate's advisor) to convene a meeting with the candidate. The Candidate Concerns Committee consists of the student's program advisor, the Department Chair, and the Associate Dean. In cases where the professor who initiates the Candidate Concerns Report is the program advisor, another faculty member will be asked to become the other member of the committee.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

If the candidate does not attend the meeting as required a hold will be placed on the candidate's field experience placements until the candidate complies. This action will be communicated to:

- a. the candidate
- b. the appropriate associate dean of the SEHS
- c. the candidate's academic advisor
- d. the person reporting the concern
- e. the appropriate department chair
- f. the candidate's departmental file

The Candidate Concerns Committee will:

- a. discuss the concerns report with the candidate
- b. determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)

The Remediation Plan will:

- a. be specific and measurable
- b. have specific due dates
- c. have specific consequences for not completing the conditions of the plan

The plan may include, but is not limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and repeating field placements before progressing in the program.

The candidate and the chair of the Candidate Concerns Committee will sign the Remediation Plan. Copies of the plan will be provided to:

- a. the candidate
- b. the appropriate associate dean of the SEHS
- c. the candidate's academic advisor
- d. the person reporting the concern
- e. the appropriate department chair
- f. the candidate's departmental file

If the candidate completes the plan as expected, the person responsible for the candidate's evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. Copies will be sent to:

- a. the appropriate associate dean of the SEHS
- b. the candidate's academic advisor
- c. the person reporting the concern
- d. the appropriate department chair
- e. the candidate's departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s(he) may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

- a. The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
- b. The Department Chair will confer with the candidate's academic advisor and program coordinator (if applicable).

The department chair will either:

- a. revise or re-establish the remediation plan, OR
- b. dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:

- a. the appropriate associate dean of the SEHS
- b. the candidate's academic advisor for inclusion in the candidate's file

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal candidate concerns process, a candidate may be dismissed for a single egregious breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student's advisor. An appeal of may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

STUDENT COMPLAINT PROCESS

If a student is unable to resolve a concern about their experiences in the program through direct, informal communication with the professor, the student's advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student's advisor, program director or Department chairperson. The advisor, program director and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student's concern, providing written material, referral of the student, etc.). The Department Chairperson, the student's advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal the resolution to the Associate Dean.