

***EDUCATIONAL LEADERSHIP
AND SUPERVISION***

**Internship Handbook for
School District Business Leaders (SDBL)
EDA 690**

Updated June 2022

Introduction

The internship (EDA 690 and EDA 690L) is the culminating experience for the School District Business Leader (SDBL) certification program. 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 **Taskstream**. This handbook describes the required documentation that must be created and submitted when the internship is complete.

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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 School District Business Leader standards. The program objectives are broad, but they are refined in each course as appropriate for the course content. These learning goals are assessed within the internship.

<http://www.nysed.gov/college-university-evaluation/education-law-rules-and-regulations>

3. School District Business Leader

NYSED endorsed programs shall require candidates to complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to perform the following:

- a) create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective;
- b) identify, develop, and endorse organizational and administrative policies and procedures for the district;
- c) effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances;
- d) administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations;
- e) effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program;
- f) assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs; and
- g) effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.

C. Leadership Experiences for School Building Leader, School District Leader and School District Business Leader

NYSED programs shall require candidates to successfully complete leadership experiences that shall:

- include leadership experiences in districts serving students at different developmental levels and with a variety of characteristics and socioeconomic backgrounds;
- be carefully selected and planned by program faculty in collaboration with school district leaders, with learning outcomes specified that are connected to program competencies and with the achievement of those outcomes regularly evaluated by program faculty; and
- be supervised by certified school district leaders and by program faculty who have preparation and expertise in supervision related to the certificate the program is designed to lead to, district business leadership.

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

College Recommendations from SDBL Programs for the Transitional H Certificate

The [Transitional H certification pathway](#)  allows holders of a New York State Certified Public Accountant license to work as a School District Business Leader (SDBL) while they complete the requirements for the School District Business Leader (SDBL) Professional certificate. Candidates who are eligible for the Transitional H certificate would enroll in a SDBL program and be exempt from completing the internship requirement. After they are enrolled, educator preparation providers (EPPs) would submit a college recommendation in TEACH for the Transitional H certificate to verify their enrollment. EPPs do not need to register their programs as leading to the Transitional H certificate.

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:

- 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.

SCHHOL DISTRICT BUSINESS 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

The internship requires a minimum of **375 clock hours** translating to a total of **5 credit hours**. Candidates register for EDA 690 and EDA 690L through the Director of the Graduate Education Administration Program, Dr. Keller-Cogan (kellercm@canisius.edu). The Internship (5 credit hours) may be initiated after successful completion of at least six (6) credit hours of program coursework, although most students complete all coursework prior to the internship course. 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 business 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 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. 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 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.

Internship Prerequisites

Prior to beginning the internship, each candidate will:

- Have obtained an SBL or SDL certificate or a MBA or its equivalent with a course average of ‘B’
- Have successfully completed a minimum of six credits in the Educational Leadership Program at Canisius College or had accepted transferrable courses.
- 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 district experiences over an extended period in diverse settings.
- Have established relationships with district leaders, acting as mentors, who guide her/him in their preparation for school leadership in appropriate 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 Program Director must approve the administrative mentor and internship site.
3. The mentor assists the intern in selecting relevant tasks and responsibilities as well as in identifying settings for additional experiences (e.g., central office, community agency).
4. The assigned Supervisor will communicate with interns and their administrative mentors.
5. The intern will assume administrative duties in the internship setting at the direction of the mentor. The intern will complete the **Day-to-Day Experiences while journaling her/his work in the District Business Office.**
6. **The 375 Day-To-Day Experience** hours will be documented in a reflective journal that includes a description of each activity, connection to the identified ELCC standard, and reflections that assess the experience and identify goals for improvement. .
7. 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.
8. Interns will participate in EDA 690L-ONL, Internship Seminar, which is offered online.
9. The intern arranges for his or her administrative mentor to submit an evaluation and a written *Letter of Completion* to the Educational Leadership Program Director **via email** upon successful completion of the internship. The guidelines for the letter appear on page 20 of this Handbook.
10. If a student registers for all five credits for the SDBL internship in one semester but takes multiple semesters to complete the 375 hours, the student requests that Dr. Keller-Cogan register her/him in EDA 690B which will allow the student to maintain access to email and the Griff Audit.

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**.

- h) create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective;
- i) identify, develop, and endorse organizational and administrative policies and procedures for the district;
- j) effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances;
- k) administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations;
- l) effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program;
- m) assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs; and
- n) effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.

Day to Day Journal Activities: 1-11

1. Review the adopted District budget with the district's chief financial officer. Identify **non-personnel** line items that provide learning support to students or are used to support improved learning outcomes. Create a pie chart that illustrates: The total school district budget; all instructional and administrative personnel costs; facilities operations cost; benefits allocation; the dollar amount and percent of the operating budget non-personnel student learning supports represent; how the budget dollars are distributed (e.g., per pupil/by building etc.)what mechanisms are in place to assess the impact of the expenditure on student learning and how the impact influences future potential allocations of a similar nature
2. Meet with the superintendent of schools. Identify the process the district uses for policy review and change. Describe how, when and who is involved in making changes to policies. Identify the role Board of Education members have in the process. Analyze the relationship between Board policy and the district's budget.

3. Meet with the chief financial officer. Identify the individuals and entities with whom the district works to understand financial markets, make sound investments with district resources, ensure the financial stability of the district and verify that ethical practices exist at the building and district office to ensure the integrity of the community's resources. Cite the role the internal and external auditors play in compliance . Describe corrective findings from the annual external auditor report discuss why and how the recommend changes were made.
4. Identify the process the district uses to: forecast expenditures; apply cash management procedures and generally accepted accounting principles; and develop a financial model to monitor district finances.
5. Read the teachers' contract. Highlight all items that impact the budget other than salary. Choose three highlighted items from the contract language (non-health or salary benefit related) that impact the budget. Describe the items, identify why the language was inserted, the cost and the overall perceived benefit to the employee and district.
6. Interview the superintendent and president of the teachers union. Describe the negotiations process the district uses for the teachers' contract. Identify the members of the negotiating committee on the teacher and district sides. Describe how often the team meets and the guidelines the committee uses for the process. Ask the superintendent and union president to each identify a recent addition to contract language and the circumstances that prompted it. Describe.
7. Interview the person responsible for payroll. Describe the payroll process used and the systems of checks and balances in place to ensure its integrity.
8. Meet with the head of facilities. Review the facilities plan. Identify the frequency with which it is updated and the role it plays in budget development. Describe how facilities tracks and manages capital assets, equipment and supplies.
9. Identify and assess how the district's risk management program is created and monitored. Describe the job title of those involved in its creation and management. Identify improvement opportunities.
10. Meet with the Chief Financial Officer and the district staff member responsible for curriculum and instruction. Discuss how the district's strategic plan is reflected in the budget. Review the process used to evaluate the effectiveness of budgeted instructional initiatives and how the budget is amended (or not) based upon this appraisal. Describe the process used to evaluate budgeted resources allocated to improve student learning.

Day-to-Day Experience #11: Create a presentation that shows the district budget in multiple visual formats. Use tables, charts and graphs. Identify with the support of your mentor, the

preferred methods used to illustrate the budget effectively and clearly.

Discuss the budget proposal process, those involved in its communication, the role the Board of Education, superintendent, chief financial officer, other staff members and community plays in the process. Make recommendations for improvements.

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.

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. There are no minimum number of hours required for each of the day-to-day experiences.

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.

Please note that entries addressing internship experiences need to include comments on how the experience relates to the NYSED Leadership Objectives and Standards and the Canisius Conceptual Framework (i.e., knowledge, service, professionalism/leadership as articulate in the Learning Goals), as well as goals for **self or system 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 Level 6 on the rubric. Content varies. Documentation should be written in academic language, use complete sentences, no acronyms without an interpretation, spell and language checked using **MSW Editor** prior to submission.

EXEMPLAR 1

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

Planned Hours	Dates	Actual Hours	Activity Description(s)
	7/12 7/13 7/20	25	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. 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.
			Reflection on connection to identified standard and conceptual framework 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. 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.
		Total 399	Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome, or leadership strategy. 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 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. 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.
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EXEMPLAR TWO

Day-to-Day Experience #9 Engage in the daily routines of school building leadership (e.g., supervising student arrival and departure including bus duty, supervising lunchroom, working through discipline and attendance issues, collaborating with staff, families, community, etc.) (ELCC SBL 3.1)			
Planned Hours	Dates	Actual Hours	Activity Description(s)
	'17-'18 School Year	160	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.
			Reflection on connection to identified standard and conceptual framework 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 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.
			Reflection on learning and goals for improvement. Must list at least one strategy to improve process, outcome, or leadership strategy. 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. 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. 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.
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This assignment will be evaluated according to the following rubric. Ensure the evidence you provide meets a level 6 standard.

Experiences	Unacceptable 1-2	Acceptable 3-4	Target 5-6
Reflection for each of experiences 1-11	Candidate does not complete at least two of the following: makes connections between the experiences and the identified standard, the relevant Learning Goal , and identifies goals for improvement	Candidate completes at least two of the following: makes connections between the experience and the identified standard, the relevant Learning Goals , and identifies goals for improvement	Candidate makes connections between the experience and the identified standard, the relevant Learning Goal , and identifies goals for improvement

The 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.

II. Internship Seminar (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.

III. 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 documenting all 375 hours should upload into Taskstream.**

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

IV. 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 total 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.

V. Checklist

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

VI. Internship Certificate

Students enrolled in the SBL 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.

VII. Requesting Endorsement

Students are eligible to complete the designated program (SBL, SDL, SDBL or Masters) once the specific program requirements have been fulfilled (all coursework, the 375-hour internship, 6-hour DASA training) and submitted all coursework into Taskstream, 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,

- Go to the student Griff Audit
- Towards the top center there is a tab that states “Request Graduation/Endorsement”. Click it and follow the prompts
- Canisius College Program Codes: **SDBL 41654 SDL 29140, SBL 29139 when completing the process in your NYS TEACH Account.**

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)

CANISIUS COLLEGE School of Education and Human Services EDUCATIONAL LEADERSHIP PROGRAM

Date: _____

INTERNSHIP AGREEMENT: SCHOOL DISTRICT BUSINESS LEADER

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)					
% 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:					
District (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					

Intern (Signature/Date)

Administrative Mentor (Signature/Date)

College Supervisor (Signature/Date)

Internship Application - APPENDIX 1 (continued)

Primary Internship Site Profile

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

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.).
The district culture; the leadership.
4. The means of governance including connections with the central office.
5. The school budget including school activity, athletic funds, and other funds; the diversity within the community.
6. Your feelings and impressions about the district; your recommendations on how the district 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.

Day-to-Day Journal
(boxes will expand as you type)

Student Name:

Date:

CC Student ID Number:

Mentor Name:

Mentor Job title and work location:

Location(s) of Internship:
(name and address of district)

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

Number of hours completed: SDBL:

Day to Day Experience #1: Review the adopted District budget with the district’s chief financial officer. Identify non-personnel line items that provide learning support to students or are used to support improved learning outcomes. Create a pie chart that illustrates: The total school district budget; all instructional and administrative personnel costs; facilities operations cost; benefits allocation; the dollar amount and percent of the operating budget non-personnel student learning supports represent; how the budget dollars are distributed (e.g., per pupil/by building etc.)what mechanisms are in place to assess the impact of the expenditure on student learning and how the impact influences future potential allocations of a similar nature.

(NYSED create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective)

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: Meet with the superintendent of schools. Identify the process the district uses for policy review and change. Describe how, when and who is involved in making changes to policies. Identify the role Board of Education members have in the process. Analyze the relationship between Board policy and the district's budget.

(NYSED identify, develop, and endorse organizational and administrative policies and procedures for the district)

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 Meet with the chief financial officer. Identify the individuals and entities with whom the district works to understand financial markets, make sound investments with district resources, ensure the financial stability of the district and verify that ethical practices exist at the building and district office to ensure the integrity of the community's resources. Cite the role the internal and external auditors play in compliance . Describe corrective findings from the annual external auditor report. Discuss why and how the recommend changes were made.

(NYSED effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances)

<u>Dates</u>	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 #4: Identify the process the district uses to: forecast expenditures; apply cash management procedures and generally accepted accounting principles; and develop a financial model to monitor district finances.

(NYSED effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances)

<u>Dates</u>	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: Read the teachers' contract. Highlight all items that impact the budget other than salary. Choose three highlighted items from the contract language (non-health or salary benefit related) that impact the budget. Describe the items, identify why the language was inserted, the cost and the overall perceived benefit to the employee and district.

(NYSED administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations)

<u>Dates</u>	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: Interview the superintendent and president of the teachers union. Describe the negotiations process the district uses for the teachers' contract. Identify the members of the negotiating committee on the teacher and district sides. Describe how often the team meets and the guidelines the committee uses for the process. Ask the superintendent and union president to each identify a recent addition to contract language and the circumstances that prompted it. Describe.

(NYSED administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations)

<u>Dates</u>	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 #7: Interview the person responsible for payroll. Describe the payroll process used and the systems of checks and balances in place to ensure its integrity.

(NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)

<u>Dates</u>	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: Meet with the head of facilities. Review the facilities plan. Identify the frequency with which it is updated and the role it plays in budget development. Describe how facilities tracks and manages capital assets, equipment and supplies.

(NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)

<u>Dates</u>	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 Identify and assess how the district's risk management program is created and monitored. Describe the job title of those involved in its creation and management. Identify

improvement opportunities.

(NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)

<u>Dates</u>	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:

Meet with the Chief Financial Officer and the district staff member responsible for curriculum and instruction. Discuss how the district's strategic plan is reflected in the budget. Review the process used to evaluate the effectiveness of budgeted instructional initiatives and how the budget is amended (or not) based upon this appraisal. Describe the process used to evaluate budgeted resources allocated to improve student learning.

(NYSED assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs)

<u>Dates</u>	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 #11: Create a presentation that shows the district budget in multiple visual formats. Use tables, charts and graphs. Identify with the support of your mentor, the preferred methods used to illustrate the budget effectively and clearly.

Discuss the budget proposal process, those involved in its communication, the role the Board of Education, superintendent, chief financial officer, other staff members and community plays in the process. Make recommendations for improvements.

(NYSED effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.)

<u>Dates</u>	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>

MENTOR INTERNSHIP EVALUATION: SCHOOL DISTRICT BUSINESS LEADER (SDBL)

Intern Name:	Internship Dates:
Mentor Name:	Final Evaluation
School/District:	

The internship requires the candidate to complete **375 clock hours** of experience unless otherwise specified by the College. 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 NYSED standards as identified in the SDBL 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

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 may consider **observed behavior, produced artifacts, and/or the reflections written** by the intern. 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.

Extended Leadership Experiences

Please use the following codes:

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

<u>Day to Day Experience #1: Review the adopted District budget with the district's chief financial officer. Identify non-personnel line items that provide learning support to students or are used to support improved learning outcomes. Create a pie chart that illustrates: The total school district budget; all instructional and administrative personnel costs; facilities operations cost; benefits allocation; the dollar amount and percent of the operating budget non-personnel student learning supports represent; how the budget dollars are distributed (e.g., per pupil/by building etc.)what mechanisms are in place to assess the impact of the expenditure on student learning and how the impact</u>	<u>District Level</u>
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<u>influences future potential allocations of a similar nature.</u>	
(NYSED create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective)	

<u>Day-to-Day Experience #2: Meet with the superintendent of schools. Identify the process the district uses for policy review and change. Describe how, when and who is involved in making changes to policies. Identify the role Board of Education members have in the process. Analyze the relationship between Board policy and the district's budget.</u> (NYSED identify, develop, and endorse organizational and administrative policies and procedures for the district)	<u>District Level</u>
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<u>Day-to-Day Experience #3 Meet with the chief financial officer. Identify the individuals and entities with whom the district works to understand financial markets, make sound investments with district resources, ensure the financial stability of the district and verify that ethical practices exist at the building and district office to ensure the integrity of the community's resources. Cite the role the internal and external auditors play in compliance . Describe corrective findings from the annual external auditor report. Discuss why and how the recommend changes were made.</u> (NYSED effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances)	District Level
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<u>Day-to-Day Experience #4: Identify the process the district uses to: forecast expenditures; apply cash management procedures and generally accepted accounting principles; and develop a financial model to monitor district finances.</u> (NYSED effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances)	
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<u>Day-to-Day Experience #5: Read the teachers' contract. Highlight all items that impact the budget other than salary. Choose three highlighted items from the contract language (non-health or salary benefit related) that impact the budget. Describe the items, identify why the language was inserted, the cost and the overall perceived benefit to the employee and district.</u> (NYSED administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations)	
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<u>Day-to-Day Experience #6: Interview the superintendent and president of the teachers union. Describe the negotiations process the district uses for the teachers' contract. Identify the members of the negotiating committee on the teacher and district sides. Describe how often the team meets and the guidelines the committee uses for the process. Ask the superintendent and union president to each identify a recent addition to contract language and the circumstances that prompted it.</u>	
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<u>Describe.</u> (NYSED administer employment agreements and financial and operational resources in accordance with state and federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations)	
<u>Day-to-Day Experience #7: Interview the person responsible for payroll. Describe the payroll process used and the systems of checks and balances in place to ensure its integrity.</u> (NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)	
<u>Day-to-Day Experience #8: Meet with the head of facilities. Review the facilities plan. Identify the frequency with which it is updated and the role it plays in budget development. Describe how facilities tracks and manages capital assets, equipment and supplies.</u> (NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)	
<u>Day-to-Day Experience #9 Identify and assess how the district's risk management program is created and monitored. Describe the job title of those involved in its creation and management. Identify improvement opportunities.</u> (NYSED effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program)	
<u>Day-to-Day Experience #10: Meet with the Chief Financial Officer and the district staff member responsible for curriculum and instruction. Discuss how the district's strategic plan is reflected in the budget. Review the process used to evaluate the effectiveness of budgeted instructional initiatives and how the budget is amended (or not) based upon this appraisal. Describe the process used to evaluate budgeted resources allocated to improve student learning.</u> (NYSED assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs)	

SDBL Candidate Dispositions

Please use the following codes:

- 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

Canisius College: SDBL Intern Supervisor Checklist for Required Documents

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

EDA Course: EDA 690

All the following need to be submitted at the conclusion of the internship:

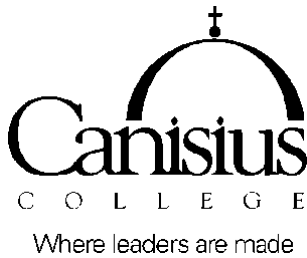
1. _____ EDA690 (5 credit hours) requires intern to complete 375 internship hours and all documentation of them.
2. _____ Reflective Journal – Must include a log and reflection as described in the Internship Handbook. This should be **uploaded into Taskstream when complete.**
3. _____ Extended Leadership Experiences Ratings. This should be **uploaded into Taskstream when complete.**
4. _____ Administration Intern Final Evaluation. A notification of completion document should be **uploaded into Taskstream.**
5. _____ Letter of Completion on letterhead from mentor specifying number of hours intern was supervised. **Email to Dr. Keller-Cogan** kellercm@canisius.edu
6. _____ Completed W9 Tax form from Mentor. Email to Dr. Keller-Cogan kellercm@canisius.edu
7. _____ Completed Mentor Payment Form. Email to Dr. Keller-Cogan kellercm@canisius.edu

I recommend that the above student receive a grade of:

___ Pass
 ___ Incomplete
 ___ Fail

Intern Supervisor Signature

Date



Mentor Payment Information Form

Please provide the following information so your \$375* 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 _____

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**



The linked image cannot be displayed. The file may have been moved, renamed, or deleted. Verify that the link points to the correct file and location.