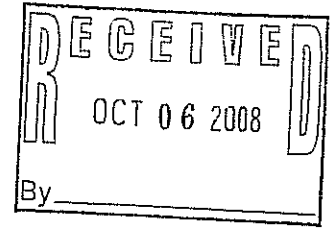


631 East Walnut Street
Titusville, PA 16354
September 30, 2008

Dr. Robert Terrill, Superintendent
Warren County School District
185 Hospital Drive
North Warren, PA 16365



Dear Dr. Terrill,

I am writing this letter to request permission to do my administrative internship at the Warren County School District. I would like to do this internship under Principal Debra Young and Assistant Principal Shannon Yeager at Youngsville Elementary/Middle School because I currently teach social studies at YEMS. I am taking my classes through Grand Canyon University, entering my final stages of the course work, and I will be ready to start my internship in January of 2009. I would like to take every chance to learn about the administrative role in the school, and I am willing to take whatever opportunities that the school district can give me during this school year and in future years. I think that this is the next step in my educational career and look at all opportunities as learning experiences that I will carry into my future as an administrator.

Thank you,

A handwritten signature in black ink, appearing to read "Philip A. Knapp".

Philip A. Knapp

OK
RAT
10-7-08

CC
Dr. Karen L. Pascale

COLLEGE OF EDUCATION
GRAND CANYON UNIVERSITY
FIELD EXPERIENCE
APPLICATION and CONSENT FORM
FOR EDA 580 INTERNSHIP

Form is due 8 weeks prior to class start date

Name: Philip Knapp 485561
 (First) (Last) (GCU Student ID)

Address: 631 East Walnut Street Titusville PA 16354
 (City) (State) (Zip Code)

Telephone: (814) 775-0630 (814) 563-0707 pKnapp4338@my.gcu.edu
 (Home) (Work) (GCU e-mail address only)

Date internship class begins: 01/05/08
 (mm/dd/yy)

Date internship class ends: 03/01/08
 (mm/dd/yy)

School where internship will take place: Youngsville Elementary / Middle School

School District: Warren County School District

School Address: 232 2nd Street Youngsville, PA 16371

School Phone Number: (814) 563-7207

Mentor Name: Debra Young Principal Youngsville Elementary / Middle School
 (Mentor title)

Mentor Contact Information: 814-563-7207 debra.young@wcsdpe.org
 (Telephone number) (E-mail address)

Please check box if requesting Institutional Recommendation for Arizona Certification.
 Candidate must pass A.E.P.A. test to complete the I.R. request

Signature of Student: [Signature] Date: 10/27/08
 (mm/dd/yy)

Signature of Mentor: [Signature] Date: 10/27/08
 (mm/dd/yy)

OFFICIAL C.O.E. USE ONLY		
<input type="checkbox"/> Cleared by Director	<input type="checkbox"/> Completed Log of Hours	<input type="checkbox"/> Exception
<input type="checkbox"/> Mid-Term Evaluation	<input type="checkbox"/> Final Evaluation	

NOTE: All information on this form is required. Incomplete applications will not be accepted.

PLEASE COMPLETE AND FAX

E-Fax: 1-877-211-6292

The Office of Field Experience:

Grand Canyon University - College of Education
 602-639-6682 • 800-800-9776 ext. 6032

In addition to faxing this application, students must still register for the class through Academic

Advising: academicadvisor@gcu.edu

Online Student Internship Manual

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Virtual mentoring via the Internet has been shown to be highly effective when successfully accessed by the student and delivered in a timely manner by the university supervisor (Knouse, 2001). Therefore, weekly contact via the Internet will be expected for all internship students and their mentors.

Personal Transformation

As the internship unfolds, you will begin to review, formulate, and refine professional practices based on prior knowledge and skills. This process is the essential ingredient of the internship, as it will take you on a transformative journey from student to professional. In addition to your site activities, it will be important that you will respond to discussion board questions posted by the university instructor. These group discussions will be vital to your continued intellectual, theoretical, and practical skill development, as they will relate directly to internship experiences. You will share experiences with classmates and form a supportive group that will significantly influence personal and professional growth. Through the relationship maintained with supervisors and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by your analytical and behavioral approaches to the internship work. This transformation is why you must keep timely, accurate documentation of activities that are featured in the weekly course Module Overviews.

Professional Behavior

Remember, your internship success will be largely determined by your own actions. You must take the responsibility to make the internship experience a good one. As a novice within the internship site, keep a positive attitude and work daily to contribute to rather than take from those you encounter. Make efforts to conduct informational interviews with a variety of staff, shadow or tag along when appropriate to professional and organizational meetings, and read professional material available within the internship site. Get to know well the culture and professional ethics apparent within the internship location. Most importantly meet all deadlines and due dates, keep daily notes and make sure the log/journal is always up to date.

Intern Activities/Functions

The following intern activities/functions are based on models or examples provided in the text *School Leader Internship* by Martin, Wright, & Darling (2003).

Journaling will enhance learning and provide a record of your professional development. It will also help in the development of a final report of your activities. Be sure to date each journal entry.

Daily Log

The intern must keep a daily log of activities experienced as a method of documenting time and effort spent during the internship. The log should cite dates; times (rounded off to the half-hour) a brief description of the activity, and the Professional Standard(s) such as ISLLC, CACREP, IRA, NCATE, ASAI, IRA, ISTE, addressed by the activity.

Example: 10-15-2004, 1.5 hours, shadow supervisor, Standards: ISLLC1.3, 1.6, 3.1, 4.2

Internship Activity Log Summary

The Internship Activity Log Summary is an important document that will enable organization of internship service into categories summarizing experiences and painting a clear picture of how time was spent during the internship. Keep a running log (formative summary) of activities throughout the internship and then compile a final summary of intern activities that will be submitted to your instructor. You will want to keep a copy of this form for future reference by placing it in your portfolio. This document may be important as documentation of the length and variety of activities experienced when applying for certification or licensing. Categories may include, but are not limited to the following:

- Staff Development
- Strategic Planning
- Negotiating and Consensus Building
- Curriculum Analysis
- Supervision & Instruction

Professional Electronic Portfolio

In order to keep track of all documentation, the Electronic Portfolio, or e-Portfolio, is a valuable tool for students to use. Grand Canyon University encourages students to create an e-Portfolio using the TaskStream e-Portfolio, or webfolio, system. Students who have not created an e-portfolio account, should contact GCU Tech Support at 1-877-428-8447. The GCU Tech Support team can provide students with all required access codes and program codes, as well as assisting students who are unable to submit to their e-portfolio for evaluation. For additional information, refer to the *Quick Start Resource Center* in *Canyon Cruiser* for additional e-portfolio helpful hints and easy-to-follow pictorial tutorials on TaskStream usage and setup.

Your Professional Electronic Portfolio may include the following:

1. Introduction and picture (optional)
2. Dedication (optional)
3. Internship Activity Log
4. Resume
5. Demonstrating Professional Standards – one assignment under each core standard
6. Student's Choice – Choose an assignment that you would like others to see but that did not fall under any of the required assignments in your program and provide a short explanation why you chose this piece of work
7. Action Research Project

Résumé

The following heading examples will help the intern develop an appropriate résumé:

- Well defined categories/sections
- Neat and conservative
- Accurate/ethical
- Professional accomplishments

- Portfolio supports your accomplishments

The following content categories are examples of items you might include in your résumé:

- Objective
- Summary of Qualifications/Highlights
- Education:
 - Degrees
 - Certification
- Leadership/Supervisory Experience
- Teaching Experience
- Coaching/Related Experience
- Professional Development
- Presentations/Publications/Grants
- Professional affiliations
- Honors/Awards
- Community Involvement/Service Activities/Volunteer
- Professional References

Internship Closure and Evaluation

As the internship comes to an end there will be a number of activities you must perform to ensure successful closure. The mentor and university instructors have played significant roles in your development as a professional and have assumed considerable responsibility regarding your internship activities. As your mentors, they will gladly share their evaluations and recommendations with you regarding your professional knowledge, skills, and competencies. Feedback given will provide direction and guidance crucial to your future career goals and focus. Active participation in the weekly on-line seminars and discussion board focus groups will have afforded you the opportunity to form close ties with others that will now be coming to a formal end. It will be important that you arrange to stay in touch with online peers, as they are now part of your circle of trusted colleagues.

Performance Based Assessment

The intern is kept informed of progress through formal and informal evaluative feedback from the mentor and university instructor. The mentor is the primary source of continuous daily mentoring, supervision and weekly substantive conferences. Every effort must be made to ensure that goals, guidelines for improvement, and suggestions are clearly communicated in a positive manner and comprehended by the intern.

Formative Assessment

Typically, the intern will be formally evaluated midway through the internship and again at the end. The mentor will evaluate interns for the purpose of enhancing skills, offering constructive feedback, and developing future goals. It will be important that interns freely express perceptions and feelings regarding the assessment so that interns' perceptions can be validated. (See Appendix B)