

Chicago State University

College of Education

Department of Educational Leadership,
Curriculum and Foundations

Doctor of Education (Ed.D.) in Educational Leadership

Doctoral Internship Guide



where PROMISE becomes POWER

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Introduction

This guide has been developed as an assistive tool for graduate students to navigate through the courses, ELCF 6700 and 6710. It provides critical information related to objectives, roles, responsibilities and expectations for all the major players while addressing many of the key preparation areas necessary for a quality internship experience.

The internship offers the best opportunities for the newest members of the profession to understand the realities that surround the position of superintendent. It is important for interns to be prepared so that their field experiences can be positive and successful.

This guide is designed to provide students with information about the requirements of the internship courses in the Doctor of Education in Educational Leadership Program at Chicago State University. From time to time, curricular and/or other process changes may occur; it is the responsibility of the student to become aware of and adhere to those changes.

Best Wishes!

Internship Practicum

Degree Purpose

The Ed.D. in Educational Leadership seeks to develop excellent educational leaders who are well grounded in research and theory in the organizational, sociological, legal, economic, political, philosophical and historical foundations of education.

Program Goal

The program goal is to prepare students for educational and administrative positions at all levels of management, and for professional opportunities associated with teaching or research positions in higher education. The program emphasizes the preparation of urban practitioners in research and leadership while linking supply and demand for diversified school leaders in Illinois.

Course Descriptions

ELCF 6700: Clinical Experience I

Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution, at the regional, district, or state level. ***Prerequisite: Completion of all coursework.***

ELCF 6710: Clinical Experience II

At least 100 clock hours of directed internship in an educational institution. Same structure as for ELCF 6700. ***Prerequisites: Completion of ELCF 6700; Passing the Content-Area Test***

Overview

Illinois State Board of Education: Requirements for the Superintendent Endorsement

(Excerpt from State Law)

This endorsement is required of school district superintendents.

- a) Candidates for the superintendent's endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Candidates shall have completed an Illinois program approved for the preparation of superintendents or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country.
- c) Candidates shall have at least two years' administrative or supervisory experience in schools, on at least a half-time basis, on a general supervisory, general administrative, or all-grade supervisory endorsement on an administrative certificate, or a comparable out-of-state credential; the superintendent's endorsement shall not be issued as an individual's first endorsement on the administrative certificate unless issued on the basis of a comparable out-of-state credential.
- d) Candidates shall be required to pass the applicable content-area test, as well as the test of basic skills if its passage would be required for receipt of a standard certificate.
- e) Nothing is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

Note: The complete guide for certification and endorsement can be found at <http://www.isbe.net/certification/requirements/toc.htm>

Internship Placement

Chicago State University Ed.D. candidates with the administrative/principal certificate who wish to receive the superintendent's endorsement will serve a 2-semester internship (100 clock hours must be completed in an urban setting; and 100 clock hours in a suburban/rural setting), under the guidance of a campus-based supervisor and a site-based supervisor, during the 8th and 9th semesters. During this period, candidates will examine their newly developed assumptions and analytical approaches to problem-solving in the workplace.

The Ed.D. in Educational Leadership coursework, while providing solid research and instructional leadership and graduate foundations in the urban and suburban context, also includes the following minimum requirements for the superintendent's endorsement:

- Governance of Public Schools (ELCF 6200, ELCF 6300): 6 semester hours;
- Management of Public Schools (ELCF 6010, ELCF 6400): 6 semester hours;
- Educational Planning (ELCF 6450, ELCF 6500): 6 semester hours; and
- Additional graduate degree: 36 semester hours (of which 12 required for superintendent endorsement).

Internship Guidelines and Procedures

The internship will provide the candidate with a supervised field experience in educational leadership at the regional, district, state, or national level. The experience should involve the candidate in functions and duties associated with administrative and supervisory roles. Each intern should be permitted to participate in a wide range of these activities.

During Semester VII, the candidate should make a formal application (Appendix A) to take the internship by completing the following procedures:

- Submit an application for internship to the Ed.D. Program Director. The program Director will then assign a faculty member to be the candidate's university-based internship supervisor. The following documents are required along with the application:
 - Provide documentation of required background check (Appendix J)
 - Documentation of Type 75 certification
 - Documentation from employer of verification of a current administrative position for at least two years prior to internship
 - Provide a current resume.
- Register for the internship course, ELCF 6700 (Semester VIII) or ELCF 6710 (Semester IX).
- The intern, the university-based supervisor, and site-based supervisor (at the agency) will meet to discuss the internship requirements. The three parties will sign an internship agreement that will be filed in the intern's certification folder (Appendix B).

Role of the Intern

The intern is to manage his/her internship in such a way that, upon its completion, he/she will have developed the entry-level competencies necessary to assume a position as a school leader at the highest level. The efficiency with which the program is managed determines the level of satisfaction, confidence and competency the individual takes to his/her initial position in administration. Specifically, the intern's responsibilities for the internship are to:

- Become involved in a number of administrative-supervisory functions at the agency. The specific program and expected outcomes will be determined in an initial meeting of the candidate, the site-based supervisor and the supervising

professor (university-based supervisor);

- Complete an internship that meets the basic requirements of the Ed.D. in Educational Leadership Program (see ELCF 6700 and ELCF 6710 course descriptions);
- Attend and participate in all internship meetings called by the university-based supervisor;
- Develop an acceptable internship plan. The plan is considered acceptable when agreed to by the intern, the site-based supervisor, and the university-based supervisor;
- Seek assistance from the university-based supervisor and the site-based supervisor as needed;
- Act professionally;
- Keep the quality of the activities as the prime consideration;
- Maintain a daily log of activities during the course of the internship containing not less than 200 clock hours (100 clock hours must be completed in an urban setting; and 100 hours in a suburban or rural setting);
- Join at least one professional organization for school district administrators;
- Submit a resume for review by both the university-based and site-based supervisors;
- Fulfill successfully all the requirements of the internship plan; and
- Spend time at every level of site administration to review the operations across the administrative spectrum.

Role of the Site-Based Supervisor

- Review and agree upon the requirements and/or expectations for the internship experience.
- Meet with the university-based supervisor and the intern to complete the necessary internship documentation (see appendices) and to establish a reasonable schedule for completion of the 100 contact hour requirement.
- Critique the internship plan and, when the plan is acceptable, sign it indicating its acceptance as a plan between the intern, the school district, and the university-based supervisor.

- Serve as a resource person to the intern.
- Meet with the intern and his/her university-based supervisor as requested by either party.
- Critique the intern's progress throughout the internship and, once the intern has met all of the requirements of the plan, certify to the university that the internship has been completed satisfactorily.

Role of the University-Based Supervisor

The university-based supervisor has the following responsibilities:

- Review with each intern the requirements and/or expectations for the internship experience.
- Meet with the site-based supervisor and the intern to review the roles expectations of the intern, the site-based supervisor, and the university-based supervisor.
- Critique the internship plan (after it has been critiqued by the site-based supervisor) and, when the plan is acceptable, sign it indicating its acceptance as a plan between the intern and the school district or agency.
- Serve as a resource person to the intern.
- Meet with the intern and his/her site-based supervisor as requested by either party.
- Critique the intern's progress throughout the internship and, once the intern has met all of the requirements of the plan, certify to the university that the internship has been completed satisfactorily.

Required Assessments

Each candidate will complete a series of assignments highlighting internship experiences through a variety of activities. All assignments will be submitted through LiveText. Assignments correlate with key assessment COE #4-Internship Assessment (Appendix D) and COE #5-Assessment of candidate's impact on providing a supporting learning environment (Appendix E). Both key assessments are completed in ELCF 6700 and ELCF 6710.

Assignment 1 - Reflective Journal Entry (6 total)

Candidates complete six (6) journal entries documenting evidence of their internship experiences. Each journal entry will be reflective and analytical. Components of the journal entry will include an introductory reflective comment explaining how the activities exemplified ELCC Standards, utilized administrative theory, and contribution to the intern's competence as an education administrator applying theory to practice. (Appendix K).

Assignment 2 - Major Project Proposal/Major Project

Candidates will complete a major project during the internship experience. Projects will be discussed with your site supervisor and campus supervisor. A project proposal (Appendix G) will be submitted to the site and campus supervisor. Once approved, the candidate will complete the project (Appendix H) during the internship experience. Sample major projects can include but are not limited to the following:

- Arrange a new orientation for new teachers/staff
- Develop programs to reduce absenteeism, tardiness, and/or behavioral problems
- Plan and conduct in-service programs for professional staff
- Discuss/evaluate curriculum in a particular academic area in terms of outcomes set by the school district
- Develop a format for curriculum review process
- Plan an in-service to educate faculty on the two most recently adopted board policies
- Develop a plan to publicized staff and student accomplishments
- Review and analyze the district's enrollment projections for the next five years
- Study and compare the district's two most recent audit reports
- Examine and compare the budgets of building in the district and compare and contrast the similarities and differences
- Curriculum Development/Revisions
- School/District Handbook Development/Revisions
- Grants Developed Individually or with Team of Writers
- Reports of Attendance and/or Participation at Conferences/Seminars/etc
- Community Involvement or Special Services Provided.

Assignment 3 - Key Activities/ Log of Administrative Activities (7 activities total)

Candidates will complete seven activities, one from each standard (one standard will have two activities) and record at least 100 hours of contact time addressing the first standards of the National Council for Accreditation of Teacher Education's (NCATE) Educational Leadership Constituent Council (ELCC) Program Standards for District Leaders. The completed activities will be recorded on the Internship Activities Plan/Log of Contact Hours form through LiveText (Appendix C).

Listed below are the ELCC Standards and sample activities for each standard.

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- A. Candidates write a vision statement for a school district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.
- B. Candidates collect, interpret, and analyze school data. The analysis should reflect the candidate's understanding of the school's vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.
- C. Develop a plan to review and monitor the vision and mission of the district.
- D. Prepare a paper on the how the vision and mission of the district has shaped the educational programs, plans and actions of the district.
- E. Other (discuss with host administrator and university supervisor for prior approval) Explain the activity.

Standard 2: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- A. Candidates organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.
- B. Candidates present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.
- C. Discuss with other principals and/or district personnel plans to coordinate educational programs across schools. Write a report on your findings.
- D. Attend a meeting of the local area curriculum council to develop an understanding of township curriculum articulation and write a report of your findings.
- E. Develop opportunities for staff development for one academic year.
- F. Other (discuss with host administrator and university supervisor for prior approval) Explain the activity.

Standard 3: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- A. Candidates conduct a cost-benefit analysis of a school or district instructional improvement plan.
- B. Candidates analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.
- C. Attend the meeting of the area special education to review policy and address issues. Write a reflective analysis paper on the topic discussed.
- D. Interview the director of transportation regarding problems such as discipline, parent complaints and scheduling of bus routes. Describe the process and policy for each area.
- E. Review the testing schedule of the district and develop a teacher's manual for the district.
- F. Other (discuss with host administrator and university supervisor for prior approval)
Explain the activity

Standard 4: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- A. Candidates develop and present a plan recommending alignment of social service agency programs with school improvement needs.
- B. Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.
- C. Identify businesses in school attendance area and develop an action for partnerships to promote collaboration among the school and businesses.
- D. Review three years of ISAT data in the area of reading and report on any trends identified. Provide suggestions for community involvement based on your findings.
- E. Develop a proposal suggesting the use of the building facilities for the promotion of collaborative partnerships.
- F. Other (discuss with host administrator and university supervisor for prior approval)
Explain the activity

Standard 5: Acting with integrity, fairly, and in an ethical manner.

- A. Candidates develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.
- B. Candidates conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

- C. Review the district's policy on professionalism, expectations and/or ethical behavior and write a response to the documents.
- D. Interview the special education director and write a position paper on the decision-making process for special education students in the district.
- E. Other (discuss with host administrator and university supervisor for prior approval)
Explain the activity.

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- A. Candidates interview state legislators and/or lobbyists and present a report about the state's strategies used to influence change.
- B. Candidates observes legal issues in the district and write an analysis of procedures for addressing the issues.
- C. Review referendum material/strategies used in the district. Describe in detail the strategies used to run an effective referendum campaign.
- D. Prepare a report analyzing the past three year budget and the relationship to funds provided by the local, federal and national levels.
- E. Other (discuss with host administrator and university supervisor for prior approval)
Explain the activity.

Assignment 4 - Practicum Demographic Information

To ensure our candidates receive a variety of experiences, they will obtain demographic information about the districts where they are completing their internship. The information may be obtained from the fall housing report submitted annually to ISBE. If information for the current year is not available, use information from the previous year's report or the Illinois School report card (Appendix I).

Exit Documents

The following documents will be completed at the end of the internship:

- Evaluation of intern by site supervisor (Appendix F)
- Evaluation of intern by campus supervisor (Appendix F)

Appendices

Appendix B – Internship Experience Supervision Agreement

- [] ELCF 6700: Clinical Experience I
- [] ELCF 6710: Clinical Experience II

Prerequisite: Admission to Candidacy
Prerequisites: ELCF 6700/Content-Area Test Results

Name: _____ CSU ID# _____

IL Principal Certificate #: _____

SITE-BASED SUPERVISING ADMINISTRATOR AND INTERNSHIP LOCATION

Supervising Administrator’s Name Position Telephone

Internship Location (Agency) District, State, National (Circle)

Address (Number & Street) (City) (State) (Zip)

BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES

Intern’s Signature: _____ Date: _____

This Section To Be Signed By Supervisors

I have read the requirements and responsibilities of the parties involved in this internship experience (intern, site-based supervisor, and university-based supervisor) and have agreed to supervise the intern identified above.

Site-Based Supervisor’s Name: _____

Site-Based Supervisor’s Signature: _____ Date: _____

University-Based Supervisor’s Name: _____

University-Based Supervisor’s Signature: _____ Date: _____

Appendix C – Internship Activities Plan/Log of Hours

Name of Intern: _____ Date: _____

Candidates will conduct a total of 200 clock hours of supervised internship by completing both of the internship experiences identified below. Please check one.

- [] ELCF 6700: Clinical Experience I Prerequisite: Admission to Candidacy
(100 hours in urban setting)
- [] ELCF 6710: Clinical Experience II Prerequisite: ELCF 6700/Content-Area Test Results
(100 hours in a suburban or rural setting)

Number of Hours: _____

Name of Activity: _____

Location of Activity: _____

ELCC Standard(s) Addressed: _____

Description of Activity and its Value: _____

Intern's Signature/Date

Site-Based Supervisor's Signature/Date

University-Based Supervisor's Signature/Date

Appendix D – Internship Campus Evaluation

COE #4 - Assessment of Effective Practice-Internship Assessment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
4.1 Subject Matter - Content Knowledge (1, 9%) ELCC-ADV-2002.6 IL-PTS.1	Does not have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Provides the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Utilizes interpersonal skills to provide the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
4.2 Human Development & Learning (1, 9%) ELCC-ADV-2002.2 IL-PTS.2	Does not provide the staff opportunities to facilitate activities or make recommendations for effective staff development for the improvement of instructional practices and curricular materials for improved student achievement.	Provides the staff opportunities to facilitate activities or make recommendations for effective staff development for the improvement of instructional practices and curricular materials for improved student achievement.	Provides superior learning opportunities for the staff to facilitate activities or make recommendations for effective staff development for the improvement of instructional practices and curricular materials for improved student achievement.
4.3 Diversity (1, 9%) ELCC-ADV-2002.5 IL-PTS.3	Does not demonstrate flexibility and responsiveness to student and staff needs and sensitivity to confidentiality and dignity and engage in honest interactions.	Consistently demonstrates flexibility and responsiveness to student and staffs needs and sensitivity to confidentiality and dignity and engage in honest interactions.	Utilizes interpersonal and communication skills to respond to and follow-up with student and staff needs and sensitivity to confidentiality and dignity and engage in honest interactions.
4.4 Planning for Instruction (1, 9%) ELCC-ADV-2002.3 IL-PTS.4	Does not demonstrate the knowledge or skills needed to effectively manage the organization, operations, and resources.	Demonstrates effective management of the organization, operations, and resources for a safe and efficient learning environment	Utilizes collaboration, coordination, and communication skills for the effective management of the organization, operations, and resources for a

COE #4 - Assessment of Effective Practice-Internship Assessment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
			safe and efficient learning environment.
4.5 Learning Environment (1, 9%) ELCC-ADV-2002.1 IL-PTS.5	Does not articulate or facilitate a vision of learning that promotes student success.	Articulates and facilitates a vision of learning that promotes student success.	Facilitates a shared vision of learning with students and colleagues that promotes student success.
4.6 Instructional Delivery (1, 9%) ELCC-ADV-2002.2 IL-PTS.6	Does not demonstrate the knowledge or skills needed to facilitate a positive culture for learning or an effective instructional program.	Facilitates a positive culture and an effective instructional program conducive to student learning and professional growth of staff.	Utilizes leadership and collaboration skills to create a positive culture and an effective instructional program conducive to student learning and professional growth of staff.
4.7 Communication (1, 9%) ELCC-ADV-2002.4 IL-PTS.7	Does not foster a collaborative relationship with staff, students, community or other stakeholders in the district.	Fosters a collaborative relationship with staff, students, community or other stakeholders in the district.	Expertly fosters a collaborative relationship with staff, students, community or other stakeholders in the district.
4.8 Assessment (1, 9%) ELCC-ADV-2002.3 IL-PTS.8	Does not demonstrate the knowledge or skills needed to effectively respond to issues affecting teaching and learning for the purpose of an effective needs assessment to promote student learning.	Understands and effectively responds to issues affecting teaching and learning for the purpose of an effective needs assessment to promote student learning. Alignment of curriculum and assessment is reviewed.	Suggests and implements strategies for improving teaching and learning for the purpose of an effective needs assessment to promote student learning. Alignment of curriculum and assessment is reviewed.
4.9 Collaborative Relationships (1, 9%) ELCC-ADV-2002.4 IL-PTS.9	Does not collaborate with family and community members to promote the success of all students.	Collaborates with family and community members to promote the success of all students.	Utilizes human relations and communication skills to seek out and collaborate with family and community members to promote the success of all students.

COE #4 - Assessment of Effective Practice-Internship Assessment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
4.10 Reflection & Professional Growth (1, 9%) ELCC-ADV-2002.6 IL-PTS.10	Does not reflect on or evaluate how choices and actions affect students by understanding and responding to and influencing the larger political, social, economic, legal and cultural context; actively seek opportunities to grow professionally.	Reflects on and evaluates choices and actions affecting students, by understanding and responding to and influencing the larger political, social, economic, legal and cultural context; actively seeks opportunities to grow professionally.	Continually reflects on and effectively evaluates choices and actions affecting students by understanding and responding to and influencing the larger political, social, economic, legal and cultural context; actively seeks and maximizes opportunities to grow professionally.
4.11 Professional Conduct (1, 9%) ELCC-ADV-2002.5 IL-PTS.11	Does not maintain standards of professional conduct or provide leadership to improve student learning and well being .making and explaining decisions based upon ethical and legal principals.	Maintains standards of professional conduct and provides leadership to improve student learning and well being making and explaining decisions based upon ethical and legal principals.	Consistently maintains standards of professional conduct and provides leadership to improve student learning and well being making and explaining decisions based upon ethical and legal principals.

Appendix E – Internship Site Evaluation

COE #5 - Impact on Student Learning / Environment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
5.1 Vision / Goals (1, 8%) ELCC-ADV-2002.1.2 IL-PTS.2	The candidate does not account for the vision and mission of the institution when developing and implementing programs and plans.	The vision and mission of the institution are incorporated into the programs and plans developed and implemented by the candidate	The vision and mission of the institution shape the programs and plans developed and implemented by the candidate.
5.2 School Culture & Instructional Program (1, 8%) ELCC-ADV-2002.2.2.SDL.b IL-PTS.3 IL-PTS.5	Learning experiences and programs designed and implemented by the candidate do not account for diversity, developmental appropriateness, research-based standards, or use of technology. Evaluation and assessment techniques are absent, inconsistent, or inappropriate	Diversity, developmental appropriateness, research-based standards, and use of technology are considered when designing and implementing learning experiences and programs. Appropriate evaluation techniques are consistently utilized.	Diversity, developmental appropriateness, the needs of the community, research-based standards, and use of technology are incorporated into the design and implementation of learning experiences and programs. Barriers to student learning and success are identified, clarified, and addressed. Evaluation and assessment techniques are consistently used to refine learning experiences and programs.
5.3 Family & Community Relations (1, 8%) ELCC-ADV-2002.2.1.SDL.a IL-PTS.3 IL-PTS.9	Collaboration with community stakeholders is not considered a priority. The concerns, expectations, and needs of the diverse larger community are not considered an important component of administration and leadership.	Consistently seeks opportunities to collaborate with community stakeholders. Information about community concerns, expectations, and diverse needs are consistently used to make decisions. Individuals and groups with diverse values and opinions are treated equitably.	Involvement, communication, and collaboration with community stakeholders is considered a priority. Information about community concerns, expectations, and diverse needs are consistently used to make decisions. Individuals and groups with diverse values

COE #5 - Impact on Student Learning / Environment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
			and opinions are treated equitably. Multicultural awareness and gender, racial, and ethnic equity are promoted.
5.4 Assessment Plan (1, 8%) ELCC-ADV-2002.3.2.SDL.a ELCC-ADV-2002.3.2.SDL.d ELCC-ADV-2002.4.1.SDL.a ELCC-ADV-2002.4.1.SDL.b ELCC-ADV-2002.4.1.SDL.c	Does not demonstrate the ability to develop an assessment plan.	Develops an assessment plan that is aligned to learning goals, describes indicator criteria, and includes options for reasonable accommodations / modifications.	Develops a sound assessment plan that includes multiple assessment modes that is aligned to learning goals, provides for ongoing assessment (pre-/during/post-), describes clear indicator criteria, and includes options for reasonable accommodations / modifications.
5.5 Planning / Design (1, 8%) ELCC-ADV-2002.2.3.SDL.a IL-PTS.4 IL-PTS.6	Does not demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	Plans and prepares assigned activities in an accurate and appropriate manner to promote the success of all students.	Effectively plans and prepares assigned activities in an accurate and appropriate manner using a variety of strategies, activities, and resources in order to promote the success of all students.
5.6 Student & Staff Needs (1, 8%) ELCC-ADV-2002.2.4.SDL.b ELCC-ADV-2002.2.4.SDL.c IL-PTS.3 IL-PTS.7	Does not demonstrate the ability to implement professional development programs and professional growth plans based on reflective practice and research. Unable to engage in collaborative reflection.	Demonstrates the ability to implement professional development programs and professional growth plans based on reflective practice and research. Engages in collaborative reflection and adult learning strategies to form growth plans.	Demonstrates the ability to implement professional development programs and professional growth plans based on reflective practice and research. Engages in collaborative reflection and adult learning strategies to form

COE #5 - Impact on Student Learning / Environment

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
			growth plans with a commitment to life long learning consistent with the school's vision and goals.
5.7 Professional Dispositions (1, 8%) ELCC-ADV-2002.2.3.SDL.b ELCC-ADV-2002.5.1.SDL.a IL-PTS.11	Does not consistently treat students, staff, and colleagues with fairness, dignity, and/or respect; protect the rights and confidentiality of others; demonstrate a personal and professional code of ethics; and/or recognize the legitimate authority of others.	Consistently treats students, staff, and colleagues with fairness, dignity, and respect; protects the rights and confidentiality of others; demonstrates a personal and professional code of ethics; considers the impact of his or her actions on others; and recognizes the legitimate authority of others.	Students, staff, and colleagues are treated with fairness, dignity, and respect. Demonstrates a personal and professional code of ethics; demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance; serves as a role model; considers the impact of his or her actions on others; protects the rights and confidentiality of others; and recognizes the legitimate authority of others.
5.8 Using Technology to Inspire Student Learning (1, 8%) ELCC-ADV-2002.2.2.SDL.c	Candidate is unable to use and promote technology and information systems to enrich curriculum and instruction, monitor instructional practices and provide staff with assistance needed for improvement.	Candidate is able to use and promote technology and information systems to enrich curriculum and instruction, monitor instructional practices and provide staff with assistance needed for improvement.	Candidate is able to use and promote technology and information systems to enrich curriculum and instruction, monitor instructional practices and provide staff with assistance needed for improvement. Evaluation of technology and its impact drives data decision making for instructional improvement.

<p>5.9 Implementation / Decision-Making (1, 8%) ELCC-ADV-2002.5.3.SDL.a ELCC-ADV-2002.6.1.SDL.a</p>	<p>Does not demonstrate an ability to perform assigned activities to promote the success of students.</p>	<p>Performs assigned activities in a manner that promotes the success of students (e.q. basing decisions on sound professional practice, establishing congruence between modifications and learning goals, and making adjustments during implementation.)</p>	<p>Exceptionally performs assigned activities in a manner that promotes the success of all students (e.q. basing decisions on sound professional practice, establishing congruence between modifications and learning goals, and making adjustments during implementation.)</p>
<p>5.10 Management Skills (1, 8%) ELCC-ADV-2002.2.3.SDL.c IL-PTS.5</p>	<p>Expectations are low or inconsistent for self, students, and/or staff. Multiple sources of information are not used to make decisions. Problems are exacerbated and opportunities are lost because they are not acted upon in a timely manner. Lacks problem-framing and problem-solving skills.</p>	<p>Maintains high expectations for self, students, and staff. Seeks multiple sources of information to make decisions. Problems and opportunities are consistently identified and acted upon.</p>	<p>Promotes a culture of high expectations for self, students, and staff. Knowledge of learning, teaching, and student development is used to make decisions. Problems and opportunities are identified, confronted, and resolved in a timely manner. Effective problem-framing and problem solving skills are used.</p>
<p>5.11 Analysis - Teaching & Learning (1, 8%) ELCC-ADV-2002.2.2.SDL.a IL-PTS.10 IL-PTS.8</p>	<p>Unable to demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.</p>	<p>Understands and is able to demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials effectively.</p>	<p>Suggests and implements strategies demonstrating the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials with data-driven assessment.</p>

5.12 Self-Assessment / Reflection (1, 8%) ELCC-ADV-2002.5.1.SDL.a ELCC-ADV-2002.5.2.SDL.a

Does not demonstrate the ability to meaningfully reflect on the impact of student learning / environment.

Reflects on activities and describes the impact of the planned activities on student learning / environment. Describes implications for future activities and professional growth.

Reflects on assigned activities in a manner that promotes the success of all students. Clearly describes and interprets the impact of the planned activities on student learning / environment using the analysis of assessment data. Describes meaningful implications for future activities and professional growth.

Appendix F – Student Internship Feedback

Student's Name: _____

Please check the appropriate categories

Educational Leadership
_____ ELCF 6700-Practicum I
_____ ELCF 6710-Practicum II

Person you are evaluating: _____ Site-Based Supervisor Name: _____

_____ University-Based Supervisor Name: _____

Please evaluate your internship experience on the form below (share any general comments/suggestions on the reverse side of the form).

1 = unacceptable

2 = acceptable

3 = target

Score

Discussion of Field Experience			
Did not discuss my field experience at an initial seminar on campus or during site visits.	Discussed my field experience with me at an initial seminar on campus and during site visits.	Thoroughly discussed my field experience with me and provided time for questions and clarifications at an initial seminar on campus and during site visits.	
Syllabus			
Did not provide me with a written syllabus outlining expectations and requirements.	Provided me with a written syllabus, which outlined expectations and requirements.	Provided me with a written syllabus clearly outlining expectations, requirements, resources, and how I would be evaluated.	
Professional Atmosphere			
Did not facilitate a professional atmosphere of communication, dialogue, and discussion.	Facilitated a professional atmosphere by supporting communication, dialogue, and discussion.	Modeled how to facilitate a professional atmosphere by supporting two-way communication, open dialogue, and respectful discussion.	
Feedback			
Did not share advice or constructive feedback with me on a regular basis.	Shared advice and constructive feedback with me on a regular basis.	Regularly shared advice, constructive feedback, ideas, and tools for improving my performance.	
Contact			
Did not keep in contact with me between visits or provide emergency contact information.	Kept in contact with me, as necessary, between visits and provided emergency contact information.	Kept in regular contact with me between visits, provided me with emergency contact information, and encouraged me to contact him/her as needed.	
Professional Development			
Did not encourage or show interest in my personal and professional development.	Encouraged and showed interest in my personal and professional development.	Encouraged and showed interest in my personal and professional development by sharing meaningful resources and information on professional organizations.	

1 = unacceptable

2 = acceptable

3 = target

Score

Guidelines for Administrative Tasks			
Did not provide guidelines to perform varied administrative leadership functions and tasks.	Provided guidelines to perform varied administrative leadership functions and tasks.	Provided clear and helpful guidelines which gave me confidence in performing various administrative leadership functions and tasks.	
Site Visits			
Did not visit me on site at least three times a semester.	Visited me on site at least three times a semester.	Arranged at least three visits during the semester and spent a meaningful amount of time with me on each visit.	
Campus Meetings			
Conducted less than four meetings on campus.	Conducted at least four meetings on campus.	Conducted four or more constructive meetings on campus, which provided time for dialogue with peers.	
Communication			
Did not facilitate coordination or communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development.	Facilitated coordination and communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development.	Facilitated and maintained clear lines of coordination and communication between me, my site supervisor, and other ELCF faculty involved in my administrative/instructional leadership development.	
Guidelines for Program Completion			
Did not provide me with appropriate guidelines for program completion.	Provided me with appropriate guidelines for program completion.	Provided clear guidelines, discussed them with me, and referred to them throughout the practicum.	
Professional Dispositions			
Did not discuss how to refine my professional dispositions.	Provided regular assistance and feedback for refining my professional dispositions.	Facilitated dialogue, provided feedback, and helped me strategize ways to refine my professional dispositions.	
Journaling			
Did not assist me with creating a constructive journal or gaining insight from my entries.	Provided tools and strategies for constructive journaling as well as reflecting and gaining insight from my entries.	Assisted me with creating a constructive journal as well as how to use my journal entries as a tool for analyzing administrative / instructional problems, concerns, and successes.	

Unacceptable: Less than 18 points

Acceptable: 18-22 points

Target: 23-27 points

Comments _____

Appendix G – Internship Proposal Guidelines

Directions:

Internship Proposals are limited to three (3) typed, double-spaced pages and must include the following:

1. A Title

2. An Introduction

The Introduction for the proposal should be a brief statement that describes the project and its participants, including their agency. In addition, it should describe the procedure to be used to achieve the project's end. This description should also include a listing of research materials to be used, where these materials are located, and how they will be collected.

3. A Needs Assessment

The needs assessment must reflect the necessity for the project at the school site.

4. Project Objectives

All objectives must relate to the project, the participants, and the needs assessment. A minimum of 4 objectives is required.

5. The Evaluation Technique

The purpose of the project's evaluation is to assess the effectiveness of the project at the school site. Therefore, it should include such assessment tools as tests and questionnaires. If tests are used, be sure to develop pre-assessment, formative and summative evaluation instruments.

6. A Selected Bibliography

The review of literature must include a reference bibliography (15 sources) as part of the proposal and project paper (Note: citations only for the proposal; annotated citations for the handbook). You may use the same 15 sources for both the bibliography and the annotated bibliography.

Appendix H – Internship Project Report

Directions:

Internship reports will vary in length, and should be typed on double-spaced pages, and must include the following:

1. A Title Page
2. An Introduction

The introduction should include a statement describing the objectives, the main task of the project and the other related activities. It should also include a brief discussion of how useful the project is to the school as a resource material.

3. Review of the Literature

The literature review should describe the major sources used for the project making the connection between what has been done in the past and what you intend to research for the internship project. The review of literature must include references (15 sources) as part of the proposal and project paper. You are not limited to the same 15 sources used for the annotated bibliography.

4. Methodology of the Project

This section should include how the candidate used assessment instruments and the methodology.

5. Project Findings

This section of the report should include a detailed description of the findings of the project.

6. Conclusions and Recommendations

The conclusions and recommendations should be based on the main findings of the project.

Appendix I – Practicum Demographic Information

Name: _____

Semester: Spring: _____ Summer: _____

District: _____

Reporting Year: _____

Demographic Information	District Demographic Information
Enrollment	
White (%)	
Black (%)	
Hispanic (%)	
Asian/Pacific Islander (%)	
Native American (%)	
Free and Reduced Lunch (%)	
Students w/Limited English Proficiency (%)	
Students with Special Needs (include all students with an IEP) (%)	

Appendix J – College of Education Policy and Procedures for Criminal Background Checks

Approved by Labor & Legal Affairs, 7/08/2009

Introduction

Illinois law (Public Act 93-909 amended Sections 10-21.9 and 34-18.5 of the Illinois School Code [105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) requires schools to conduct background checks for all employees or persons working in schools. Professional education degree and certificate programs customarily include clinical observations, tutoring, practicum, internship, student teaching and other field experiences for which candidates are required to work in schools with individuals under the age of 21.

Individuals seeking a teaching, school service personnel or administrative certificate in the State of Illinois should be aware that certain criminal convictions may prohibit employability in the state of Illinois public schools. Offenses that prohibit employment include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act. A Criminal Background Check (CBC) includes screening for past incidents of and arrests for criminal conduct and any history or evidence of child or dependent adult abuse/neglect.

Criminal conduct includes any non-traffic offense or arrest, any felony, or any misdemeanor (serious or aggravated) regardless whether the record has been expunged or the sentence deferred.

Individuals seeking teaching, school service personnel or administrative certificates in the State of Illinois *should be aware that certain criminal convictions may prohibit employability in Illinois schools*. Therefore, the College of Education has adopted the Criminal Background Checks (CBC) policy and procedures described below that apply to all candidates who enroll in courses that require participation in field placement experiences with individuals under the age of 21.

COE Background Check Policy

Effective fall 2009, the College of Education requires that all students participating in field placement experiences with individuals under the age of 21, either on or off campus, submit to a fingerprint criminal background check before beginning the first field experience. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions. The CBC will be valid as long as the candidate remains a continuous student at CSU. If a candidate interrupts his/her program for two semesters or longer, another criminal background check will be required upon his/her reentry. Transfer students who have completed courses that require clinical experience at another institution will be required to submit evidence of a fingerprint-based CBC along with their application for admission to the College of Education. The candidate will assume the responsibility for all fees pertaining to the CBC.

A candidate whose background check results in a status of "no record" may be placed at a site where he/she will receive the field experience. Offenses on a candidate's record

that automatically prohibit field placement are the same as those that prevent teacher certification. They include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.

Prior to placement at a field or clinical site, the candidate is required to provide the results of the CBC to the CSU faculty member in whose class he/she is enrolled. Depending on the field site's requirements, the candidate may be required to provide results to designated personnel at the site which he/she is placed. The field site at which the candidate is placed retains the right to make a final determination as to whether the candidate may be placed at that setting. Such a determination will be independent from any determination made by the College or program regarding a candidate's admission to the College or progression in the program.

A CBC will be valid as long as the candidate maintains continuous enrollment at CSU. If the candidate interrupts his/her program for two semesters or longer, another criminal background check will be required upon his/her reentry. Chicago State University will accept a criminal background check from other accredited and approved sources. To insure and maintain confidentiality, criminal background data for all candidates will be converted to an electronic format and stored in a database on a secure COE Web server that is housed in the College of Education. Information in the database will be accessible only to the Director of Field Placement; the Dean of the College of Education or his/her designated representative, and the candidate, upon request.

Procedure to Obtain Background Check

The College of Education has arranged for Accurate Biometrics Company to conduct the CBC. Candidates registered for courses tied to field experiences that require being placed in a school, or in direct contact with a minor, must undergo a background check. Courses requiring field placement are noted in the CSU Catalog. At least 3 weeks before the candidate registers for a course that is tied to field experiences he/she should do the following:

- (1) Obtain a Fingerprint Application Form from the Office of Field Placement (OFP) or from the OFP website at <http://www.csu.edu/CollegeOfEducation/FieldPlacement/index.htm>.
- (2) Complete the Fingerprint Application Form and take it to an Accurate Biometrics location. (Call 1-866-361-9944 or visit <http://www.accuratebiometrics.com> for an up-to date list of locations).
- (3) Pay the required fee to Accurate Biometrics.
- (4) Accurate Biometrics personnel will use electronic means to take your fingerprint.
- (5) A search will be made of the State of Illinois and the FBI CHRI databases.
- (6) Once the finger printing is complete, the results can be obtained within 72 hours. Accurate Biometrics will arrange for Illinois State Police to transmit the results directly to Chicago State University Office of Field Placement. Accurate Biometrics will also archive the fingerprint records, allowing customer access to the records for a period of twelve (12) months from the date the particular fingerprints were taken.

Procedure After the Background Check is Obtained

Once the candidate has completed the criminal background check, he/she is required to

- (1) Provide written proof of the criminal background check to the CSU faculty member in whose class he/she is enrolled.
- (2) Depending on the placement site's requirements, an additional criminal background check may be required prior to candidate teaching placement. The College of Education's CBC does not preclude a placement site from conducting its own criminal background check (including fingerprinting), depending on the site's operational policy
- (3) Additional checks may be required, as dictated by changes in placement site requirements.

Proof of a CBC must be provided prior to the candidate receiving the following forms:

- Clinical Observation Report (hyperlink)***
- Student Teaching Assignment Letter (hyperlink)***
- Tutoring Timesheet (hyperlink)***

Candidates may be required to conduct an additional criminal background check if criminal activity is reported to the University by a law enforcement agency or other reliable source. In which case, the candidate will assume all required fees pertaining to additional criminal background checks. Information regarding additional verification of a candidate's criminal background check can be obtained from the Office of Field Placement.

Procedure in Case of a Report

- (1) The Director of the Office of Field Placement and the Dean of the College of Education (or his/her designee) will review all findings of criminal activity reported on CBCs.
- (2) Candidates will not be placed in schools, or in other tutoring or observation experiences, with individuals under the age of 21, if the background check determines that he or she has been convicted of criminal behavior that, by law, prohibits employability in a school setting.
- (3) If criminal activity is reported, the Director of Field Placement will refer the case to the COE Admissions and Standards Committee.
- (4) The Admissions and Standards Committee will review the case within one month after the disclosure or discovery of the information. The Committee will use the statutes in the Illinois State School Code, the Chicago State University Code of Student Conduct, the College of Education Code of Conduct and other applicable University and collegiate policies to educate themselves prior to making a decision.
- (5) The Admissions and Standards Committee will provide a formal, written recommendation to the Dean of the College of Education as well as to the candidate within two weeks after the case is reviewed. The content of the recommendation will include the committee's findings and recommendations, the process undertaken by the committee, the basis upon which the committee came to a recommendation and the recommendation itself.

- (6) Recommendations from the Admissions and Standards Committee may be any of the following:
- A. Recommendations regarding continued matriculation at Chicago State University
 - a) allow the candidate to proceed in the academic program without restriction;
 - b) allow the candidate to proceed in the academic program with specified terms and conditions; or
 - c) Drop/dismiss the candidate from the academic program.
 - B. Recommendations at time of application to the College of Education
 - a) allow the candidate to continue his/her application for entry into the College of Education without restriction; or
 - b) Discontinue the candidate's application for entry into the College of Education, prohibiting the candidate from further matriculation in the College.
- (7) The Admissions and Standards Committee decision is not givable.

Disclaimer: The criminal background check process does not guarantee the safety of students, patients, faculty, or staff. The College does not guarantee, based on an acceptable criminal background check that candidates will be eligible to continue toward completion of their respective programs and/or to obtain a certification upon graduation.

Prepared by Dr. Sophia Jones-Redmond, Director, Office of Field Placement.
Approved by the College of Education Dean's Executive and Support Councils, 6/02/2009.
Approved by Labor & Legal Affairs, 7/08/2009.
Approved by Labor & Legal Affairs, 7/08/2009.

**Chicago State University College of Education
Consent and Authorization for Criminal Background Check**

I understand that CSU students participating in clinical observations and field experiences with individuals under the age of 21 are required to undergo a criminal background check. This criminal background check includes, but is not limited to, past criminal offenses and registry information, such as child and dependent adult abuse information.

Upon providing my signature, I agree to a criminal inquiry of my background. I understand that the criminal background check will be based on my name, date of birth and fingerprints, and will include a search of state, local, and federal databases for each of my reported addresses. I also understand that my date of birth is used solely as an identifier to avoid possible misidentification while completing the criminal background check process.

If there is evidence of arrest for a crime(s), conviction for a crime(s), presence on an abuse registry, or other information that reasonably suggests that the safety of an individual under the age of 21 years old might be compromised, the College of Education will be notified, and I will be asked to provide additional information.

In the event of a reported incident, a determination about my continued progress in the academic program will be made by the College of Education's Academic and Standards Committee in accordance with College and University policies and procedures.

I hereby authorize, without limitation, the approved party or agency contacted by Chicago State University's College of Education, its agents, or entities employed by the Chicago State University College of Education to conduct an external review of my criminal background as described above.

I hereby release the Chicago State University College of Education and its agents, employees and agents of entities contacted by the Chicago State University College of Education for purposes of providing criminal background information from any and all claims that I may have arising from or relating to the collection or reporting of information obtained in the process of a criminal background investigation to assure my qualification for participation in a clinical experiences.

I HAVE READ AND UNDERSTAND THE INFORMATION ABOVE, AND I GIVE MY PERMISSION TO THE CHICAGO STATE UNIVERSITY COLLEGE OF EDUCATION TO CONDUCT A CRIMINAL BACKGROUND INVESTIGATION AS A REQUIREMENT FOR CLINICAL OBSERVATION/FIELD EXPERIENCE PLACEMENT.

Name of Student (*print*) _____
Last Name First Name Middle Name

Signature of Student _____ Date _____

Appendix K – Reflective Journal

Name of Intern: _____ Date: _____

Candidates will complete six journal entries documenting evidence of their internship experiences. Each journal entry will be reflective and analytical. Components of the journal entry will include an introductory reflective comment explaining how the activities exemplified ELCC Standards, utilized administrative theory, and contributed to the intern's competence as an education administrator. Educational theories learned in administrative/supervisory courses to address difficult programs you have encountered Please check one.

- ELCF 6700: Clinical Experience I Prerequisite: Admission to Candidacy
(100 hours in urban setting)

- ELCF 6710: Clinical Experience II Prerequisite: ELCF 6700/Content-Area Test Results
(100 hours in a suburban or rural setting)

I. Journal Entry #: _____

II. Date: _____

III. Introductory Reflective Comment and identification of ELCC Standard

IV. Administrative Theory:

V. Application of Theory to Practice:
