

CHICAGO STATE UNIVERSITY

College of Education
Educational Leadership, Curriculum and Foundations

Student Handbook

MASTER OF ARTS

IN

EDUCATIONAL LEADERSHIP & ADMINISTRATION

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General Administration Option

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Overview

This Handbook is designed to provide students with information about the requirements of the General Administration Program at Chicago State University. From time to time, curricular changes may occur. The Department will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

The General Administration Program prepares teachers to become effective elementary and secondary school administrators.

Chicago State University Mission

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and may have been inhibited by lack of economic, social, or educational opportunity; and, 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service.

To accomplish its mission the University is committed to:

- Recruiting, retaining and graduating a culturally and economically diverse student body including undergraduate, master's and doctoral-level students;
- Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- Offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills and critical thinking as well as cultural and social awareness;
- Providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- Fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,
- Working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

COLLEGE OF EDUCATION

MISSION

The mission of the College of Education includes the following broad purposes: to 1) serve in educational organizations and related public and private agencies and institutions; 2) engage in research and development activities; and 3) provide service to the community, university and professional groups. Its primary purpose is to provide basic and advanced teacher and school personnel preparation programs. Programs are designed to reflect the college's philosophy of preparing teachers and other educational personnel who are knowledgeable and competent practitioners; dedicated to serving the educational needs of students of widely varying abilities and backgrounds; and responsible participants in the quest for the improvement of the nation's schools and the teaching profession.

ACCREDITATION

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Initial certification programs that have NCATE-approved specialty organizations and have received national accreditation include: Early Childhood Education (National Association for the Education of Young Children-NAEYC), Bilingual and Elementary Education (Association for Childhood Education International-ACEI), Special Education (Council for Exceptional Children-CEC), Physical Education (American Alliance for Health, Physical Education, Recreation, and Dance; and National Association for Sport and Physical Education), Secondary Biology and Chemistry (National Science Teachers Association-NSTA), Secondary English (National Council of Teachers of English-NCTE), Secondary Geography and History (National Council for the Social Studies-NCSS), and Secondary Mathematics (National Council of Teachers of Mathematics-NCTM). All teacher education programs are approved for certification by the Illinois State Board of Education (ISBE).

The General Administration program is fully approved for certification by ISBE and NCATE.

CONCEPTUAL FRAMEWORK AND PHILOSOPHY

The College of Education's undergraduate and graduate programs for teacher/school personnel preparation are built on a conceptual framework that supports **professionals** who are knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and **assessments** for effective instruction for K-12 learners in an urban setting. Our candidates show evidence of requisite **content knowledge** competencies and proficiencies that incorporate **technology** and impact students' learning. Teaching and learning are informed by **standards** to maximize the preparedness of candidates and to maintain the effectiveness of the Unit. (See PACTS teaching aid and flow chart in the Appendices.)

Our conceptual framework reflects a shared vision, set forth coherently, with attention to student's professional commitments and dispositions. It communicates our commitment to diversity, technology and our belief that our student's proficiencies are aligned with professional and state standards. The Conceptual Framework applies to both the College's graduate and undergraduate programs and its candidates. It serves as the model for how the College of Education Prepares All Candidates To Succeed in helping all urban children learn.

Our Conceptual Framework was first adopted in 1996. It described the *pacts* the College of Education had forged with the education community to prepare knowledgeable and competent practitioners for urban schools who were dedicated to serving the educational needs of students with a wide variety of abilities and backgrounds, and to improving the nation's schools and the teaching profession. From its meager beginnings as an experimental teacher training school in 1865, Chicago State University and its College of Education have grown with the surrounding metropolitan area and continue to offer educational opportunities to its diverse blend of citizens, to underserved minority students, and to many students whose academic and personal growth may have been inhibited by a lack of economic, social, or educational opportunity.

EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS

MISSION

The Department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The Department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs, including master's and doctoral degree programs. Reflected in both the quality of our programs, and the background of our faculty are a) strong grounding in educational theory and research; b) developing our student's skills in critical thinking, reflective practice and applied research; c) modeling effective administrative and teaching practices; d) addressing issues prevalent in a pluralistic society; e) collaborating with the departments in the university, particularly at the doctoral level; and f) working in partnership with local, national and international educational organizations, and assisting in the development of effective and viable schools.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION

PURPOSE

The purpose of the M.A. in Educational Leadership and Administration is to prepare individuals for educational administrative and supervisory positions. In addition, the program also prepares graduates for professional opportunities associated with higher education entry and mid level administrative or research positions.

GENERAL ADMINISTRATION OPTION

GOAL

The goal of the General Administration option is to prepare teachers to become effective elementary and secondary school administrators.

PREFACE

This handbook is designed to explain the program requirements leading to the Master of Arts degree in Educational Leadership and Administration: General Administration Option and the endorsement concentration leading to the State of Illinois Administrative Certificate for Principal's (Type 75).

The General Administration Option is designed to prepare individuals for educational administrative and supervisory positions and to upgrade the skills of those individuals who presently serve in such positions. Upon completion of the program, individuals will qualify for careers in educational administration including:

- Elementary or Secondary School Assistant Principal
- Elementary or Secondary School Principal
- High School Dean
- Department Chair
- District Director of Curriculum

FEATURES OF THE GENERAL ADMINISTRATION OPTION

The General Administration Option is primarily designed to meet the needs of two groups of individuals seeking preparation for education administrative roles.

One group consists of those who do not currently hold Master's degrees. Such individuals seek admission to the sequence of courses leading to the Master of Arts degree in Educational Leadership and Administration with an Option in General Administration. The General Administration Option leads to the State of Illinois Administrative Certificate (Type 75) for Principals.

The second group consists of those who already hold a graduate degree and are seeking the Type 75 (Principal) Certificate only. Those individuals must also seek admission to the Master of Arts degree in Educational Leadership and Administration: General Administration Option.

APPLICATION PROCEDURES

Applicants must be admitted to the program. Once admitted, an advisor is assigned and a Student Study Plan is completed. The student is then ready to enroll in the courses offered by the university.

For admission to the program the applicant should contact the Graduate School Office at Chicago State University at (773) 995-2404 and request an application packet. The admissions procedures are specified in the application packet. Applicants may also access admission application materials on CSU's web site at www.csu.edu admission.

ADMISSION REQUIREMENTS

In addition to meeting the university's general admission requirements, the applicant must:

1. Have an earned bachelor's degree from an accredited college or university;
2. Have a grade point average (GPA) of 3.0 on a four point grading system, or 3.75 on a five point grading system for the last sixty credits of undergraduate coursework, if fewer than 12 graduate credit hours have been completed. An applicant who has completed twelve credits of graduate coursework must have a minimum graduate GPA of 3.0 on a four point grading system or 4.0 on a five point grading system. The last 60 credit hours of graduate and undergraduate work will be evaluated [It is not clear why we have to mention the 12 credits of graduate coursework. Maybe we should delete the mention I agree]. Two sets of undergraduate and graduate transcripts must be mailed directly from all colleges and universities previously attended to the Graduate School Office.
3. Have passed the Basic Skills test (taken after July 1, 1988). Information about the test can be obtained at www.icts.nesinc.com.
4. Have a current teaching or school service personnel certificate.
5. Have two letters of recommendation submitted to the Graduate School from school administrators/supervisors (Principal or Assistant Principal) who are familiar with his or her work; and
6. Provide documentation of two years of full-time teaching/school service personnel experience at the elementary or secondary level in a public, private or parochial school setting in a school approved by the Illinois State Board of Education as listed in *Illinois Public School Districts and Schools* or the *Non-Public Schools List* or a similarly

recognized school in another state. Both documents are available from ISBE.

7. All students must purchase LiveText, a web based technology package that provides an electronic storage and posting of course assessments, projects, activities and professional portfolio. LiveText can be purchased at the CSU bookstore or directly from the web at college.livetext.com

Chicago Board of Education employees must present documentation from the Director, Bureau of Recruitment and Staffing. Applicants having other than Chicago school experience must present a letter testifying to a minimum of two years teaching experience written by a school district director of personnel, assistant superintendent, or superintendent.

PROGRAM COMPLETION REQUIREMENTS

Students must, prior to graduation, fulfill the following general requirements:

1. The final summary of courses must be completed and approved by the advisor (Appendix I).
2. The student must successfully complete all required credit hours for the program.
3. The student must complete the practicum (ELCF 5340 & 5350) requirements (Appendix II: Practicum Application; Appendix III: Practicum Agreement; Appendix IV: Practicum Handbook Rubric; Appendix V: University-based Supervisor Feedback).
 - a. Prerequisites for ELCF 5340 Practicum I: Consent of the Department and completion of ELCF 5010, 5130, 5210, 5240, 5310, 5330, 5370, and 5980. Students must submit an application to their advisors the semester before they intend to do practicum I for approval or eligibility.
 - b. Prerequisites for ELCF 5350 Practicum II: Consent of the Department; and Passing Score Report of the Illinois Certification Testing System (ICTS) Content-Area Test. Students may obtain information concerning test dates, study guides, and test results at the following web site: www.icts.nesinc.com.
4. All students must successfully complete the Comprehensive Examination (Appendix VI).
5. All coursework for the degree, including transfer credits, must have been completed within the six years allowed for program completion.
6. The final assessment portfolio must be submitted through LiveText and approved by the assigned academic advisor by April 15 for Spring completion, and November 15 for Fall completion (Appendix VII: Assessment Portfolio Rubric).
7. **Transfer Credit:**
 - a. A maximum of 9 credit hours of graduate courses from accredited colleges or universities may be accepted toward meeting degree requirements. The Students

are advised to follow the procedures for transfer credits as set forth by the Department of Educational Leadership, Curriculum and Foundations. Please see your advisor. Students must submit two official copies of transcripts for the evaluation of transfer credits.

- b. The student will be required to submit a copy of the catalogue description of the course(s) to be transferred. Program advisors will review all transcripts provided for transfer credit consideration.

GENERAL ADMINISTRATION OPTION REQUIREMENTS

The M.A. degree in Educational Leadership and Administration: General Administration Option requires 36 semester hours of coursework. The certification-only program requires 33 semester hours of course work. Students will take either ELCF 5960: Fundamentals of Educational Research or ELCF 5720: Integrating Technology into Curriculum and Instruction.

DESCRIPTIONS OF CORE COURSES

Listed below are the required courses for the concentrations.

ELCF 5010 - Curriculum Development and Learning Theories

Prerequisite: Twelve hours of professional education.

Analyzes the historical/philosophical elements, which have influenced curriculum design. Social, cultural and psychological factors that affect the academic performance of students, as related to theories associated with curriculum development and the teaching/learning process, are stressed. Attention is given to English learners and special needs students. Various methods for evaluating effective curricula are also examined.

ELCF 5130 - Human Relations and Leadership

Study of basic concepts and principles of interpersonal relationships, dynamics of groups, and organizational leadership. Emphasis is on theory and application. Students will learn to observe and assess interpersonal, group, and organizational dynamics in multicultural settings, and learn effective interactions and problem-solving skills. Designed for teachers, trainers, supervisors, administrators, school service personnel, and community leaders.

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ELCF 5210 - Foundations of School Administration and Organization

Prereq: Twelve hours of professional education.

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, long range-planning, and personnel management; overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels, and cultural context of schools in society. Administration of schools and programs including multicultural student populations and exceptional children.

ELCF 5240 – *School Supervision*

Prereq: ELCF 5210 or consent of the Department.

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations. Twenty clock hours of practicum experience in schools.

ELCF 5310 - *Community Relations*

Prereq: ELCF 5210 or consent of the Department

Analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. Twenty clock hours of practicum experience in schools.

ELCF 5330 - *School Law*

Prereq: ELCF 5210 or consent of the Department.

Specially designed for the practical application of educational law. Key content areas related to the legal system; role of the federal, state and local government; the legislative process; school/higher institutions of learning governance; school/higher institutions of learning policies/rules and regulations; church and state; civil rights; students/parents' rights/responsibilities; teachers/faculty and administrators' rights/responsibilities; collective negotiations; torts/contracts; and legal research are covered. Selected legal principles/statutes, cases and law agencies, which affect all levels of Illinois public learning institutions, are also analyzed.

ELCF 5340 - *Practicum in Instructional Leadership and School Management I*

Prereq: ELCF 5010, 5130, 5210, 5240, 5310, 5330, 5370, 5980; and consent of the Department.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership and school management. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations. Eighty clock hours of practicum experience in schools.

ELCF 5350 - *Practicum in Instructional Leadership and School Management II*

Prereq: ELCF 5340; consent of the Department; and a passing score on the ICTS subject matter/content-area certification test within the last five years.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership and school management. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations. Eighty clock hours of practicum experience in schools.

ELCF 5370 - *School Finance*

Prereq: ELCF 5210 or Consent of the Department.

Primary focus on the financing of Illinois public schools. The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanism, taxing-auditing processes and legal foundation in relation to salary, transportation, contracts, liabilities, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical application.

ELCF 5720 – *Integrating Technology into Curriculum and Instruction*

Theory and research on technology in education with special emphasis given to the ways that technology can be applied to enhance a curriculum, improve instructional practice, assist student learning, and support administration and management. The acquisition and role of computer literacy skills and the emergence of new technologies, including multimedia, distance education, and the Internet. Examination and evaluation of software and methods of teaching using technology.

ELCF 5960 - *Fundamentals of Educational Research*

Develops skills in research designs including problem statements, hypothesis formulation, population/sample selection, data collection, and statistical analysis interpretation. Historical, descriptive, causal-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative or educational research. Not required for certification-only students.

ELCF 5980 - *Elementary and Secondary School Administration and Supervision*

Prereq: ELCF 5010, 5210, 5240

An examination of the elementary and secondary school with emphasis upon the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated materials which include an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. Twenty clock hours of practicum experience.

The following courses will use LiveText for assessment and portfolio purposes:

- ELCF 5310: School Community Relations
- ELCF 5370: School Finance
- ELCF 5980: Professional Portfolio
- ELCF 5340: Practicum I
- ELCF 5350: Practicum II

It is required in the College of Education that all other courses in the Master of Arts in Educational Leadership and Administration, General Administration Option Program will require at least one project/activity to be submitted and graded through the use of LiveText. The selection of the assignment/project is at the discretion of the instructor.

Those courses include:

- ELCF 5210
- ELCF 5010
- ELCF 5130
- ELCF 5240
- ELCF 5330
- ELCF 5720
- ELCF 5960

THE CERTIFICATE (ENDORSEMENT) OPTION

The certificate (endorsement) concentration is only for those students who already hold a Master's degree and are seeking the Type 75 Certificate only. This concentration involves completion of all program requirements given above with the exception of ELCF 5960 or ELCF 5720 depending on the previous experience of the candidate.

PRACTICUM/INTERNSHIP INFORMATION

While serving in an eligible administrative position, the applicant must have been involved substantially in one or more of the following activities in EACH CATEGORY (Full List of Activities, as identified in IPSL Standards for Principals Appendix VIII):

- 1) Development, Implementation, Stewardship and Vision;
- 2) Educational Leadership Conducive to Student Learning;
- 3) Management of Organization: Operations, Procedures, and Resources;
- 4) Collaborative Leadership: Family and Community;

- 5) Ethics of Educational Leadership;
- 6) Political, Social, and Cultural Context of Educational Leadership; and
- 7) Internship

INTERNSHIP (NCATE/ELCC STANDARD 7): The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop administrative skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with inter-agency activities affecting schools. Universities and school districts should collaborate to achieve state policies that support these program standards for the internship. School district, university and state policies and practices that encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision-making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation's schools.

Practicum Objectives:

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop skills through substantial sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. The internship must be

7.1 Substantial

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.

7.2 Sustained

- a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

7.3 Standards-based

- a. Candidates apply skills and knowledge articulated in these standards as well as state and

local standards for educational leaders.

b. Experiences are designed to accommodate candidates' individual needs.

7.4 Served in Real Settings

a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

7.5 Planned and Guided Cooperatively

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.

7.6 Awarded Academic Credit

a. Candidates earn graduate credit for their intern experience.

Structures:

General Administration students will conduct 220 hours of supervised internship distributed in the following core courses

- ELCF 5240: School Supervision (20 hours)
- ELCF 5310: School Community Relations (20 hours)
- ELCF 5980: Elementary and Secondary School Administration and Supervision (20 Hours)
- ELCF 5340: Practicum in instructional leadership and school management I (80 hours)
- ELCF 5350: Practicum in instructional leadership and school management I (80 hours)

Note: Students must submit all activity log sheets for signature to both their site-based and university-based supervisors. The university-based supervisor, in turn, submits the logs to the Department Chair.

Administrative Internship Application Procedures

The practicum/internship is the culminating experience where the student can implement knowledge, skills and attitudes obtained in the program course work and develops a professional improvement program for him/herself. The student must have completed twenty-four (24) semester hours of the required coursework and have departmental/unit approval to enroll in practicum I. Therefore, a candidate must complete ELCF 5010, ELCF 5130, ELCF 5210, ELCF 5240, ELCF 5310, ELCF 5330, ELCF 5370, and ELCF 5980, prior to beginning Practicum I. The student must complete Practicum I and show evidence of ICTS score reports prior to beginning Practicum II.

The Practicum will provide the candidate with a supervised field experience in educational administration and supervision. The experience should involve the student in functions and duties associated with administrative and supervisory roles. Each candidate should be permitted to participate in a wide range of these activities.

The semester prior to completion of the internship prerequisites, the student should make a formal application to take the internship by submitting it to the assigned advisor for approval. The candidate should complete the following:

- Have the Application for Internship/Practicum (APPENDIX II) approved by the advisor the semester before s/he plans to do the practicum. The candidate must submit a separate application for each of the two practica;
- Register for the internship course, ELCF 5340 or ELCF 5350, after the advisor approves the application; and
- Attend an orientation meeting held preceding the actual beginning of the internship. Letters with information about the meeting will be sent only to students who have submitted an approved practicum application.

Basic Requirements of the Administrative Internship/ Practicum

In order for an internship request to be approved by the advisor, it must:

- Provide the intern with experience in an area that requires administrator certification/licensure;
- Provide a contribution to the school district;
- Document completion of the prerequisite CORE courses (ELCF 5010, ELCF 5130, ELCF 5210, ELCF 5240, ELCF 5310, ELCF 5330, ELCF 5370, and ELCF 5980) and full admission to the graduate program for Practicum I, and completion of ELCF 5340 and the ICTS Content-Area passing score report for Practicum II; and
- Support quality as the prime concern. There are both time considerations (220) hours and quantity considerations. The quality of the internship will remain the number one priority of the intern and university-based supervisor.

Role of the Student

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 administrator. 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.

During the term, the student is expected to become involved in a number of administrative-supervisory functions. The specific program and expected outcomes will be determined in an initial meeting of the student, the school supervisor and the campus based supervisor. Specifically, the intern's responsibilities for the internship are to:

- Meet all the prerequisites identified in the General Administration Handbook;
- Complete an internship that meets the basic requirements of the Department of Educational Leadership, Curriculum and Foundations;
- Attend and participate in all internship meetings called by the on-campus supervisor;
- Develop an acceptable internship plan of not less than one competency from each of the 10 functional areas. The plan is considered acceptable when agreed to by the intern, the school supervisor(s), and the university-based supervisor;
- Seek assistance from the college supervisor and school supervisor(s) as needed;
- Act professionally;
- Keep quality of the activities the prime consideration;
- Maintain a daily log of activities during the course of the internship containing not less than 160 clock hours, in addition to 60 hours conducted in ELCF 5240 (20 hours), ELCF 5310 (20 hours), ELCF 5980 (20 hours);
- Join at least one professional organization for school administrators;
- Fulfill successfully all the requirements of the internship plan; and
- Spend one day each semester "shadowing" a practicing school administrator on a different campus than that of the intern. Because administrative licensure is K-12, time should be spent at every level (elementary, high school), including the district level.

Role of the Site-Based Supervisor(s)

The local school supervisor(s) must understand that the competency areas identified in the internship log are the central focus during the internship. The intern's local school supervisor(s) will refer to the competency areas when planning intern assignments, duties, and responsibilities. Local school supervisor(s) may suggest other competencies or provide additional experiences when there is evidence that the intern needs them.

Each local school supervisor(s) will bring his/her own unique style, skills, and approaches to supervising the intern. Responsibilities of the local school supervisor(s) include.

Provide direction to the intern as follows:

- Insist upon the very highest of ethical standards especially as it relates to confidential information;
- Encourage the intern to read current research and professional journals;
- Emphasize the value in continued professional development (i.e., course work, independent study, professional organizations); suggest that the intern visit other school districts for observations, conduct interviews with other administrators, attend board meetings, and participate in professional conferences or workshops;
- Stress the importance of thoughtful planning in carrying out short- and long-term supervisory or administrative assignments;
- Evaluate intern's planned proposal to insure that the proposed competencies contribute to the professional development of the intern while, at the same time, fulfill a need in the district. When the intern's proposal is finalized to the satisfaction of all parties, sign it indicating approval as a plan between the school and the intern;
- Review and sign the intern's monthly reports, review the daily log, make other periodic observations in order to evaluate the intern's progress, and provide regular feedback as needed;
- Provide articulation between the school and the university and confer with the university-based supervisor when necessary concerning the intern's progress in the internship; and
- Review the intern's progress in following his/her internship plan and certify that the intern has satisfactorily completed all of the requirements of the internship, by signing the internship handbook.

Role of the University-based Supervisor

A faculty member (supervisor) will be assigned to supervise the intern. Specifically, the university-based supervisor has the following responsibilities:

- Review with each intern the requirements and/or expectations for the internship experience;
- Meet with the local school supervisor(s) and the intern to review the role expectations of the intern(s), the site-based supervisor(s), and the university-based supervisor;
- Critique the proposals (after they have been critiqued by the school supervisor) and, when the proposal is acceptable, sign it indicating its acceptance as a plan between the intern and the university;

- Serve as a resource person to the intern;
- Meet with the intern and his/her local supervisor(s) as requested by either party; and
- Critique the intern's progress throughout the internship and, once the intern has met all of the requirements of the plan, certify to the department that the internship has been satisfactorily completed. (Appendix IV: Practicum Handbook Evaluation Rubric).

Sample Administrative/Supervisory Tasks Associated with the General Administration Practicum Experience

A list of administrative/supervisory tasks frequently performed by school administrators is presented below. The list serves to suggest possible activities that may be undertaken in the practicum. For a more complete source of activities, see Appendix VIII, NCATE Standards.

1. School Organization, Program, and Policy Making

- Making out the master or class schedule and assigning pupils to homerooms
- Making teacher extra-duty assignments
- Planning the student activity program
- Conducting a staff orientation and/or school opening activity
- Planning a faculty in-service meeting
- Participating in school closing activities
- Organizing substitute teacher services
- Improving library services
- Planning nursing services
- Estimating enrollments for next year
- Assessing staff needs for next year
- Planning changes in staff utilization (team teaching, etc.)
- Revising/developing a teacher policy handbook
- Revising/developing a student policy handbook

2. School Managerial, Business, and Clerical Functions

- Establishing the annual budget process at the school level
- Determining priorities for the annual budget process at the school level
- Acquiring supplies and equipment at the school level
- Planning new school facilities and maintaining existing facilities
- Reviewing the process of activities fund management
- Reviewing the process of cash accounting
- Inventorying instructional equipment

- Keeping attendance records and reports
- Supervising attendance records and/or reports
- Supervising district and/ or state annual reports
- Analyzing the work of the school secretary
- Reviewing the custodial schedule
- Admitting and/or enrolling new students
- Issuing a student transfer
- Approving a student excuse for tardiness and/or absence
- Reporting a teacher absence

3. Pupil Personnel Activities and Services

- Observing at least one multidisciplinary conference
- Developing an IEP
- Clarifying and interpreting attendance policies to pupils and parents
- Conferring with pupils regarding their attendance
- Making home visits regarding truancy and serious adjustment problems
- Adjusting teacher-pupil conflicts
- Adjusting pupil-pupil conflicts
- Working with juvenile authorities
- Investigating disciplinary cases
- Conducting a study of dropouts
- Working with student government
- Enforcing student suspension rules
- Conducting a study of student retention and/or failure rates
- Arranging for clinical services for an exceptional child
- Planning for fire drills or school evacuations
- Developing a school safety program
- Conducting a school and playground safety check
- Developing a policy for student field trips
- Conducting graduation and/or other formal exercises
- Administering school social activities
- Planning the summer program

4. Administration of Instructional and Professional Personnel

- Assisting teachers with daily and/or weekly program planning
- Advising teachers regarding classroom management
- Assisting teachers with problem children
- Working with teachers on a case study
- Coordinating the testing program
- Planning career days and other guidance efforts
- Planning new courses of study
- Developing instructional guides and/or resource materials

- Evaluating and selecting new text
- Developing experimental teaching units
- Conducting a Faculty meeting
- Accompanying an administrator on a supervisory visit and observation
- Participating in an individual supervisor pre-conference
- Participating in an individual supervisor post-conference
- Conducting a demonstration lesson
- Developing a supervisory bulletin
- Discussing teacher evaluation procedures with a supervising administrator
- Meeting with (and reviewing job descriptions of) special education personnel in a variety of special education service categories.

5. Community Relations Tasks

- Planning a parent visitation program
- Preparing special written reports to parents
- Preparing news materials about pupil and/or staff accomplishments
- Participating in leading a PTA program
- Developing an adult education program
- Participating in the observance exercises for public occasions
- Assisting in making a community survey
- Coordinating the school-community recreation program
- Providing services to the local school council

COMPREHENSIVE EXAMINATION

Guidelines

The comprehensive examination is developed, administered, read, and graded by the faculty of the ELCF Department.

Students are not permitted to take the comprehensive examination until 24 credit hours of the required courses have been completed. Courses accepted for transfer credit may be counted toward the 24 credit hour minimum provided that they match the ELCF Department's approved list of required courses of the program. Once this requirement has been met, the student should submit his/her application to take the comprehensive examination to his/her advisor for approval. The advisor, in turn, forwards the approved application to the ELCF Department Chair.

The comprehensive examination is based on the required courses in the program. Each examination consists of eight topic areas drawn from the required courses. The student must select three topic areas and answer and pass one question in each of the selected topic areas. A sample examination is contained in Appendix IX.

Responses for all three questions must be evaluated as satisfactory for the student to pass.

Faculty at Chicago State University complete the blind evaluations.

If the candidate fails two or more questions, he/she must answer all three questions at the next test administration, which will occur the following full semester (Note: there is no comprehensive examination administration during the summer semester). If the candidate fails one of the three, he/she must answer a question from the same category at the next test administration, which will occur the following semester. No exceptions will be made. Please refer to the following principles, which further explain the policy.

- Principle 1: the student cannot take the examination more than three (3) times.
- Principle 2: any topic area failed twice requires repeating a course with a final grade of “B” or better in that topic area prior to the third administration of the comprehensive examination.
- Principle 3: repeated administrations of the comprehensive examination shall include questions from topic area(s) failed under prior administrations of the exam.
- Principle 4: failure to pass the comprehensive examination at the third trial renders the candidate ineligible for the degree.
- Principle 5: the comprehensive examination must be repeated within a year from the previous administration.

Comprehensive Examination Review Plan

Coursework is designed to prepare students to take the Department of Educational Leadership, Curriculum and Foundations comprehensive examination and the State of Illinois certification examination.

Formal review sessions for the comprehensive examination are presented twice a year approximately six weeks before scheduled examination dates in October and April.

The State Certification examination is administered several times a year. Candidates may obtain information concerning test dates, study guide and test results at the following web site: www.icts.nesinc.com.

The review sessions are designed to prepare students who will be taking the comprehensive examinations.

The students will receive information regarding the format, testing procedures and grading. This is an opportunity to ask general questions. In addition, the students will also receive materials to help them study for the examinations. Materials include sample questions and answers, a sample exam, and instructions for the day of testing. (sample examination Appendix IX).

ASSESSMENT PORTFOLIO

Essential Elements For the Portfolio: A Guide for Candidates

General Information About the Portfolio

The professional portfolio is required for program completion and graduation.

Contents: You are to meet with an advisor at least 3 times regarding structure, organization, standards, narratives, evidence, item placement, grading and other requirements. (See Appendix VII for scoring guide and sample.)

Due Dates: Portfolios must be completed and posted on LiveText by the following deadlines:

- Spring - April 15th
- Summer - April 15th (if participating in Spring commencement)
June 15th (if not participating in commencement)
- Fall - November 15th

Start Early: This is an important document. Allow yourself enough time to complete the portfolio. Late submissions of portfolios may cause a delay in graduation participation and/or degree posting.

Essential Elements For the Portfolio: A Guide for Candidates

What is a portfolio?

A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the field. Although it is a collection of documents or artifacts, a portfolio is a tangible evidence of the wide range of knowledge, dispositions and skills that you possess as a growing professional. What's more, artifacts in the portfolio are self-selected, reflecting your individuality and autonomy.

Essential Elements

The portfolio you prepare in the General Administration Program will include artifacts that address the seven areas of the NCATE professional standards (Appendix VIII) in Educational Administration and Leadership. It is compiled for the expressed purpose of giving others an effective and easy-to-read portrait of your professional competence.

1. Each portfolio (Appendix VII) will contain artifacts preceded by a narrative statement that describes, explains and/or reflects the importance and relevance of

the artifacts to the professional standards. This will help the reviewers understand the context of your work.

2. Documentation and/or evidence of participation in professional development activities at the local, state, regional or national levels.
3. Reflection paper(s) related to the dispositions of the profession.
4. Professional philosophy about educational administration and leadership including the quality improvement in the instructional program of the school.
5. Evidence of the impact of candidate's school activities on the total program of the school. [Include a paragraph that describes the above when discussing the impact of the activities]
6. Other program documentation that may be required

Portfolio Organization

1. Title Page
2. Table of Contents
3. Resume
4. State Testing Results
5. Copy of Comprehensive Exam Results
6. Copy of Practicum I and Practicum II Evaluations
7. Introduction: Write a brief introduction about how you perceive your portfolio, its sections, and the purpose of the reflections
8. Personal Philosophy of Education
9. Section for each of the following areas of *Illinois Professional School Leader Standards for Principals*.

5.1 STANDARD 1 – Facilitating a Vision of Learning: The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

5.2 STANDARD 2 – School Culture and Instructional Program: The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.

5.3 STANDARD 3 – Management: The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

5.4 STANDARD 4 – Collaboration with Families and Communities: The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

5.5 STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner: The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

5.6 STANDARD 6 – The Political, Social, Economic, Legal and Cultural Context: The competent

- 5.7 school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Portfolio Construction

Portfolio materials are arranged professionally. Your portfolio should be a well-organized, attractive presentation of professional material.

As of Fall 2009 all portfolios will be submitted through LiveText. Your advisor will review the submission and provide feedback. The scoring of the final submission will be completed through LiveText.

Portfolio Presentation

Key questions to ask before submitting your portfolio:

1. ____ Are spelling and grammar correct? Do not rely completely on spell check!
2. ____ Is all work typed? All cover sheets, tabs and documents that you create for the portfolio should be typed on a word processor. Make sure your printer produces clear, dark print. Remember that your prospective employer will notice your ability to type as well as your proficiency with computer word processing.
Exceptions: artifacts such as journal reflections, log entries, or other artifacts not originally typed.
3. ____ Is everything about your overall presentation consistent? Are lines on your cover sheets either single-spaced or doubled-spaced consistent throughout?
4. ____ Is your work neat? Avoid use of whiteout or erasers.
5. ____ Is your organization easy to follow? Do you have a table of contents that clearly identifies all parts of the portfolio?
6. ____ Be creative! Add pertinent artwork, photographs, cartoons, or famous quotations. Your cover pages for each of the artifacts would be good places for these. Remember, each artifact is preceded by a narrative statement relative to a professional standard in educational administration. Be creative with the cover of your portfolio.
7. ____ Whatever you do, keep the artwork, cartoons, and photographs in the portfolio simple. You do not want to detract from the work you are trying to showcase, nor do you want to appear as if you are trying to hide incompetence.

Sample Artifacts to Include in the Portfolio to Address the Illinois Professional School Leader Standards

1. Facilitating a Vision of Learning

1. Candidates have written a vision statement for a school or district, shared 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.

2. Candidates have collected, interpreted, and analyzed school data. The analysis should reflect the candidates' 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.

2. School Culture and Instructional Program

1. Candidates have organized and led parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.
2. Candidates have presented a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

3. Management

1. Candidates have conducted a cost-benefit analysis of a school instructional improvement plan.
2. Candidates have analyzed the school budget and identify how specific budget allocations support the school improvement plan strategic plan.

4. Collaboration with Families and Communities

1. Candidates have developed and presented a plan recommending alignment of social service agency programs with school improvement needs.
2. Candidates have identified 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 was shared with the superintendent or board of education.

5. Acting with Integrity, Fairness, and in an Ethical Manner

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

6. The Political, Social, Economic, Legal and Cultural Context

1. Candidates have interviewed state legislators and/or lobbyists and present a report about the state's strategies used to influence change.
2. Candidates participated in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

7. Internship

1. Findings of the Practicum Project
2. Log Entries of administrative experiences
3. Reflective journal entries

ELCF DEPARTMENT STUDENT GRIEVANCE PROCEDURES

The aggrieved student and concerned faculty member will seek to clarify issues and resolve the conflict through personal conference and mediation. Should the student wish further redress, the following procedures are recommended.

1. The aggrieved student must initiate the procedure by submitting a written statement listing the specific grievances to the Chair of the Department of Educational Leadership, Curriculum and Foundations.
2. Copies of the grievance will be given to a grievance screening board consisting of five members. A Chair elected from the general faculty, two of the student's peers, and two faculty members selected at random.
3. The screening board will have the responsibility to (a) determine the legitimacy of the student's allegation, and (b) make a recommendation for the further review or dismissal of the student's petition.
4. Upon recommendation for further review, notification will be sent to the Grievance Committee. The Chair will set a formal hearing place and time, thus activating the Grievance Committee.

The Grievance Committee should consist of eight (8) members. Three faculty members, three students from the Department of Educational Leadership, Curriculum and Foundations, the Chair of the Grievance Committee, and the Chair of the Department who will serve as an ex-officio member.

5. The Grievance Committee will be given a minimum of two weeks to become fully acquainted with the complexities of the case and the documents germane to the petition.
6. Under ordinary circumstances no person other than the aggrieved student, the concerned faculty member, and the Grievance Committee will be in attendance at the hearing.
7. Upon written request to the Grievance Committee Chair, the student and/or faculty member may be permitted one (1) additional person present at the hearing. This person may be permitted to speak on behalf of the individual.
8. After full and exhaustive consideration of the issues, the Grievance Committee will render a decision and notify the parties concerned within one (1) week of the date of the hearing.
9. The Committee may make recommendations for changes in policy of procedures to appropriate departmental and divisional committees or individual faculty.
10. An audio recording should be made of the hearing and made available to the faculty member or the student upon request.
11. A report of the grievance transaction and the audiotape should remain on permanent file with the Department Chair.
12. The student may appeal the decision of the Department by submitting a copy of the Department's recommendation and decision with a letter of dissent to the College Committee.

APPENDIX I

Master of Arts in Educational Leadership and Administration
General Administration Option

Master's Degree Program Code **EDLG** Post-Master's/Certification Only Program Code **TCGA**
Graduate Advising Program Plan

I Graduate Filing Information: Term Completing Fall _____ Spring _____ Summer _____

Last Name _____ First Name _____ SS# _____

Day Phone () _____ Eve Phone() _____ E-mail _____

Mailing Address/Street _____ City/State/Zip _____

II Prerequisites:

1. Basic Skills Passing Score Report/Date _____
2. Teaching Certificate, or School Service Personnel Certificate: Type _____
3. Two letters of recommendation from school administrators/supervisors. #1 rec'd _____ #2 rec'd _____
4. Two yrs full-time teaching/school service personnel experience at the K-12 level in a public, private or parochial school setting:
From _____ to _____ Official Letter Rec'd (Date) _____
5. Two sets of Official Transcripts: Institutions _____
6. **Certification only:** Master's Degree Earned at (institution) _____ in (year) _____

III Admission Decision: Full Admit (Term/Yr) _____ Conditional Admit (Term/Yr) _____
Courses _____

IV Master's Degree Requirements: 36 semester hours Certification Only Requirements: 33 semester hrs.

Course No.	Pre-Req	Course Title/Sem Hrs//ield hrs	Course No. (& Title if Transfer* or Substitution)	Institution	Sem Hrs	Grade	Term/Year	Adv Init
ELCF 5210		Found Sch Adm & Org/3						
ELCF 5010		Curr Dev and Learn Theories/3						
ELCF 5130		Human Rel & Leadership/3						
ELCF 5240	ELCF 5210	School Supervision/3/f20						
ELCF 5310	ELCF 5210	Community Relations/3/f20						
ELCF 5330	ELCF 5210	School Law/3						
ELCF 5370	ELCF 5210	School Finance/3						
ELCF 5980	ELCF 5010, 5210,5240	Elem/Sec Admin/Superv/3/f20						
ELCF 5340	5010, 5130, 5210, 5240, 5310, 5330, 5370, 5980	Prac Instr Lead/Mgmt I/3						
ELCF 5350	5340 & ICTS Pass. Score Report	Prac Instr Lead/Mgmt II/3						
ELCF 5720		Integrat of Techn into Curr/Instr/3						
ELCF 5960		Fund Ed Research/3						
					Total			

*Attach two sets of original transcripts for transfer courses.

Written Comprehensive Examination: Date Scheduled _____ Date passed _____
ICTS Content Area Test: Date Passed _____ Portfolio: Date passed _____

The student named above has been reviewed
and is expected to complete all requirements
degree:

The student named above has been reviewed
and is eligible to receive the master's

Graduate Advisor/Date

Chairperson/Date

Graduate Dean/Date (rev.06/09/08)

APPENDIX II
PRACTICUM APPLICATION
General Administration Option

Term (Please include year): Spring_____ Summer_____ Fall_____

[] ELCF 5340: Practicum I Prerequisites: 5010, 5130, 5210, 5240, 5310, 5330, 5370, 5980

[] ELCF 5350: Practicum II Prerequisites: ELCF 5340 and Content-Area Pass Score Report

I understand that this application will not be approved if I do not provide documentation that I have taken and passed the ICTS Content Area Test. Date Passed:_____

Circle ELCF core courses completed 5010 5130 5210 5240 5310 5330 5370 5720 5960
5980

Name: _____ SS# _____

Address: _____
Street City State Zip

Telephone: _____ Email: _____

ON-SITE SUPERVISING ADMINISTRATOR AND PRACTICUM LOCATION/ INSTITUTION

Supervising Administrator's Name	Position	Telephone
----------------------------------	----------	-----------

Practicum Location (School or other)	Grade Level
--------------------------------------	-------------

Address (Number & Street)	(City)	(State)	(Zip)
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BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES

LIST OF ADMINISTRATIVE TASKS OTHER THAN THOSE ASSOCIATED WITH PROJECT

Candidate's Signature	Date
-----------------------	------

Approved _____ Denied _____ Comments _____

Advisor's Name _____ Supervisor's Name _____

Academic Advisor's Signature: _____

**APPENDIX III
EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS**

PRACTICUM /SUPERVISION AGREEMENT

General Administration Option

[] ELCF 5240 [] ELCF 5310 [] ELCF 5980
[] ELCF 5340: Practicum I [] ELCF 5350: Practicum II TERM _____

Name: _____ SS# _____

SITE-BASED SUPERVISING ADMINISTRATOR AND PRACTICUM LOCATION

Supervising Administrator's Name _____ Position _____ Telephone _____

Practicum Location _____ (School or other) _____ Grade Level _____

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

BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES

LIST OF ADMINISTRATIVE TASKS OTHER THAN THOSE ASSOCIATED WITH PROJECT

Candidate's Signature: _____ Date: _____

This Section To Be Signed By Supervisors

I have read the requirements and responsibilities of the parties involved in this practicum/internship experience (candidate, on-site supervisor, and on-campus supervisor) and have agreed to supervise the above-mentioned candidate.

On-Campus Supervisor's Name: _____

On-Campus Supervisor's Signature: _____ Date: _____

On-Site Supervisor's Name: _____

On-site Supervisor's Signature: _____ Date: _____

Rev. 8-10-08

APPENDIX IV
PRACTICUM HANDBOOK SCORING RUBRIC

General Administration Option

Student's Name _____

ELCF 5340 Practicum I _____ Term _____ ELCF 5350 Practicum II _____ Term _____	Unacceptable	Acceptable	Target
1. Title page			
2. Table of contents			
3. Project Proposal: introduction needs assessment, project objectives, evaluation techniques and review of literature.			
4. The project report represented a coherent, logical, narrative and demonstrates understanding of the dynamics of the selected problem.			
5. The project report contained: introduction, project effectiveness, project findings and conclusion			
6. The log documented 80 clock hours of administrative activities.			
7. The log was completed each week of the practicum and was signed by the on-site supervisor and the students.			
8. The journal documented all experiences, which had relevance to administrative problems encountered.			
9. The journal entries were reflective and analytical. At least one analytical reflection once a week.			
10. The candidate used educational theories learned in administrative/supervisory courses to address difficult problems they have encountered.			
11. The review of the literature described 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 practicum project.			
12. The annotated bibliography contained fifteen (15) research sources, which are related to the project.			
13. The annotated research sources reflected educational theories and/or themes related to the candidate's project.			
14. The practicum portfolio is professionally organized and free of grammatical and spelling errors.			

On-Campus Supervisor's Signature _____ Date _____

APPENDIX V

DEPARTMENT OF EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS PRACTICUM I AND PRACTICUM II Campus Based Practicum Supervisor Feedback

CHECK THE APPROPRIATE CATEGORIES:

- | | | |
|---|--|---|
| <input type="checkbox"/> General Admin. Option | <input type="checkbox"/> Higher Ed. Admin. Option | <input type="checkbox"/> Instructional Foundations |
| <input type="checkbox"/> ELCF 5340: Practicum I | <input type="checkbox"/> ELCF 5780: Practicum I | <input type="checkbox"/> ELCF 5950 Pract. C & I |
| <input type="checkbox"/> ELCF 5350: Practicum II | <input type="checkbox"/> ELCF 5790: Practicum II | |

- Fall Term Year Summer Term Year Spring Term Year

Campus Based Practicum Supervisor's Name _____

The Department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The Department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs, including master's and doctoral degree programs. Reflected in both the quality of our programs, and the background of our faculty are (a) strong grounding in educational theory and research; (b) developing our student's skills in critical thinking, reflective practice and applied research; (c) modeling effective administrative and teaching practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university, particularly at the doctoral level; and (f) working in partnership with local, national and international educational organizations, and assisting in the development of effective and viable schools.

One way of supporting the above mission is through candidate feedback about their practicum experience. Please complete all items including the general comments section on this form. In accordance to university policy, your campus based practicum supervisor will receive a copy of this evaluation after you have completed the practicum experience requirements and have received your grade.

1 = unsatisfactory 2 = satisfactory 3 = highly effective 4 = superior

My University Supervisor worked with me in the following ways:

1 2 3 4

PLANNING (check all that apply)				
1. Discussed my field experience with me at an initial seminar on campus and during site visits.				
2. Provided me with a written syllabus which outlined these expectations and requirements.				
Climate (check all that apply)				
3. Created a professional atmosphere that supported open communication, dialogue, and discussion.				
4. Shared advice and constructive feedback with me on a regular basis.				
5. Kept in contact with me, as necessary, between visits and provided me with directions for contacting him/her in case of emergency.				
6. Encouraged my personal and professional growth.				
Practice (check all that apply)				
7. Provided guidelines to perform varied administrative functions and tasks.				
8. Visited me on site at least twice a semester.				
9. Had at least two meetings on campus.				
10. Worked with me, the site supervisor and other ELCF faculty involved in my administrative development.				
Reflection (check all that apply)				
11. Provided me with appropriate guidelines for research and program completion.				
12. Provided ongoing feedback and assistance in refining my professional development.				

Rev. 7/29/2004

General Comments and Suggestions:

APPENDIX VI
COMPREHENSIVE EXAMINATION APPLICATION

Term: Fall Semester _____ Spring Semester _____

Name _____ Social Security # _____

Address _____
(Street) (City) (Zip)

Phone H: () _____ W: () _____ E-mail _____

Field of Study: Check one of the following:

MA in Educational Leadership and Administration

___ General Administration Option

___ Higher Education Administration Option

MS Ed in Curriculum and Instruction

Instructional Foundations Option

___ Elementary Education

___ Secondary Education

___ Adult Education

___ Educational Technology

___ Foundations of Education

I have completed the 24 Semester hours of required course work. YES ___ NO ___

List Courses Completed: _____

Student's Signature _____ Date: _____

Advisor's Validation

I have verified that the student has completed the required 24 semester hours of course work. ___
Approved _____ Denied _____

Comments: _____

Print Academic Advisor's Name _____

Advisor's Signature _____ Date: _____

APPENDIX VII

ASSESSMENT PORTFOLIO EVALUATION RUBRIC

Date: _____
 Program: _____

Candidate: _____
 Evaluator: _____

Directions to the evaluator: Place an X next to sections 1-6 if complete. Place the average score next to the sections 7-9.

Sections:

1. ___ **Title Page** Candidate's name, program, admittance and graduation date and university name. All information is clearly legible.
2. ___ **Table of Contents** Clearly organizes major categories found in the portfolio. Consistent with tabbing used to organize the portfolio.
3. ___ **Resume** Uses a standard form for resume writing.
4. ___ **State Testing Results** Contains all state testing required for state certification.
5. ___ **Copy of Comprehensive Exam Results**
6. ___ **Copy Practicum I & Practicum II Evaluations**
7. ___ **Introduction** Clearly labeled (see rubric for additional qualities).
8. ___ **Philosophy** Clearly labeled (see rubric for additional qualities).
- 9A. ___ **Narrative for each Illinois Professional Teaching Standard** Clearly labeled (see rubric for additional qualities).
- 9B. ___ **Multiple sources of evidence for each standard** Clearly labeled (see rubric for additional qualities).

Sections	Unacceptable (1 point)	Acceptable (2 – 4 points)	Target (5 – 6 points)
Section 7 Introduction Score:_____	Insufficient information or Portrays a lack of appreciation or understanding for the comprehensive portfolio assessment of administrator competencies.	Contains an overview of candidate's journey toward meeting IPSLS competencies. Describes an overview of candidate's strengths and goals for learning. Gives a brief overview of evidence contained in the portfolio	Contains clear insightful statements that connect candidate's learning journey opportunities to an overview of the evidence. Candidate notes strength achieved and goals set through self-reflection and evaluation.
Section 8 Philosophy Score:_____	Appears to relate an opinion which is not based on cited research or is clearly not founded in best practices.	Relates cited research based theory to best administrative practices for meeting student and staff needs. Describes beliefs about students, leadership, school culture, teaching and learning, management, and collaboration with families and communities.	Relates cited research based theory to best administrative practices for facilitating student and staff success. Describes beliefs about students, leadership, school culture, teaching and learning, management, and collaboration with families and communities. Describes beliefs about administrative work and professional conduct with students, parents and school personnel.

Section 9

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p><u>STANDARD 1 – Facilitating a Vision of Learning</u></p> <p>The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Articulates few ideas about how to promote the school vision and motivate all students to learn and succeed. ▪ Unable to address the steps to facilitate, develop and articulate the school vision for learning. ▪ Unable to explain successful implementation and stewardship of the school vision and how to share the vision with the school community and gain its support. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is sparse and does not reflect the breadth of the standard. ▪ Shows candidate lacks an understanding of school visions, leadership, and how success is achieved through effective communication skills and planning of school projects. ▪ Shows candidate lacks the ability to create supportive relationships with the school community because of a lack of negotiation skills, an incomplete analysis of the community's cultural factors, or an underdeveloped needs assessment. ▪ There is a need to improve in this area. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Articulates several developmentally appropriate ways to promote and motivate all students to learn and succeed. ▪ Able to address major steps needed to facilitate, develop and articulate the school vision for learning. ▪ Can explain successful implementation and stewardship of the school vision and how to share the vision with the school community and gain its support. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Sufficiently covers and reflects many of the elements of the standard. ▪ Shows candidate understands the role of the school vision and how the candidate must lead, facilitate and implement the school vision for student success by using effective communication skills and planning of school projects. <p>Shows candidate can create acceptable supportive relationships with the school community and gain its support by negotiating, conducting effective needs assessments, and completing an analysis of the community's cultural resources.</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Articulates and evaluates ways to appropriately promote and motivate all students to learn and succeed. ▪ Able to address the ways to facilitate, develop and articulate the school vision for learning on several levels e.g., students, parents, staff, teachers and administration. ▪ Using research models that support his/her views, the candidate explains successful implementation and stewardship of the school vision and how to share the vision with the school community and gain its support. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is plentiful and reflects most of the elements of the standard. ▪ Shows candidate consistently understands the role of the school vision and how the candidate must lead, facilitate and implement the school vision for student success by using effective communication skills and planning of school projects. ▪ Shows candidate creates superior supportive relationships with the school community and gains its support through negotiation, effective needs assessments, and complete analysis of the community's cultural and physical resources.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 2 – School Culture and Instructional Program</p> <p>The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students’ learning and staff’s professional growth.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Candidate does not support the few details about school culture with research and explain the leadership role in creating it. ▪ Is unable to perceive and describe differing school cultures, the components of school culture and how they connect to instructional programs. ▪ Is unable to give specific examples of professional development options. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is sparse and does not reflect the breadth of the standard. ▪ The evidence shows that the candidate does not know how to develop a positive school culture and shows no leadership roles were successfully met. ▪ The candidate shows no active role in advocating and nurturing students. ▪ The candidate has no evidence of planning staff professional growth opportunities or assessment at the school level. ▪ There is a need to improve in this area. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Candidate gives several research-supported concepts and details about school culture and gives examples as to how the leadership role impacts it. ▪ Candidate can explain how school cultures vary and how the components and variance relates to instructional programs. ▪ Gives specific examples of professional development options. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Sufficiently covers and reflects many of the elements of the standard. ▪ The candidate shows evidence of taking a leadership role in building a component of school culture and met with successful completion of the task. ▪ The candidate shows evidence of taking an active role in advocating and nurturing students. ▪ The candidate has evidence of planning staff professional growth opportunities or assessment at the school level. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Masterfully uses professional terminology to insightfully interpret knowledge about several research supported concepts and details about school culture and gives examples as to how the leadership role impacts it. ▪ Candidate gives analytic and reflective commentary about creating healthy school cultures and how competencies relate to instructional programs. ▪ Gives specific examples of professional development options and relates them to enhancing the school culture. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is plentiful and reflects most of the elements of the standard. ▪ The candidate shows evidence of taking several leadership roles in building a positive school culture and met with successful completion of the tasks. ▪ The candidate shows evidence of taking an active role in advocating and nurturing students. ▪ The candidate has evidence of planning staff professional growth opportunities and assessment at the school level.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 3 – Management</p> <p>The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Unable to explain various management styles and how they affect the school organization, operations and resources. ▪ Unable to explain practical ways to keep a safe, efficient, and effective learning environment and the legal responsibility to do so. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is sparse and does not reflect the breadth of the standard. ▪ Shows candidate lacks an understanding of differing management styles. ▪ Unable to show how the organization, operations, and resources affect student success. ▪ There is a need to improve in this area. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Able to explain various management styles and how they affect the school organization, operations and resources. ▪ Able to explain practical ways to keep a safe, efficient, and effective learning environment and the legal responsibility to do so. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Sufficiently covers the breadth of the standard. ▪ Shows candidate's understanding of differing management styles. ▪ Able to show how the organization, operations, and resources affect student success using documents common to administrative work e.g., school vision, job analysis of appraisal, budget, technology plan etc. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Able to evaluate various management styles and how they affect the organization, operations and resources. ▪ Able to explain philosophical and practical ways to keep a safe, efficient, and effective learning environment and the legal responsibility to do so. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is plentiful and reflects most elements of the standard. ▪ Shows candidate's understanding of differing management styles and their components. ▪ Able to show how the organization, operations, and resources affect student success using several documents common to administrative work e.g., school vision, job analysis of appraisal, budget, technology plan etc.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 4 – Collaboration with Families and Communities</p> <p>The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ The candidate values individual, non-collaborative work as explained in the narrative ▪ Speaks of a disinterest in or a need to limit association with the families and community. ▪ Speaks of the community as having nothing to give or a disinterest to work with them. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is sparse and does not reflect the breadth of the standard. ▪ Unaware of the need or unable to collaborate with families and community members. ▪ Unaware of the need or unable to respond to diverse community interests and needs. ▪ Unaware of the need or unable to mobilize community resources for the school. ▪ There is a need to improve in this area. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ The candidate values collaborative work and gives examples of it. ▪ Speaks of an interest in and gives examples of associations schools can make with the families and community. ▪ Speaks of the community as a resource that can be tapped into. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Sufficiently covers and reflects many of the elements of the standard. ▪ Evidence shows awareness of the need and ability to collaborate with families and community members. ▪ Evidence shows awareness of the need and ability to respond to diverse community interests and needs. ▪ Evidence shows awareness of the need and ability to mobilize community resources for the school. 	<p>A. Narrative</p> <ul style="list-style-type: none"> ▪ The candidate explicitly gives examples of collaborative work and future work. ▪ Speaks of an interest in and gives examples of associations with the families and community. ▪ Speaks of the community as a resource that can be tapped into and gives specific examples. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is plentiful and reflects most elements of the standard. ▪ Spreads awareness of the need and is able to collaborate well with all families and community members. ▪ Spreads awareness of the need and able to respond to diverse community interests and needs. ▪ Spreads awareness of the need and is able to mobilize community resources for the school.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner</p> <p>The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> The candidate’s explanation of what it means to act with integrity, fairness and in an ethical manner lacks substance or accuracy. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> Is sparse and does not reflect the breadth of the standard. Has an unresolved disposition referral sheet. Demonstrates decisions are not made collectively, based on moral implications of policy. There is a need to improve in this area. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> The candidate accurately explains what it means to act with integrity, fairness and in an ethical manner. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> Sufficiently covers and reflects many elements of the standard. Has resolved any disposition referrals. Demonstrates decisions are made collectively, based on moral implications of policy. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> The candidate accurately explains what it means to act with integrity, fairness and in an ethical manner and can cite case law as to how the principal must conduct him/herself. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> Is plentiful and reflects most elements of the area. Has never had a disposition referral. Demonstrates decisions are made collectively, based on moral implications of policy.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 6 – The Political, Social, Economic, Legal and Cultural Context</p> <p>The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ The candidate cannot capture the essential ideas and school connections to the larger political, social, economic, legal, and cultural context. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is sparse and does not reflect the breadth of the standard. ▪ Does not have a specific framework for decision making 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ The candidate captures the essential ideas and school connections to the larger political, social, economic, legal, and cultural context. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Sufficiently covers and reflects many elements of the standard. ▪ Shows a specific framework for a decision making process. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ The candidate captures the essential ideas and school connections to the larger political, social, economic, legal, and cultural context. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Is plentiful and reflects most elements of the standard. ▪ Shows an ability to match specific frameworks given the decision to be made.

	Unacceptable (1 point)	Acceptable (2 - 4 points)	Target (5 - 6 points)
<p>STANDARD 7: Internship</p> <p>The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. .</p> <p>Score A: _____</p> <p>Score B: _____</p>	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Candidate did not synthesize and apply the knowledge and practice and develop the skills identified in standards 1-6. ▪ Candidate describes an un-sustained amount of time or time that would allow for substantial sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ Examples of projects developed for the cooperating school are few and do not show an understanding of their audience and practical use. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Candidate synthesized and applied the knowledge and practice and developed the skills identified in standards 1-6. ▪ Candidate describes a substantial, sustained, standards-based work placement in real settings, planned and guided cooperatively by the institution and school district personnel. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ A variety of projects are presented which were developed for the cooperating school. They are of usable quality and show a good understanding of their audience and practical use. 	<p>A. Narrative:</p> <ul style="list-style-type: none"> ▪ Candidate synthesized and applied the knowledge and practice and developed the skills identified in standards 1-6. ▪ Candidate can give a critical reflection of his/her substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. <p>B. Evidence: _____</p> <ul style="list-style-type: none"> ▪ A variety of projects are presented which were developed for the cooperating school. They are of high quality and show an exceptional understanding of their audience and practical use.

Final Score: _____ (Total of Sections 6 – 8)
Scores of less than 32 require a conference with the Program Facilitator and Department Chair.

Unacceptable: Less than 32 points

Acceptable: 32 – 64 points

Target: 65 – 96 points

Comments:
8/3/07

APPENDIX VIII

Illinois Professional School Leaders Standards (IPSLs)

<p><i>STANDARD 1 – Facilitating a Vision of Learning</i></p> <p>The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>
<p><i>Knowledge Indicators - The competent principal:</i></p>
1A. has knowledge and understanding of learning goals in a pluralistic society.
1B. comprehends the principles of developing and implementing long-term plans.
1C. recognizes theories of educational leadership.
1D. understands information sources, data collection, and data analysis strategies.
1E. understands effective communication.
1F. understands effective consensus-building and negotiation skills.
1G. has knowledge of the philosophy and history of education.
<p><i>Performance Indicators - The competent principal:</i></p>
1H. designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, social needs, and changing conditions.
1I. facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
1J. analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
1K. solicits and uses financial, human, and material resources to support the implementation of the school's mission and goals.
1L. identifies and critiques several theories of leadership and their application to various school environments.
1M. conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
1N. analyzes and interprets educational data, issues and trends.
1O. uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.
1P. engages in effective consensus-building and displays effective negotiation skills.
1Q. frames, analyzes, and resolves problems using appropriate problem-solving techniques and decision-making skills.
1R. analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
<p><i>STANDARD 2 – School Culture and Instructional Program</i></p> <p>The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.</p>
<p><i>Knowledge Indicators - The competent principal:</i></p>
2A. has knowledge and understanding of school cultures.
2B. understands the continuum of students' growth and development.
2C. knows the procedures used in the assessment of the learning environment.
2D. understands applied learning theories.
2E. understands curriculum design, implementation, evaluation, and refinement.
2F. recognizes the components of a special education evaluation.
2G. understands principles of effective instruction and best practices.
2H. comprehends measurement, evaluation, and assessment strategies.
2I. understands diversity and its meaning for educational programs.
2J. is familiar with adult learning and professional development models.
2K. understands the change process for systems, organizations, and individuals.
2L. recognizes the role of technology in promoting students' learning and professionals' growth.
2M. understands classroom management.

Performance Indicators - The competent principal:	
2N.	creates with teachers, parents, and students a positive school culture that promotes learning.
2O.	promotes an inclusive educational culture.
2P.	articulates the district's or school's vision, mission, and priorities to the community and media.
2Q.	builds community support for district or school priorities and programs.
2R.	promotes an environment where all individuals are treated with fairness, dignity, and respect.
2S.	develops a culture of high expectations for self, students and staff's performance where accomplishments are recognized.
2T.	applies the principles of student growth and development to the learning environment and the educational program.
2U.	utilizes procedures in the assessment of the learning environment.
2V.	develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
2W.	develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.
2X.	analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired student outcomes.
2Y.	assesses students' progress using a variety of appropriate techniques.
2Z.	bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.
2AA.	aligns curricular goals and objectives with the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D).
2BB.	facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.
2CC.	uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.
2DD.	uses qualitative and quantitative data to plan and assess school programs.
2EE.	promotes an inclusive educational culture.
2FF.	identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.
2GG.	facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
2HH.	studies best practices, relevant research, and demographic data to analyze their implications for school improvement.
2II.	develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
2JJ.	applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
2KK.	uses technology, telecommunications, and information systems to enrich curriculum and instruction.
2LL.	develops and implements long-range plans for school and district technology information systems.
2MM.	uses a variety of supervisory models to improve teaching and learning.
2NN.	uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.
STANDARD 3 – Management	
The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
Knowledge Indicators - The competent principal:	
3A.	understands theories and models of organizations and the principles of organizational development.
3B.	is aware of local operational policies and procedures.
3C.	understands principles and issues relating to school safety and security.
3D.	has knowledge of management and development of human resources.

3E.	comprehends principles and issues relating to fiscal considerations of school management.
3F.	understands principles and issues relating to school facilities and use of space.
3G.	recognizes legal issues impacting school operations.
3H.	has knowledge of current technologies that support management's functions.
Performance Indicators - The competent principal:	
3I.	applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.
3J.	analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
3K.	applies effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.
3L.	utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.
3M.	develops and implements an efficient building-level budget planning process that is driven by school priorities.
3N.	understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.
3O.	applies common legal and contractual requirements and procedures in an educational setting.
3P.	applies and assesses current technologies for school management and business procedures.
STANDARD 4 – Collaboration with Families and Communities	
The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.	
Knowledge Indicators - The competent principal:	
4A.	recognizes emerging issues and trends that potentially affect the school community.
4B.	comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team (see 23 Ill. Adm. Code 226.75).
4C.	understands the conditions and dynamics of the diverse school community.
4D.	has knowledge of community resources.
4E.	understands community relations and marketing strategies and processes.
4F.	is aware of successful models of school, family, business, community, government, and higher education partnerships.
Performance Indicators - The competent principal:	
4G.	assesses emerging issues and trends to determine their impact on the school community.
4H.	engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team.
4I.	analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
4J.	identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
4K.	develops and implements an effective staff communication plan and public relations program.
4L.	articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for district's or school's priorities and programs.
STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner	
The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	
Knowledge Indicators - The competent principal:	
5A.	understands the purpose of education and the role of leadership in modern society.
5B.	recognizes various ethical frameworks and perspectives on ethics.
5C.	understands the values and challenges of the diverse school community.
5D.	is aware of professional codes of ethics.

Performance Indicators - The competent principal:	
5E.	analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
5F.	manifests a professional code of ethics and values.
5G.	bases decisions on the moral and ethical implications of policy options and political strategies.
5H.	promotes the values and challenges of the diverse school community.
5I.	communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.
5J.	treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.
5K.	encourages others in the school community to demonstrate integrity and exercise ethical behavior.
STANDARD 6 – The Political, Social, Economic, Legal and Cultural Context	
The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
Knowledge Indicators - The competent principal:	
6A.	comprehends principles of representative governance that undergird the system of American schools.
6B.	recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
6C.	understands the law as related to education.
6D.	understands State and federal requirements regarding least restrictive environment (including placement based on the student's Individualized Education Program (IEP) or Individual Family Service Plan (IFSP); (see 23 Ill. Admin. Code 226.75) for students ages birth through 21 years old.
6E.	has knowledge of the political, social, cultural, and economic systems and processes.
6F.	understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
6G.	knows about global issues and forces affecting teaching and learning.
6H.	recognizes the dynamics of policy development and advocacy under our democratic political system.
6I.	understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.
Performance Indicators - The competent principal:	
6J.	Considers the general characteristics of internal and external political systems as they apply to school settings.
6K.	Influences policy development at the federal, State, district and school-site level.
6L.	Applies knowledge of common legal and contractual requirements and procedures in an educational setting.
6M.	Analyzes appropriate procedures and relationships for working with local governing boards.
6N.	Develops lines of communication with decision makers outside the school community.
6O.	Frames, analyzes and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
6P.	Bases decisions on the moral and ethical implications of policy options and political strategies.

APPENDIX IX
SAMPLE COMPREHENSIVE EXAMINATION

EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS
M.A. IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION

COMPREHENSIVE EXAMINATION

Area of Concentration: Educational Administration Option

Select three (3) topic areas and answer one (1) question in each area selected.

Topic area I: Educational Administration (Answer A or B)

- A. Given any situation in your school or any of your educational experiences that would involve parents, the community, students, the law, curriculum, leadership, communication; what two theories would you choose to apply to a situation that has currently occurred? Mention the theorist. Enhance the explanation by creating your own theory, explaining how you went about creating your theory. Explain the procedure.
- B. What is an effective school? Does leadership play an important role? What is leadership? What is organizational culture? While answering these questions, use your school as an example. You may use diagrams to answer the questions.

Topic area II: Human Relations and Leadership (Answer A or B)

- A. Discuss **two** of the following motivational theories:
1. Describe Abraham Maslow's "need theory" of motivation and discuss its implications for worker motivation.
 2. Fredrick Herzberg has proposed a theory of motivation that suggests job satisfaction and job dissatisfaction arise from different sources. Describe three different sources and how they operate to produce satisfaction with our jobs.
 3. Expectancy theory claims that motivation is a multiplicative function of three components: expectancy, instrumentality, and valence. Define and briefly describe these three components. Also explain what it means when we say these three components function "multiplicatively."
 4. Describe "Equity Theory" basic principles. Assume the school employees all get the same percentage raise across the board each year, using equity theory what would you predict would happen to employee motivation in their situation.

- B. Recall the Johnsons' six leadership Task Actions such as "Information and opinion giving" and six leadership Maintenance Actions such as "Encouragement of others to participate." List at least four (out of 12) other Task and/or Maintenance Actions suggested in the Johnsons' presentation. Explain how each of the four is used to complete tasks and/or maintain group cohesiveness.

Topic area III: School Supervision (Answer A or B)

- A. Discuss one supervision model. In your discussion include the major theoreticians, the purpose, focus, characteristics, strengths, weaknesses, and your personal opinion of its effectiveness. Explain why you would choose this model to implement in a school setting.
- B. Explain adult lifespan and career state development and state a practical application of each to the practice of school supervision. Address the answer as it relates to both professional and non-certified personnel.

Topic area IV: Curriculum Development & Learning Theories (Answer A or B)

- A. The Saylor, Alexander, and Lewis charted model for curriculum evaluation recommends evaluation of five components:
1. Goals/Subgoals/Objectives.
 2. Program of Education as a Totality.
 3. Specific Segments of the Education Program.
 4. Instruction.
 5. Evaluation Program.

Define, explain, and give at least **one example** of the above components as you relate them to the process of curriculum development.

- B. Ralph W. Tyler's Curriculum Rationale (Expanded) model gives special attention to instructional planning. With this in mind, **list, define,** and **explain** each phase of the model as it relates to curriculum development.

Topic area V: Research Methods (Answer A or B below)

- A. You are a researcher charged with the task of determining the impact of a conflict resolution program on academic achievement among middle school students and the ability of those students to apply conflict resolution procedures effectively in classroom conflicts. You have full control of the project from start to finish, including selection of the specific program to be tested and the research design to be used.

Describe in detail the research study you would design to investigate this topic. Your response should include discussion of the following;

1. Research question(s) to be examined
2. Hypotheses to be tested
3. Major variables to be investigated
4. Sampling strategy and sample size
5. Research design (i.e. ex post facto, experimental, correlational, etc.) and rationale for its use
6. Statistical tests of significance to be used
7. Operational definitions and measuring instruments
8. Limitations and assumptions of the study

- B. A researcher develops a program designed to improve teachers' attitudes about using technology in the classroom. Sixty teachers volunteer to participate in the program, for which they will receive credit at the local university. All teachers are given a "technology attitude survey." The researcher assigns the 60 teachers to two groups of 30 and trains one group in how to infuse their instructional routines with technological innovations. All subjects are located at different schools throughout the district. Twenty (20) teachers in the experimental group and 28 in the control group complete the program. At the end of the experiment, the researcher interviews the 48 subjects to determine if the teachers who completed the program have better attitudes about using technology in the classroom. The researcher also administers the "technology attitude survey" as a posttest. Identify the threats to internal and external validity associated with this study. Explain in detail ways in which such threats may be overcome.

Topic area VI: Community Relations (Answer A or B)

- A. Who are the stakeholders of your school? According to modern theorists such as Henry Levin, how should stakeholders be systematically involved in school policies?
- B. Describe the Accelerated School philosophy and techniques that are used to involve internal and external publics in the operation and evaluation of a school.

Topic area VII: School Finance (Answer A or B)

- A. It has widely been accepted that significant reform is needed in the finance of American public education.
1. Describe the problem. What causes this problem? How significant or extreme is this problem? What is the impact of this problem?
 2. At what level must this problem be solved (federal, state, or local school board)?
 3. Define the terms **equality**, **equity**, and **adequacy** in the context of school finance.
 4. What are some promising practices or programs that are being proposed for the reform of school finance?
- B. Describe any four of the statistical measures below, giving consideration to (1) calculation, (2) value, (3) other attributes, and (4) overall evaluation. The statistical measures include range, federal range ratio, coefficient of variation, McLoone index,

Gini coefficient, correlation coefficient, and elasticity. The reference source is *School Finance: A Policy Perspective*, by Allan R. Odden and Lawrence O. Picus.

Topic area VIII: School Law (Answer A or B)

- A. Illinois School Boards are required to comply with competitive bidding provisions as listed in the Illinois School Code when awarding insurance contracts. In view of this fact, list the **IRAC**, i.e. – **Issue (with a Summary of the Facts); Ruling; Analysis of the Decision;** and **Conclusion** pertinent to **Compass Health Care Plan vs. Board of Education City of Chicago and Ted Kimbrough (1st District 1992)**.
- B. In 1988, the Supreme Court upheld the “stay put” provision relevant to the Education of the Handicapped Act as it pertained to state and/or local school authorities. Based upon this fact, list the **IRAC**, i.e. – **Issue (with a Summary of the Facts); Ruling; Analysis of the Decision;** and **Conclusion** pertinent to **Honig vs. Doe (S. Ct. 1988)**.

Educational Leadership, Curriculum and Foundations

Master of Arts in Educational Leadership and Administration General Administration Option

PRACTICUM LOG OF ACTIVITIES

Name of Intern: _____ Date: _____

General Administration candidates will conduct 220 clock hours of supervised internship spread out in 5 core courses. Please check one.

- ELCF 5240: School Supervision (20 hours)
- ELCF 5310: School Community Relations (20 hours)
- ELCF 5980: Elementary and Secondary School Administration and Supervision (20 hours)
- ELCF 5340: Practicum in instructional leadership and school management I (80 hours)
- ELCF 5350: Practicum in instructional leadership and school management II (80 hours)

Total Hours _____

Name of Activity: _____

Location of Activity: _____

EDLEA Standard Addressed: _____

Description of Activity and its value: _____

On-site Supervisor's signature

Intern's Signature

Campus- based Supervisor's signature

NCATE: National Council for the Accreditation of Teacher Education

REQUIRED ASSESSMENTS

	ASSESSMENT	General Administration
1	State Licensure Exam or Another Content based Assessment	Illinois Certification Testing System (ICTS) # 186 Principal Endorsement
2	Content Assessment 2 nd Content Assessment	Comprehensive Exam
3	Assessment of Planning	Budget Plan 5370
4	Internship Assessment	Practicum Evaluation Campus Evaluation
5	Assessment of candidate impact on student learning or providing a supporting learning environment	Practicum Site Evaluation
6	6 th Assessment	Professional Portfolio on LiveText
7	SPA Required Assessment Assessment of abilities in organizational management and community relations	Management and Community Relations Resource Guide 5310

COE CRIMINAL BACKGROUND CHECK POLICY

EFFECTIVE FALL 2009

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. In addition, proof of a "cleared" background check will be required with the application for admission to the College of Education. This policy is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non certified positions.

This policy applies to all candidates in initial, subsequent, and advanced programs who enroll in courses that require participation in field placement experiences with individuals under the age of 21. This policy also applies to students enrolled in courses requiring field experience who are not in an education program.

When you register for courses Fall 2009 that have field hours required, you must submit your "cleared" background check before you begin the field experiences.

For further information on this policy, and for instructions on completing the Criminal Background Check, please see:

http://www.csu.edu/CollegeOfEducation/Documentation/COE_Background_Check_Policy_Final_Fall_2009.pdf

Educational Leadership, Curriculum and Foundations

General Administration Student Advisory Board



Established August 1, 2008

Communication & Dialogue

Involvement & Input

Participation & Interaction

Mission

The mission of the General Administration Student Advisory Board is to foster participation and dialogue on topics that impact the General Administration program at Chicago State University.

The students will serve as a representative body of the graduate population in the administrative program in order to identify and present graduate views on various issues.

Purpose

The purpose of the General Administration Student Advisory Board is to promote greater interaction among the graduate student population through increased involvement and input on relevant issues.

Goal

The goal of the General Administration Student Advisory Board is to facilitate communication and implement continuous dialogue among graduate students, faculty and administration of the University community.