

# Chicago State University

## College of Education

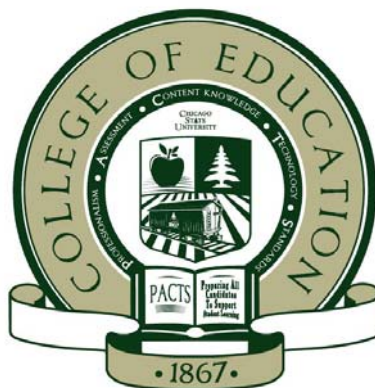
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Department of Doctoral Studies

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

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### Doctoral Internship Guide



*Inspire... Motivate... Change Lives.*

Revised: July 2011

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# Introduction

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

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

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

*Department of Doctoral Studies*

# Internship Practicum

## Description and Purpose

Substantial and (ELCC Standards 7.1): To help insure that interns are exposed and participate in a wide range of meaningful assignments, students collaborate along with the campus and site supervisor on a variety of activities that will be documented throughout the internship.(7.1a) These assignments directly interact and be involved with staff, board members, students, parents and community leaders (7.1a) Assignment #1 students maintain an Internship Activities Plan/Log of Contact Hours Form. This assignment requires candidates to engage in activities that cover all standards and elements. Assignment #2 students engage in six specific activities, each activity focusing on a specific standard and all elements. These assignments are completed in EDDL 6700 and 6710. Course EDDL 6700 (Internship I) is substantial as it begins in January and ends in May and course EDDL 6710 (Internship II) begins in May and ends in August (7.1b).

Sustained (ELCC Standard 7.2): Candidates will serve a 2-semester internship (100 clock hours must be completed in an urban setting; and 100 clock hours in a suburban/rural setting), under the guidance of a campus-based supervisor and a site-based supervisor, during the 8<sup>th</sup> and 9<sup>th</sup> semesters (7.2a). These culminating experiences are an extension of activities developed throughout the program.

Standards Based ELCC (Standard 7.3): Candidates will complete a variety of activities highlighting internship experiences (7.3a). These activities will be designed to accommodate candidates' individual needs through collaboration (7.3b). As indicated by the assignments, candidates are required to show proficiency on all standards and elements. All assignments will be submitted through LiveText. Candidates are required to complete the following assignments which are correlated with the ELCC standards and elements: Log of Key Administrative Activities (total of 200 hours) and Key Administrative Activities (Activities 1-6) demonstrating professional knowledge, skills, and dispositions. In addition to the assessment, instructors are required to complete a disposition assessment for each candidate in EDDL 6700 and 6710.

Real-Setting Experiences (Internship Site) (ELCC Standard 7.4): Candidates are required to complete their internship in a minimum of two different districts to provide application of knowledge and skills (7.4a). These experiences involve interaction with community organizations, parent groups and school boards (7.4b). Candidates are also required to successfully complete EDDL 6700 (Internship I) and pass the Illinois

Certification Examination (#186-Superintendent Endorsement) as a prerequisite before enrolling in EDDL 6710 (Internship II).

Planned and Guided Co-operatively (ELCC Standard 7.5): These two internships are directed by a prescriptive syllabus that requires the candidates to implement leadership activities developed cooperatively by the candidate, site and university supervisor (7.5a). The campus supervisor conducts 5 seminars during each internship to provide mentorship and training during the internship experience. (7.5b) The campus supervisor is a full time tenured/tenured track instructor holding certification for the superintendent's endorsement and has practical experience as a district leader.

University credit (ELCC Standard 7.6):

Candidates will demonstrate knowledge and ability in ELCC Standards 1-6 during the 200 combined hours. Upon successful completion of the internships, students earn 3 graduate credits for each of the internship experiences for a total of 6 semester credit hours as required by the state (7.6a).

The purpose of the candidate's internship is to:

- ✓ Provide the candidate with a supervised field experience in educational leadership at the regional, district, state, or national level to involve the candidate in functions and duties associated with administrative and supervisory roles and permit candidates to participate in a wide range of superintendent administrative activities corresponding to standards 1.0-6.0 and associated elements with regard to the "professional knowledge, skills and dispositions" required by this assessment.

The results of this internship will:

- ✓ Manage his/her internship in such a way that, upon its completion, to have developed the "professional knowledge, skills and dispositions" necessary to assume a position as a district leader.

The results of this internship will also evidence candidate's writing proficiency in:

- ✓ Stating ideas appropriately;
- ✓ Organizing information systematically;
- ✓ Referencing key theories or philosophies; and
- ✓ Concluding succinctly.

***Alignment with SPA Standards***

<b><i>Standard and Elements</i></b>	<b><i>Activity Alignment</i></b>
<b><i>Standard 1</i></b>	
<b><i>1.1: Develop a Vision</i></b>	<b><i>Log of Administrative Contact Hours and Activity #1: 1.1 (a)</i></b>
<b><i>1.2: Articulate a Vision</i></b>	<b><i>Log of Administrative Contact Hours and Activity #1: 1.2 (a)</i></b>
<b><i>1.3: Implement a Vision</i></b>	<b><i>Log of Administrative Contact Hours and</i></b>

	<b>Activity #1: 1.3 (b)</b>
<b>1.4: Steward a Vision</b>	<b>Log of Administrative Contact Hours and Activity #1: 1.4(a)</b>
<b>1.5: Promote Community Involvement in the Vision</b>	<b>Log of Administrative Contact Hours and Activity #1: 1.5(a)</b>
<b>Standard 2</b>	
<b>2.1 Promote Positive School Culture</b>	<b>Log of Administrative Contact Hours and Activity #2: 2.1 (a)</b>
<b>2.2 Provide Effective Instructional Programs</b>	<b>Log of Administrative Contact Hours and Activity #2: 2.2 (d)</b>
<b>2.3 Apply Best Practice to Student Learning</b>	<b>Log of Administrative Contact Hours and Activity #2: 2.3 (b)</b>
<b>2.4 Design Comprehensive Professional Growth Plans</b>	<b>Log of Administrative Contact Hours</b>
<b>Standard 3</b>	
<b>3.1 Manage the Organization</b>	<b>Log of Administrative Contact Hours and Activity #3: 3.1(a)</b>
<b>3.2 Manage Operations</b>	<b>Log of Administrative Contact Hours and Activity #3: 3.2(c)</b>
<b>3.3 Manage Resources</b>	<b>Log of Administrative Contact Hours and Activity #3: 3.3(d)</b>
<b>Standard 4</b>	
<b>4.1 Collaborate with Families and Other Community Members</b>	<b>Log of Administrative Contact Hours and Activity #1: 4.1 (b) And Activity#4: 4.1(a)</b>
<b>4.2 Respond to Community Interests and Needs</b>	<b>Log of Administrative Contact Hours and Activity#4: 4.2(b)</b>
<b>4.3 Mobilize Community Resources</b>	<b>Log of Administrative Contact Hours and Activity#4: 4.3(b)</b>
<b>Standard 5</b>	
<b>5.1 Acts with Integrity</b>	<b>Log of Administrative Contact Hours and Activity #1: 5.1 (a) And Activity #5 : 5.1(a)</b>
<b>5.2 Acts Fairly</b>	<b>Log of Administrative Contact Hours and Activity #1: 5.2 (a) And Activity #5: 5.21(a)</b>
<b>5.3 Acts Ethically</b>	<b>Log of Administrative Contact Hours and Activity #1: 5.3 (a) And Activity #5: 5.3(a)</b>
<b>Standard 6</b>	
<b>6.1 Understand the Larger Context</b>	<b>Log of Administrative Contact Hours and Activity #1: 6.1 (b) And Activity #6: 6.1(c)</b>
<b>6.2 Respond to the Larger Context</b>	<b>Log of Administrative Contact Hours and Activity #1: 6.2 (b) And Activity #6: 6.2.(c)</b>
<b>6.3 Influence the Larger Context</b>	<b>Log of Administrative Contact Hours and Activity #1: 6.3 (b) And Activity #6: 6.3(b)</b>

## Course Descriptions

### **EDDL 6700: Clinical Experience I**

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

### **EDDL 6710: Clinical Experience II**

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

## Illinois State Board of Education: Requirements for the Superintendent Endorsement

### **(Excerpt from State Law)**

This endorsement is required of school district superintendents.

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

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

## Internship Placement

Chicago State University Ed.D. candidates with the administrative/principal certificate who wish to receive the superintendent's endorsement will serve a 2-semester internship (100 clock hours must be completed in an urban setting; and 100 clock hours

in a suburban/rural setting), under the guidance of a campus-based supervisor and a site-based supervisor, during the 8<sup>th</sup> and 9<sup>th</sup> semesters. During this period, candidates will examine their newly developed assumptions and analytical approaches to problem-solving in the workplace.

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

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

## **COE Background Check Policy**

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

A candidate whose background check results in a status of "no record" may be placed at a site where he/she will receive the field experience. Offenses on a candidate's record that automatically prohibit field placement are the same as those that prevent teacher certification. They include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.

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



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

### **Procedure to Obtain Background Check**

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

- (1) Obtain a Fingerprint Application Form from the Office of Field Placement (OFP) or from the OFP website at <http://www.csu.edu/CollegeOfEducation/FieldPlacement/index.htm>.
- (2) Follow the directions as described and submit background check verification along with the application for the internship.

### **Internship Guidelines and Procedures**

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

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

- ☐ Submit an application for internship to the department. The chair will then assign a faculty member to be the candidate's university-based internship supervisor. The following documents are required along with the application (Appendix E):
  - Provide documentation of required background check
  - Documentation of Type 75 certification
  - Documentation from employer of verification of a current administrative position for at least two years prior to internship

- Provide a current resume.
- ☐ Register for the internship course, EDDL 6700 (Semester VIII) or EDDL 6710 (Semester IX).
- ☐ The intern, the university-based supervisor, and site-based supervisor (at the agency) will meet to discuss the internship requirements. The three parties will sign an internship agreement that will be filed in the intern's certification folder (Appendix B).

### **Role of the Intern**

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

- ☐ Become involved in a number of administrative-supervisory functions at the agency. The specific program and expected outcomes will be determined in an initial meeting of the candidate, the site-based supervisor and the supervising professor (university-based supervisor);
- ☐ Complete an internship that meets the basic requirements of the Ed.D. in Educational Leadership Program (see EDDL 6700 and EDDL 6710 course descriptions);
- ☐ Attend and participate in all internship meetings called by the university-based supervisor;
- ☐ Develop an acceptable internship plan. The plan is considered acceptable when agreed to by the intern, the site-based supervisor, and the university-based supervisor;
- ☐ Seek assistance from the university-based supervisor and the site-based supervisor as needed;
- ☐ Act professionally;
- ☐ Keep the quality of the activities as the prime consideration;
- ☐ Maintain a daily log of activities during the course of the internship containing not less than 200 clock hours (100 clock hours must be completed in an urban

setting; and 100 hours in a suburban or rural setting);;

- ☐ Submit a resume for review by both the university-based and site-based supervisors;
- ☐ Fulfill successfully all the requirements of the internship plan; and
- ☐ Spend time at every level of site administration to review the operations across the administrative spectrum.

### **Role of the Site-Based Supervisor**

- ☐ Review and agree upon the requirements and/or expectations for the internship experience.
- ☐ Meet with the university-based supervisor and the intern to complete the necessary internship documentation (see appendices) and to establish a reasonable schedule for completion of the 100 contact hour requirement.
- ☐ Critique the internship plan and, when the plan is acceptable, sign it indicating its acceptance as a plan between the intern, the school district, and the university-based supervisor.
- ☐ Serve as a resource person to the intern.
- ☐ Meet with the intern and his/her university-based supervisor as requested by either party.
- ☐ Critique the intern's progress throughout the internship and, once the intern has met all of the requirements of the plan, certify to the university that the internship has been completed satisfactorily.
- ☐ Complete a District Leadership Employer Satisfaction Survey.

### **Role of the University-Based Supervisor**

The university-based supervisor has the following responsibilities:

- ☐ Review with each intern the requirements and/or expectations for the internship experience.
- ☐ Meet with the site-based supervisor and the intern to review the roles expectations of the intern, the site-based supervisor, and the university-based

supervisor.

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

## Required Assessments

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

### Assignments EDDL 6700

Students will complete a series of three (3) assignments highlighting internship experiences through a variety of activities. All assignments will be submitted through LiveText. Assignments correlate with Assessment #4-Internship Assessment and ELCC Standards 1-6. All identified assessments are completed in EDDL 6700 (Internship I) and in EDDL 6710 (Internship II).

#### LiveText Instructions:

1. **Log In** to your LiveText account, <[https:// c1.livetext.com](https://c1.livetext.com)>
2. **Type** in your username and password. (If you have forgotten your password or username you may contact Steve at [sdamarji@csu.edu](mailto:sdamarji@csu.edu).)

#### Option A: Submit assignments from the Dashboard Active Assignments Section

1. From within the **Dashboard** click the **Submit Assignment** button that corresponds with the assignment to be submitted.
2. The Submission tab will open with method(s) for submitting an artifact, including **LiveText Document**, **Insert URL**, **Upload Attachment**, and **Comment**. Multiple methods may be selected for artifact submission.
3. When finished uploading all artifacts, click the **Submit Assignment** button.

4. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

#### **Option B: Submit assignments within the Course Assignment Itself**

1. Choose the course of the assignment to be submitted from the right side of the page.
2. Go to the **Assignments** Tab.
3. Click the **Submit Assignment** button that corresponds with the assignment to be submitted.
4. The Submission tab will open with method(s) for submitting an artifact including **LiveText Document**, **Insert URL**, **Upload Attachment**, and **Comment**. Multiple methods may be selected for artifact submission.
5. When finished uploading all artifacts, click the **Submit Assignment** button.
6. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

#### **C: Submit assignments from the LiveText Document View Page**

1. Start from the Document View Page; click the **Submit Assignment** button on the top of the document.
2. Select the corresponding academic term in the **Term** dropdown menu.
3. Choose the corresponding course assignment on the list.
4. Click the **Choose Assignment** button on top of the assignments list.
5. The Submission tab will open with method(s) for submitting an artifact including **LiveText Document**, **Insert URL**, **Upload Attachment**, and **Comment**. Multiple methods may be selected for artifact submission.
6. When finished uploading all artifacts, click the **Submit Assignment** button.
7. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

### **Assignment #1**

#### **Log of Administrative Activities**

Standards 1.0-6.0

You will complete 200 hours of contact time in EDDL 6700 (100 hours) and EDDL 6710 (100 hours) to demonstrate your professional knowledge, skills and dispositions as required by this assessment. . In these two courses you will be addressing all of the Educational Leadership Constituent Council (ELCC) Program Standards for District Leaders. You are required to maintain a log of all experiences by number of hours, activity, location, standard, element, description and value of the experience. Information will be recorded on the Internship Activities Plan/Log of Contact Hours form through LiveText. As a result of your 200 combined hours, your log will be reflective of activities in all of the ELCC standards and elements (Appendix C).

## Assignment #2

### Activities

You will complete six (6) activities demonstrating your professional knowledge, skills and disposition utilizing administrative theory and competence as an education administrator as defined by the ELCC Standards 1-6 as required by the assessment. Answer each component of the question. Once your response is complete, reflect on the activity and the relevance and importance as it relates to educational leadership

#### Activity #1

### District Demographic Profile Report

**Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

**Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

**Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

To ensure you receive a variety of experiences, you will obtain demographic information about the districts where you are completing your internships and complete a demographic profile report for each district. You will be addressing the Educational Leadership Constituent Council (ELCC) Program Standards for District Leaders. The completed report will be uploaded to LiveText. The information may be obtained from the fall housing report submitted annually to ISBE. If information for the current year is not available, use information from the previous year's report or the Illinois School report card.

Complete the data demographic chart. Using the information gathered about the school and community and your knowledge of diversity of learners (1.1b) review and analyze the collected data comparing and contrasting the two districts. Develop a narrative report that demonstrates an understanding of:

- ✓ An ability to develop a vision of how the district will promote the success of all students (1.1a)
- ✓ A plan to present the vision to faculty, community, parents and students (1.2a)
- ✓ An ability to clearly articulate the vision and the plans and processes for implementation (1.3b)

- ✓ An ability to align or redesign administrative policies and practices to implement a vision (1.4a)
- ✓ Ability to communicate this vision to the stakeholders in the district (1.5a)
- ✓ An ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning(4.1b)
- ✓ An understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. (6.1b)
- ✓ An understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students(6.2b)
- ✓ The ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.(6.3b)
- ✓ A respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions(5.1a)
- ✓ The ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.(5.2a)
- ✓ Make and explain decisions based upon ethical and legal principles.(5.3a)

### Data Collection Chart

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

## Activity #2

**Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

Collect, interpret and analyze (ISAT Scores) school data for the past three years and report any trends. Given the results of your analysis:

- ✓ Develop an approach to improve or maintain a positive district culture for learning that capitalizes on diversity and meeting the needs of all learners (2.1a)
- ✓ Develop a means to allocate and justify resources to sustain or improve the instructional programs (2.2d)
- ✓ Provide suggestions to assist school and district personnel in understanding and applying best practices for student learning (2.3b)
- ✓ Demonstrate knowledge of adult learning strategies by applying technology and research to professional development to develop new knowledge in the workplace (2.4a)
- ✓ Reflection: Reflect on the journal entry and the relevance and importance as it relates to educational leadership.

## Activity #3

**Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

Conduct a facilities audit from a district perspective. As a result of your audit, respond and report on the state of the following components and prepare a final recommendation to the superintendent on your findings.

- ✓ Evaluate and report on the district's classroom space and project facility capacity needs based on current and projected enrollment (3.1a)
- ✓ Evaluate and report on the district's policies on school emergency procedures (fire drill, tornado drill, lockdown, etc.) and provide feedback for improvement (3.2c)
- ✓ Evaluate and report on the status of the current level of technology in the district for use with management, business procedures and scheduling and provide feedback for improvement (3.3d)
- ✓ Reflection: Reflect on the journal entry and the relevance and importance as it relates to educational leadership.

## Activity #4

**Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by**



**collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

Effective and appropriate communication with schools and all stakeholders in the district along with community support helps to ensure collaboration and support for schools. Identify community businesses, agencies and/or other services in the community.

- ✓ Justify why each was selected and identify their roles or potential roles in the district(4.1a)
- ✓ Develop a plan to involve and promote these facilities within the community (4.2b)
- ✓ Identify how district resources can be used to benefit both the district and community (4.3b)
- ✓ Reflection: Reflect on the journal entry and the relevance and importance as it relates to educational leadership.

**Activity #5**

**Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.**

Educational leaders must set the tone for how employees and students interact with one another as members of the school, district and larger community. Leaders must also develop the ability to examine personal and professional values that reflect a code of ethics and serve as role models. Provide an example of how during your internship you have:

- ✓ Demonstrated a respect for the rights of others with regard to confidentiality and dignity and engaged in honest interactions (5.1a)
- ✓ Demonstrated the ability to combine impartially, sensitivity to student diversity, and ethical consideration in interactions with others (5.2a)
- ✓ Demonstrated decisions based upon ethical and legal principles (5.3a)
- ✓ Reflection: Reflect on the journal entry and the relevance and importance as it relates to educational leadership.

**Activity #6**

**Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Review federal and state laws, rules and regulations covering children with disabilities.

- ✓ Evaluate the schools compliance and provide a report addressing how the district meets guidelines and mandates from state, federal and local governments (6.1c)
- ✓ Develop and present a venue to communicate the district's trends, issues and policies regarding special education (6.2c)

- ✓ Develop a plan on how the district might advocate for policies and programs that promote equitable learning opportunities for success of all students 6.3b)
- ✓ Reflection: Reflect on the journal entry and the relevance and importance as it relates to educational leadership.

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

### **Assignments EDDL 6710 Major Project**

The District Leadership Employer Satisfaction Survey was designed by the faculty in the doctoral program along with the input of the supervising superintendents that are part of the Collaborative Partnership Committee for the doctoral program to measure the impact on student learning/environment as required by this standard. This Collaborative Partnership consists of area superintendents, charter school CEO's and area officers from the Chicago Public Schools. Together the members of this committee host the candidates for their internship experiences. The diversity of locations, settings, grade levels and demographic information provide a diverse and rich experience for the candidates. Candidates are required to conduct their internship in two different locations for the completion of 200 hours.

The superintendents will complete the survey by evaluating the candidates completion of a major project during the internship experience representing a culminating experience which is an extension of activities developed throughout the program. For this major project, candidates examine their newly developed assumptions and analytical approaches to problem-solving in the workplace. This assessment measures the candidates ability to support student learning in their internship by providing opportunities for the intern to use a variety of data sources to identify a real need in the district related to either student achievement or school culture and the planning and implementation of the intervention by evaluating the effectiveness and the impact of the intervention for increasing student achievement and/or with improving the district culture.

This major project addresses the need for superintendents to understand and be able to operate within the larger context of the community and beyond which effects opportunities for all students. In addition, this project provides opportunities for the intern to:

- ✓ Take an active leadership role within the district and community
- ✓ Solve a real problem for the benefit of the students
- ✓ Apply theory to practice under the supervision of a superintendent.

Interns need to work closely with their site-based supervisor and the university supervisor in the development and approval of the major project. Candidates are required to show proficiency on all standards and elements identified in the major project. The site supervisor will complete the District Leadership Employer Satisfaction Survey. The major project will be submitted and assessed through LiveText.

The role of the site based supervisor with regards to the major project includes the following:

- ✓ Review and agree upon the major project with the university-based supervisor and the intern
- ✓ Serve as a resource person to the intern during the completion of the major project.
- ✓ Meet with the intern and his/her university-based supervisor as requested by either party.
- ✓ Critique the intern's progress throughout the process
- ✓ Complete the major project survey.

The purpose of this assessment is to have the candidate:

- ✓ Use a variety of data sources to identify a learning or district culture need
- ✓ Engage staff and community in addressing this need
- ✓ Plan and implement an intervention
- ✓ Measure the impact of the intervention with the goal of: (1) improving student achievement or (2) improving student achievement and/or district's culture.

The result of this assessment the candidate will:

- ✓ Identify and address district needs
- ✓ Build a supportive learning environment
- ✓ Work collaboratively with a variety of stakeholders
- ✓ Engage stakeholders in a shared vision of high student achievement
- ✓ Facilitate the work required for the teaching and learning process
- ✓ Understand the larger context of the district
- ✓ Understand district initiatives, strategic planning, and budget, as well as keeping stakeholders informed and involved in the decision making process.

The results of this internship will also evidence candidate's writing proficiency in:

- ✓ Stating ideas appropriately;
- ✓ Organizing information systematically;
- ✓ Referencing key theories or philosophies; and
- ✓ Concluding succinctly.

Goals:

The goals of the District Leadership Employer Satisfaction Survey are to (1) measure our effectiveness in producing graduates (i.e. employees) with the knowledge, skills, and dispositions to serve effectively as a district level superintendent in accordance with

the ELCC Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3., and (2) to determine employers' (i.e. school districts) satisfaction with employees who are graduates of our program and (3) to provide feedback in which we can improve our program to best serve our graduates and their employers and (4) measure impact on student learning/environment.

#### Methods:

Each member of our Collaborative Partnership Committee completes a District Leadership Satisfaction Survey for each candidate conducting their internship in the district. The survey is completed at the end of the internship and is forwarded to the campus supervisor for EDDL 6710. For legal purposes, this survey is kept confidential and is used solely for the purpose of program improvement.

#### **Directions To The Candidates:**

You will complete a major project during your internship experience. Choose a project that can or will be used by the district and serves the purpose of advancing the student's learning or improve the district culture. It must demonstrate your leadership abilities and skills to support student learning. This project has one main activity and a reflection.

You will work closely with the site-based supervisor and the university supervisor in the development of and approval of the major project. You are required to show proficiency on all standards and elements identified in the major project. The major project will be submitted through LiveText. The major project correlates with Assessment #5- Leadership Impacting Student Achievement. This identified assessment is completed in EDDL 6710 (Internship II).

#### LiveText Instructions:

3. Log In to your LiveText account, <[https:// c1.livetext.com](https://c1.livetext.com)>
4. Type in your username and password. (If you have forgotten your password or username you may contact Steve at [sdamarji@csu.edu](mailto:sdamarji@csu.edu).)

#### Option A: Submit assignments from the Dashboard Active Assignments Section

5. From within the Dashboard click the Submit Assignment button that corresponds with the assignment to be submitted.
6. The Submission tab will open with method(s) for submitting an artifact, including LiveText Document, Insert URL, Upload Attachment, and Comment. Multiple methods may be selected for artifact submission.
7. When finished uploading all artifacts, click the Submit Assignment button.
8. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

#### Option B: Submit assignments within the Course Assignment Itself

7. Choose the course of the assignment to be submitted from the right side of the page.
8. Go to the Assignments Tab.
9. Click the Submit Assignment button that corresponds with the assignment to be submitted.
10. The Submission tab will open with method(s) for submitting an artifact including LiveText Document, Insert URL, Upload Attachment, and Comment. Multiple methods may be selected for artifact submission.
11. When finished uploading all artifacts, click the Submit Assignment button.
12. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

**C: Submit assignments from the LiveText Document View Page**

8. Start from the Document View Page; click the Submit Assignment button on the top of the document.
9. Select the corresponding academic term in the Term dropdown menu.
10. Choose the corresponding course assignment on the list.
11. Click the Choose Assignment button on top of the assignments list.
12. The Submission tab will open with method(s) for submitting an artifact including LiveText Document, Insert URL, Upload Attachment, and Comment. Multiple methods may be selected for artifact submission.
13. When finished uploading all artifacts, click the Submit Assignment button.
14. The Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

## **Major Project Activity**

The following are suggested areas to the problem solving for learning or providing a supportive learning environment to improve the district:

- ✓ Instructional leadership
  - Curriculum
  - Instruction
  - Supervision
  - Research, evaluation, planning using a variety of data sources
- ✓ Communication
  - Informing
  - Leading
  - Encouraging and initiating
  - Listening and assisting
  - Exploring and recognizing
  - Handbooks
- ✓ Management of School Climate
  - Knowledge of the climate

- Involvement and participation
- ✓ Description of faculty
- ✓ Description of students
- ✓ Management of resources
  - Human
  - Financial
  - Physical Plant
  - Equipment
  - Materials
  - Programs
  - Technology
- ✓ Policy Awareness
  - Governance
  - Policy making
  - Law
  - Community relations
  - Budget
  - School Board agendas

## Major Project Requirements

Major Activity Requirements (15-20 page paper) Address each ELCC Standard/Element as Presented	
ELCC Standard/Elements	Description
x	Title of Problem-Solving Project: State the title of the major project
x	Needs Assessment: Indicate how the need for improvement was determined. Discuss the data collected to support the need. Collect and present data in a disaggregated form (ethnicity, gender, etc. to demonstrate need for identified improvement.
ELCC 1.1c	Objectives and Vision: Based on the needs assessment, develop a vision for the improvement and project that includes measurable objectives related to expected results.
ELCC 1.2a	Articulate the Vision: Include a description on how you would articulate the vision of this project to the staff, parents, students and community members.
ELCC 1.3a	Implement the Vision: Explain in detail the implementation of the project. Include time lines, benchmarks and person(s) responsible. Address all stakeholders in the district. (Use a table or chart)
ELCC 1.4a	Steward a Vision: Describe motivation methods and effective communication and strategies to monitor, review and revise the plan, Using the information developed in the table for the implementation of the vision, describe the process for guiding the district
ELCC 1.5a	Promote Community Involvement: Explain the process used to collaborate with community members in the development and implementation of the vision for the project.

ELCC 2.1a	Promote Positive School Culture: Explain how the project promotes a positive district culture of school improvement.
ELCC 2.2b	Provide Effective Instructional Programs: Conduct/use a feedback survey and compare the results with the needs assessment conducted at the beginning of the project. Review and analyze data and explain findings as a list of conclusion statements.
ELCC 2.3a	Review of the Literature: Conduct a literature review for the identified improvement. Discuss how research supports identified improvement citing best practice. Adhere to all APA style formatting. Include a reference page at the end of the project.
ELCC 2.4c	Design a Professional Growth Plan: Develop professional growth strategies for the district for implementation of the project.
ELCC 3.1b	Manage the Organization: Include strategies for effective organizational development and management of fiscal, human and material resources, giving priority to student learning.
ELCC 3.2c	Manage Operations: Include information on how you would include staff in conducting the implementation of operations and setting priorities, using appropriate needs assessment, research based data to build consensus and collaboration to align the resources with the vision.
ELCC 3.3a	Manage Resources: Describe how you managed allocations for fiscal and human resources to support the project. Include how technology and operational planning skills were implemented.
ELCC 4.1h	Collaborate with Families and other Community Members: Develop and implement strategies that support the involvement of families in the education of their children and reinforce for district staff a belief that families have the best interests of their children in mind.
ELCC 4.2e	Respond to the Community Interests: Include information on how leadership will serve the needs of the students with special needs and students with diverse backgrounds.
ELCC 4.3b	Mobilize Community Resources: Indicate how community resources would be used to support the project.
ELCC 5.1a	Acts with Integrity: Explain how your project demonstrates a respect for the rights of others with regard to confidentiality and dignity and engagement in honest actions.
ELCC 5.2a	Acts Fairly: Explain how your project demonstrated the ability to be impartial, sensitive to diversity and was conducted ethically.
ELCC 5.3a	Acts Ethically: Explain how your decisions for the project were based on ethical and legal principles.
ELCC 6.1f	Understand the Larger Context: Explain how your project conforms to laws at the state, locale and/or federal level.
ELCC 6.2c	Respond to the larger Context: Explain how regular communication will continue to inform the community of issues affecting the district.
ELCC 6.3a	Influence the larger Context: Explain the process for communication with local, state, and federal authorities to advocate for improved policies affecting your project.

Reflection	<p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What have I learned from conducting this project?</li> <li>2. How has this activity increased my knowledge and skill level of district level leadership?</li> <li>3. How did this project influence the district?</li> <li>4. What aspects of the project would I change based on having experienced this activity?</li> </ol>
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**Directions To The Site Supervisors:**

*Note: Below we provide the site supervisor a copy of the District Leadership Satisfaction Survey for each candidate who completed an internship for the corresponding semester ( EDDL 6710). The intent of this survey is to gather information on how our graduate's performance to specific ELCC standards. The survey items are correlated to the standards. In doing so, this survey serves as both the assessment tool and scoring guide for this assessment.*

**DISTRICT LEADERSHIP EMPLOYEE SATISFACTION SURVEY**

Directions: Please use the following rubric to indicate to the extent to which you believe our interns meet the ELCC standards for the District Leadership Standards. Respond by marking an "x" in the appropriate box next to the description.

1. Unacceptable-The candidate insufficiently demonstrated knowledge and skills to meet the standard and element as stated.
2. Acceptable-The candidate proficiently demonstrated the knowledge and skills to meet the standard and element as stated.
3. Target- The candidate clearly demonstrated the knowledge and skills to meet the standard and element as stated.

A comment section has been provided for any additional comments.

A complete and detailed copy of the ELCC District level Standards has been provided as an attachment for your review if needed (Appendix G).



## Appendix A – Internship Application

Term (Please include year): Spring\_\_\_\_\_Summer\_\_\_\_\_

☐ EDDL 6700: Clinical Experience I

Prerequisite: Admission to Candidacy

☐ EDDL 6710: Clinical Experience II

Prerequisites: EDDL 6700/Content-Area Test Results

**I understand that the application for practicum II will not be approved unless I provide documentation that I have taken and passed the ICTS Content Area Test.**

**Date Passed:** \_\_\_\_\_

Circle EDDL core courses completed:

6010	6050	6100	6150	6200	6250	6300
6350	6400	6450	6500	6550	6600	6650

Illinois Principal Certificate #:

Date:

Name: \_\_\_\_\_ CSU ID# \_\_\_\_\_

Address: \_\_\_\_\_  
street city state zip

Telephone: \_\_\_\_\_ E-mail \_\_\_\_\_

### **ON-SITE SUPERVISING ADMINISTRATOR AND INTERNSHIP LOCATION**

Supervising Administrator's Name	Position	Telephone
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Internship Location	(Agency)	District, State, National
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Address	(Number & Street)	(City)	(State)	(Zip)
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### **BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES**

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Candidate's Signature\_\_ Date\_

Approved\_\_\_\_\_Denied\_\_\_\_\_Comments\_\_\_\_\_

Department Chair/Signature:\_\_\_\_\_

Supervisor's Name/Signature:\_\_

## Appendix B – Internship Agreement

- ☐ EDDL 6700: Clinical Experience I  
☐ EDDL 6710: Clinical Experience II

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

Name: \_\_\_\_\_ CSU ID# \_\_\_\_\_

IL Principal Certificate #: \_\_\_\_\_

### SITE-BASED SUPERVISING ADMINISTRATOR AND INTERNSHIP LOCATION

Supervising Administrator's Name	Position	Telephone
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Internship Location (Agency)	District, State, National (Circle)
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Address (Number & Street)	(City)	(State)	(Zip)
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### BRIEF DEFINITION OF PROJECT AND ITS OBJECTIVES

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Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### This Section To Be Signed By Supervisors

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

Site-Based Supervisor's Name: \_\_\_\_\_

Site-Based Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University-Based Supervisor's Name: \_\_\_\_\_

University-Based Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C – Internship Activities Plan/Log of Hours

Name of Intern: \_\_\_\_\_ Date: \_\_\_\_\_

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

[ ] EDDL 6700: Clinical Experience I      Prerequisite: Admission to Candidacy  
(100 hours in urban setting)

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

Number of Hours: \_\_\_\_\_

Name of Activity: \_\_\_\_\_

\_\_\_\_\_

Location of Activity: \_\_\_\_\_

\_\_\_\_\_

ELCC Standard(s) Addressed: \_\_\_\_\_

\_\_\_\_\_

Description of Activity and its Value: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Intern's Signature/Date

\_\_\_\_\_  
Site-Based Supervisor's Signature/Date

\_\_\_\_\_  
University-Based Supervisor's Signature/Date

## Appendix D – Student Internship Feedback

Student's Name: \_\_\_\_\_

*Please check the appropriate categories*

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

Person you are evaluating: \_\_\_\_\_ Site-Based Supervisor      Name: \_\_\_\_\_

\_\_\_\_\_ University-Based Supervisor      Name: \_\_\_\_\_

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

1 = unacceptable                      2 = acceptable                      3 = target                      Score

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

1 = unacceptable

2 = acceptable

3 = target

Score

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

**Unacceptable:** Less than 18 points**Acceptable:** 18-22 points**Target:** 23-27 points

**Comments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Appendix E– Internship Experience Application Checklist</b>
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### **Internship Experience Application Checklist**

The following items must accompany the completed Internship Application:

- ✓ Criminal Background Check
- ✓ Verification of Administrative Certificate (ISBE documentation accepted)
- ✓ Verification of Administrative Position of 2 years or more (ISBE documentation accepted)
- ✓ Current resume
- ✓ Internship Experience Supervision Agreement form.

A completed Internship Application and all corresponding documents are due in the Ed.D. in Educational Leadership Program office. Upon review and acceptance of the internship application, candidates will be notified and course information will be provided.

**IMPORTANT NOTICE:** Successful completion of the Illinois Test for Superintendent in Education is required prior to enrollment in the EDDL 6710 Practicum II course.

## APPENDIX F-ASSESSMENT #4 ASSIGNMENTS AND ACTIVITIES SCORING GUIDE

ELCC Standard/Element	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
<b>Assignment 1: Internship Activity Log</b>			
<b>1.0, 2.0, 3.0, 4.0, 5.0, 6.0</b>	Candidate insufficiently completed internship log of activities and/or did not obtain signatures.	Candidate proficiently completed internship log of activities and obtained signatures.	Candidate clearly completed internship log of activities and obtained signatures.
<b>Assignment 2: Activity #1</b>			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
1.1a: Develop a Vision	The candidate provided insufficient knowledge and theory needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.	The candidate was proficient in providing knowledge and theory needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.	The candidate exceeded expectations by providing and analyzing the knowledge and theory needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
1.2a: Articulate a Vision	The candidate provided insufficient information to demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	The candidate was proficient in providing information demonstrating the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	The candidate accurately synthesized information demonstrating the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.
1.3b: Implement a Vision	The candidate provided insufficient information to demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.	The candidate was proficient in providing information demonstrating the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.	The candidate succinctly provided information demonstrating the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
1.4a: Stewart a Vision	The candidate insufficiently demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.	The candidate proficiently demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.	The candidate accurately demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.
1.5a: Promote Community Involvement in the Vision	The candidate insufficiently demonstrated the ability to bring together	The candidate proficiently demonstrated the ability to bring	The candidate demonstrated the ability to bring together and

	and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.
5.1a Acts with Integrity	The candidate's response did not address a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's response proficiently demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's response distinctly demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
5.2a Acts Fairly	The candidate insufficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate proficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate markedly demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3a Acts Ethically	The candidate was unable to make and explain decisions based upon ethical and legal principles	The candidate proficiently made and explained decisions based upon ethical and legal principles.	The candidate clearly made and explained decisions based upon ethical and legal principles.
6.1b Understand the Larger Context	The candidate insufficiently demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	The candidate proficiently demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	The candidate distinctly demonstrates an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
6.2b Respond to the Larger Context	The candidate insufficiently applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students	The candidate proficiently applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.	The candidate clearly applies their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students
6.3b Influence the Larger Context	The candidate insufficiently demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	The candidate proficiently demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual	The candidate clearly demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual



		characteristics.	characteristics.
<b>Assignment 2: Activity #2</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
2.1a Promote Positive School Culture	The candidate insufficiently develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	The candidate proficiently develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	The candidate markedly develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
2.2d Provide Effective Instructional programs	The candidate insufficiently demonstrates the ability to allocate and justify resources to sustain the instructional program.	The candidate proficiently demonstrates the ability to allocate and justify resources to sustain the instructional program.	The candidate clearly demonstrates the ability to allocate and justify resources to sustain the instructional program.
2.3b Apply Best Practice to Student Learning	The candidate insufficiently demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning.	The candidate proficiently demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning.	The candidate distinctly demonstrates an ability to assist school and district personnel in understanding and applying best practices for student learning.
2.4a Design Comprehensive Professional growth Plans	The candidate insufficiently demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	The candidate proficiently demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	The candidate clearly demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
<b>Assignment 2: Activity #3</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
3.1a Manage the Organization	The candidate insufficiently demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	The candidate proficiently demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management	The candidate clearly demonstrates the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

		to optimize learning for all students.	
3.2c Manage Operations	The candidate insufficiently develops staff communication plans for integrating district's schools and divisions.	The candidate proficiently develops staff communication plans for integrating district's schools and divisions.	The candidate succinctly develops staff communication plans for integrating district's schools and divisions.
3.3d Manage Resources	The candidate insufficiently applies and assesses current technologies for management, business procedures, and scheduling.	The candidate proficiently applies and assesses current technologies for management, business procedures, and scheduling.	The candidate clearly applies and assesses current technologies for management, business procedures, and scheduling.
<b>Assignment 2: Activity #4</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
4.1a Collaborate with Families and Other Community Members	The candidate insufficiently demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	The candidate proficiently demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	The candidate distinctly demonstrates the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
4.2b Respond to Community Interests and Needs	The candidate insufficiently demonstrates the ability to promote maximum involvement with, and visibility within the community.	The candidate proficiently demonstrates the ability to promote maximum involvement with, and visibility within the community.	The candidate succinctly demonstrates the ability to promote maximum involvement with, and visibility within the community.
4.3b Mobilize Community Resources	The candidate insufficiently demonstrates how to use district resources to the community to solve issues of joint concern.	The candidate proficiently demonstrates how to use district resources to the community to solve issues of joint concern.	The candidate clearly demonstrates how to use district resources to the community to solve issues of joint concern.
<b>Assignment 2: Activity #5</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
5.1a Acts with Integrity	The candidate's response did not address a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's response proficiently demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's response distinctly demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
5.2a Acts Fairly	The candidate insufficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in	The candidate proficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations	The candidate markedly demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in

	their interactions with others.	in their interactions with others.	their interactions with others.
5.3a Acts Ethically	The candidate was unable to make and explain decisions based upon ethical and legal principles	The candidate proficiently made and explained decisions based upon ethical and legal principles.	The candidate clearly made and explained decisions based upon ethical and legal principles
<b>Assignment 2: Activity #6</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
6.1c Understand the Larger Context	The candidate insufficiently demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.	The candidate proficiently demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.	The candidate clearly demonstrates an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
6.2c Respond to the Larger Context	The candidate insufficiently demonstrates the relationship of a district vision and the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.	The candidate proficiently demonstrates the relationship of a district vision and the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.	The candidate succinctly demonstrates the relationship of a district vision and the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
6.3b Influence the Larger Context	The candidate insufficiently demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	The candidate proficiently demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	The candidate clearly demonstrates the relationship between creating a district vision and the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
<b>Response Constructs</b>			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
Writing Style	Writing style was inappropriate for post graduate level.	Writing style was proficient for post graduate level.	Writing style was exceptional for post graduate level.
Grammar	Response insufficiently adhered to standard grammar guidelines for writing.	Response proficiently adhered to standard grammar guidelines for writing.	Response clearly adhered to standard grammar guidelines for writing.

<b>American Association of School Administrators (AASA) Statement of Ethics for Educational Leaders*</b>			
<b>AASA Disposition Statements</b>	<b>Unacceptable (Candidate insufficiently exhibits these identifiers)</b>	<b>Acceptable (Candidate proficiently exhibits these identifiers)</b>	<b>Target Candidate clearly exhibits these identifiers)</b>
<b><i>The educational leader:</i></b>			
1. Makes the education and well-being of students the fundamental value of all decision making.			
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.			
3. Supports the principle of due process and protects the civil and human rights of all individuals.			
4. Implements local, state and national laws.			
5. Advises the school board and implements the board's policies and administrative rules and regulations.			
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.			
7. Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.			
8. Accepts academic degrees or professional certification only from accredited institutions.			
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.			
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.			
11. Accepts responsibility and accountability for one's own actions and behaviors.			
12. Commits to serving others above self.			
<b>College of Education Conceptual Framework (PACTS)</b>			
<b>PACTS Disposition Statements</b>	<b>Unacceptable (Candidate insufficiently exhibits these identifiers)</b>	<b>Acceptable (Candidate proficiently exhibits these identifiers)</b>	<b>Target Candidate clearly exhibits these identifiers)</b>
<b>The educational leader demonstrates:</b>			
Professionalism: the knowledge, skills and dispositions to help diverse populations of students learn. Candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in			

activities to stay abreast of current developments.			
Assessment: skills techniques, and strategies so candidates are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments, and are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.			
Content: knowledge that equips candidates with pedagogical and professional skills, and develops their abilities to construct knowledge and plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners.			
Technology: in ways that have meaningful impacts on student learning.			
Standards: align curricula with local, state and national standards.			

### \*Dispositions

Candidate's dispositions are assessed at checkpoints throughout the program: Assessment #3 in EDDL 6100 (Semester II), Assessment #7 in EDDL 6450 (Semester IV), and Assessment # 4 in EDDL 6700/6710 (Semester VIII) in regard to professional knowledge, skills, and dispositions as required in these assessments. The course instructor completes a disposition on each candidate in LiveText and the candidate also completes the scoring guide as a self-assessment in the LiveText account for the course. The content for the disposition scoring guide was developed based on the American Association of School Administrators (AASA) statement of ethical beliefs. In addition to the AASA ethical beliefs, the College of Education's Conceptual Framework (PACTS) is also reflected in the disposition review. The scoring guides are completed in the LiveText account for the corresponding course.

### **American Association of School Administrators (AASA) Statement of Ethics for Educational Leaders**

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student. To these ends, the educational leader subscribes to the following statements of standards:

- ✓ Makes the education and well-being of students the fundamental value of all decision making.
- ✓ Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- ✓ Supports the principle of due process and protects the civil and human rights of all individuals.
- ✓ Implements local, state and national laws.
- ✓ Advises the school board and implements the board's policies and administrative rules and regulations.

- ✓ Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
- ✓ Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- ✓ Accepts academic degrees or professional certification only from accredited institutions.
- ✓ Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- ✓ Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
- ✓ Accepts responsibility and accountability for one's own actions and behaviors.
- ✓ Commits to serving others above self.

### **College of Education Conceptual Framework**

All activities in the College are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework, which was first adopted during the 2000-2001 academic year. It 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 and are continually assessed.

The College of Education's undergraduate and graduate programs for teachers/school personnel preparation are built on the PACTS conceptual framework to support candidates who demonstrate Professionalism as 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 all settings. Our candidates show evidence of requisite Content knowledge competencies and proficiencies that incorporate Technology to meaningfully impact the student learner and the learning environment. Teaching and learning are informed by Standards to maximize the candidate preparedness and to maintain the effectiveness of the unit.

The following statements provide a brief description of each of the PACTS Conceptual Framework Themes:

1. We prepare education PROFESSIONALS who possess the knowledge, skills and dispositions to help diverse populations of students learn. Our candidates demonstrate a commitment to lifelong professional development by monitoring and reflecting upon their personal preparation and continuously engaging in activities to stay abreast of current developments.
2. We equip our candidates with ASSESSMENT skills techniques, and strategies so they are prepared to plan and evaluate instruction and teach to the strengths and needs of each unique learner across a multiplicity of learning environments. An organized set of

benchmarks that align with local, state and national standards defines the assessment path and marks progress as they matriculate through programs in the unit. Our candidates are prepared to evaluate the impact of instruction by delineating the strengths and weakness of diverse learners in K-12 classrooms.

3. We ground our candidates in CONTENT knowledge that equips them with pedagogical and professional skills, and develops their abilities to construct knowledge. They plan, deliver, and assess instruction in ways that make content meaningful to diverse populations of learners. For example, our candidates demonstrate mastery of content in their respective subject areas prior to student teaching through successful performance on the Illinois Content Area test. They further demonstrate content mastery through professional portfolios that show their ability to integrate and document experiences from multiple learning modalities.

4. We prepare our candidates to use TECHNOLOGY in ways that have meaningful impacts on student learning. We develop skills needed to secure technological resources and integrate them into teaching in ways that enhance teacher and learner performance.

5. We align curricula with local, state and national STANDARDS, including Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers, Language Arts Standards for All Illinois Teachers, standards for various national Specialized Professional Associations and other accrediting organizations. Course content and objectives for all programs in the unit are based on standards-aligned activities.

## APPENDIX G-ASSESSMENT #5 –DISTRICT LEADERSHIP EMPLOYEE SATISFACTION SURVEY SCORING GUIDE

<b>District Leadership Satisfaction Survey</b>				
<p>Directions: Please use the following rubric to indicate to the extent to which you believe our interns meet the ELCC standards for the District Leadership Standards. Respond by marking an “x” in the appropriate box next to the description.</p> <p>1. Unacceptable-The candidate insufficiently demonstrated knowledge and skills to meet the standard and element as stated.</p> <p>2. Acceptable-The candidate proficiently demonstrated the knowledge and skills to meet the standard and element as stated.</p> <p>3. Target- The candidate clearly demonstrated the knowledge and skills to meet the standard and element as stated.</p> <p>A comment section has been provided for any additional comments.</p> <p>A complete and detailed copy of the ELCC District level Standards has been provided as an attachment for your review if needed.</p>				
ELCC Standard/Element	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
1.1c: Develop a Vision	The candidates insufficiently uses data-based research strategies to create a vision that takes into account the diversity of learners in district	The candidates proficiently uses data-based research strategies to create a vision that takes into account the diversity of learners in district.	The candidates accurately uses data-based research strategies to create a vision that takes into account the diversity of learners in district	
1.2a: Articulate a Vision	The candidate provided insufficient information to demonstrate the ability to	The candidate was proficient in providing information demonstrating	The candidate accurately synthesized information demonstrating the ability to	



	articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.	
1.3a: Implement a Vision	The candidate provided insufficient information to demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.	The candidate was proficient in providing information demonstrating the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.	The candidate succinctly provided information demonstrating the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.	
1.4a: Steward a Vision	The candidate insufficiently demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.	The candidate proficiently demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.	The candidate accurately demonstrated the ability to align or provide a redesign of administrative policies and practices to implement a district vision.	
1.5a: Promote Community Involvement in the Vision	The candidate insufficiently demonstrated the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	The candidate proficiently demonstrated the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	The candidate accurately demonstrated the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
2.1a Promote Positive School Culture	The candidate insufficiently develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the	The candidate proficiently develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet	The candidate markedly develops a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet	

	learning needs of all students.	the learning needs of all students.	the learning needs of all students.	
2.2b Provide Effective Instructional programs	The candidates are insufficiently able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	The candidates are proficiently able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	The candidates are accurately able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	
2.3a Apply Best Practice to Student Learning	The candidate insufficiently demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	The candidate proficiently demonstrated the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	The candidate clearly demonstrated the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	
2.4c Design Comprehensive Professional Growth Plans	The candidate did not develop personal professional growth plans that reflect commitment to life-long learning and best practices.	The candidate developed personal professional growth plans that reflect commitment to life-long learning and best practices.	The candidate clearly developed personal professional growth plans that reflect commitment to life-long learning and best practices.	
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
3.1b Manage the Organization	The candidate insufficiently demonstrates effective organization of fiscal, human, and material resources, giving priority to students learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.	The candidate proficiently demonstrates effective organization of fiscal, human, and material resources, giving priority to students learning and safety, and demonstrating an understanding of district budgeting processes and	The candidate clearly demonstrates effective organization of fiscal, human, and material resources, giving priority to students learning and safety, and demonstrating an understanding of district budgeting processes and	

		fiduciary responsibilities.	fiduciary responsibilities.	
3.2c Manage Operations	The candidate insufficiently develops staff communication plans for integrating district's schools and divisions.	The candidate proficiently develops staff communication plans for integrating district's schools and divisions.	The candidate succinctly develops staff communication plans for integrating district's schools and divisions.	
3.3a Manage Resources	The candidates insufficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	The candidates proficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	The candidates clearly uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
4.1 h Collaborate with Families and Other Community Members	The candidates insufficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	The candidates proficiently uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	The candidates appropriately uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	
4.2e Respond to Community Interests and Needs	The candidate did not demonstrate the ability to advocate for students with special and exceptional	The candidate demonstrated the ability to advocate for students with special and exceptional	The candidate clearly demonstrated the ability to advocate for students with special and exceptional	

	needs.	needs.	needs.	
4.3b Mobilize Community Resources	The candidate insufficiently demonstrates how to use district resources to the community to solve issues of joint concern.	The candidate proficiently demonstrates how to use district resources to the community to solve issues of joint concern.	The candidate clearly demonstrates how to use district resources to the community to solve issues of joint concern.	
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
5.1a Acts with Integrity	The candidate's response did not address a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	The candidate's response proficiently demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	The candidate's response distinctly demonstrated a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.	
5.2 a Acts Fairly	The candidate insufficiently demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate proficiently demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	The candidate markedly demonstrates the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	
5.3 a Acts Ethically	The candidate was unable to make and explain decisions based upon ethical and legal principles	The candidate proficiently made and explained decisions based upon ethical and legal principles.	The candidate clearly made and explained decisions based upon ethical and legal principles.	
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.				
The graduate can:	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)	Points
6.1f Understand the Larger Context	The candidates cannot sufficiently apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	The candidate proficiently can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	The candidates clearly can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	

6.2 c Respond to the Larger Context	The candidate cannot sufficiently apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	The candidate proficiently can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	The candidate can succinctly apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.	
6.3a Influence the Larger Context	The candidate insufficiently demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators or others with similar interests.	The candidate proficiently demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.	The candidate clearly demonstrates an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators or others with similar interests.	

## Additional Comments

**Reference Document: ELCC District Level Standards**

Element	Meet Standards for School District Leadership
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	
1.1 Develop a Vision	<ul style="list-style-type: none"> <li>a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.</li> <li>b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.</li> <li>c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.</li> <li>d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.</li> </ul>
1.2: Articulate a Vision	<ul style="list-style-type: none"> <li>a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.</li> <li>b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</li> <li>c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</li> </ul>
1.3: Implement a Vision	<ul style="list-style-type: none"> <li>a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.</li> <li>b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.</li> </ul>
1.4: Steward a Vision	<ul style="list-style-type: none"> <li>a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</li> <li>b. Candidates understand the theory and research related to organizational and educational leadership and engages in the collection, organization, and analysis of a variety of information, including student performance data, required assessing progress toward a district's vision, mission, and goals.</li> </ul>
1.5: Promote Community Involvement in the Vision	<ul style="list-style-type: none"> <li>a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</li> </ul>
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 Promote Positive School Culture	<ul style="list-style-type: none"> <li>a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</li> </ul>
2.2 Provide Effective Instructional	Candidates demonstrate an understanding of a variety of instructional research methodologies and can

programs	<p>analyze the comparable strengths and weaknesses of each method.</p> <p>b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p> <p>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.</p> <p>d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</p>
2.3 Apply Best Practice to Student Learning	<p>a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.</p> <p>b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</p> <p>c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p>
2.4 Design Comprehensive Professional Growth Plans	<p>a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</p> <p>b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the Organization	<p>a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</p> <p>b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.</p> <p>c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.</p> <p>d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.</p> <p>e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p>
3.2 Manage Operations	<p>a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.</p> <p>b. Candidates can use appropriate and effective needs assessment, research-based data, and group process</p>

	<p>skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.</p> <p>c. Candidates develop staff communication plans for integrating district's schools and divisions.</p> <p>d. Candidates develop a plan to promote and support community collaboration among district personnel.</p>
3.3 Manage Resources	<p>a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.</p> <p>b. Candidates creatively seek new resources to facilitate learning.</p> <p>c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.</p> <p>d. Candidates apply and assess current technologies for management, business procedures, and scheduling.</p>
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 Collaborate with Families and Other Community Members	<p>a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</p> <p>b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.</p> <p>c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</p> <p>d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</p> <p>e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.</p> <p>f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.</p> <p>g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.</p> <p>h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.</p>
4.2 Respond to Community Interests and Needs	<p>a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.</p> <p>b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.</p> <p>c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting</p>



	<p>perspectives.</p> <p>d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.</p> <p>e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.</p>
4.3 Mobilize Community Resources	<p>a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.</p> <p>b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern.</p> <p>c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Context	<p>a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</p> <p>b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.</p> <p>e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.</p> <p>f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.</p> <p>g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.</p>
6.2 Respond to the Larger Context	<p>a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.</p> <p>b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.</p> <p>c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p>
6.3 Influence the Larger Context	a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and

	<p>federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators or others with similar interests.</p> <p>b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>
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