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Practicum Handbook, EDL 5891, EDL 5892, EDL 589

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Practicum Handbook

EDL 5891 | EDL 5892 | EDL 5893

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Eastern Illinois University | College of Education
Department of Educational Leadership
Charleston, Illinois

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Eastern Illinois University / Department of Educational Leadership

Practicum Handbook (EDL 5891/5892/5893)

1. Course Description

- a. Course Number(s): EDL 5891, EDL 5892, and EDL 5893.
- b. Course Title: Practicum in School Leadership.
- c. Short Course Title: Practicum.
- d. Course Credit: Two (2) semester hours per term = 6 credit hours.
- e. Course Description: Throughout the Educational Leadership program, students have participated in planned clinical activities embedded in their coursework. Practicum provides the student with extended time to synthesize and apply the knowledge, and practice and develop the skills identified in ISLLC Standards 1-6 and NELP Standards 1-7. The Practicum provides for additional standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel (*ELCC 7.0 & NELP 8.0*). Practicum will be three consecutive semesters which equals one calendar year.

2. Course Goals, Requirements, Grading, and Outline

- a. Knowledge Bases: The knowledge bases in which the Practicum is built upon include (a) societal and cultural influences in schooling, (b) teaching and learning processes, (c) school improvement, (d) organizational theory, (e) leadership and management processes and functions, (f) policy studies and politics of education, and (g) moral and ethical dimensions of schooling.

The Learning Model used in Practicum is primarily the Personal Systems (*Developmental*) Model. There is a three-way partnership among the student, the University supervisor, and the host administrator. Students assimilate their new administrative experiences into their already existing cognitive structures. Students experience "hands-on" learning, keep logs of their activities and projects, write-up activities and projects, analyze their work, and reflect on their experiences.

- b. Objectives – Under the direction of a host administrator and a university professor, students will demonstrate the following:
 - i. Skills in applying knowledge of administrative practice aligned with the ISLLC Standards (*ELCC 7.1-7.6*) (*NELP 8.1-8.3*).
 - ii. The capability to demonstrate leadership skills by performing tasks required for general school building administration (*ELCC 7.1-7.6*) (*NELP 8.1-8.3*).
 - iii. The ability to accept genuine responsibility for leading, facilitating, collaborating, and making decisions typical of those made by educational administrators (*ELCC 7.1–7.6*) (*NELP 8.1-8.3*).

3. Prerequisites and Procedures for Entry into the Practicum

a. Prerequisites for Practicum are:

- i. All candidates must be admitted to the Principal Endorsement Program (*successfully complete of the Tier II Admissions Day process*) through the Department of Educational Leadership at Eastern Illinois University.
- ii. Successful completion of EDL 5630 – The Principalship course.

b. Procedures for Entry into the Practicum (*Internship*):

- i. Candidates are responsible for contacting a practicing, experienced school administrator who is willing to support and supervise the Practicum experience and meets the qualifications identified below. In addition, candidates are required to share the department letter (*pg. 30-31*) and host administrator's responsibilities (*pg. 32*) with their host administrator.
- ii. Candidates wishing to begin Practicum must submit a Practicum Application/Agreement Form (*pg. 28*) while enrolled into EDL 5630 or by contacting the Educational Leadership Department. Form also available via the EDL website: <http://www.eiu.edu/edadmin/>.
- iii. The department will verify that the principal at the Practicum site meets the following guidelines prior to beginning the Practicum course sequence:
 1. Current and valid administrative certificate endorsed for general administrative or principal pursuant either to 23 111. Adm. Code 25.335 or 23 Ill. Adm. Code 337.
 2. If the internship site is located in another state, a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located.
 3. In the case of a non-public school, either a valid and/or exempt Illinois administrative certificate is registered and endorsed for general administrative/principal and/or meets the requirements outlined by the state at: <http://www.isbe.net/rules/archive/pdfs/30ARK.pdf>.
 4. Three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.
- iv. Applications for Practicum should be submitted to the Educational Leadership Department Chair during EDL 5630 or by contacting the Educational Leadership Department.
- v. The department chair will review all student applications and Principalship mentor (*site supervisor*) information to ensure all requirements are met prior to the start of the Practicum experience.

- vi. Once students are approved for the Practicum, each will be assigned a University supervisor. The University supervisor must meet the following qualifications:
 1. Current and valid administrative certificate endorsed for general administrative or principal pursuant either to 23 111. Adm. Code 25.335 or 23 Ill. Adm. Code 337. If the internship site is located in another state, a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located.
 2. In the case of a non-public school, either a valid or exempt Illinois administrative certificate must be registered and endorsed for general administrative/principal and/or meets the requirements outlined by the state at:
<http://www.isbe.net/rules/archive/pdfs/30ARK.pdf>.
 3. Three years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.
- c. Registration: To ensure placement into the Practicum, students should submit their Practicum Application/Agreement Form for the course (*EDL 5891, EDL 5892, or EDL 5893*) as soon as possible. Students must waitlist the course and will be placed into a course section by the Department Chair if all deadlines and entry requirements have been met.
- d. Orientation: An orientation with the student's assigned University supervisor will be held prior to the beginning of the Practicum. The orientation session enables the student to receive guidelines and clarification of expectations as well as concentrated time with the University supervisor. Registered students will be notified by email of the specific date for the orientation.

4. Expectations of Participants

- a. The expectations of the Practicum student include:
 - i. The Practicum requires the student to work under the supervision of a host administrator for twelve months, generally 6-10 hours per week for the entire twelve months. This will equate to 60 hours logged each semester, for 180 total hours over three semesters.
 - ii. The internship requires the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies identified on the NELP Standards Self-Assessment Form (*pg. 33-35*).
 - iii. The student must be involved in the school improvement process.
 - iv. The Practicum is structured by the University supervisor and the host administrator in conjunction with the Practicum student to meet individual needs. The student is required to make reports to the University supervisor and host administrator. The University supervisor will communicate with the school site supervisor and student throughout the Practicum.

- v. The training of the Practicum student is essentially centered on the concept of "learning-by-doing." This training is augmented by meetings and visits by the University supervisor.
- vi. Practicum students are required to attend a minimum of three sessions (*one per semester*) to discuss issues related to student learning and school improvement arising from the internship.

5. Expectations of the Host Administrator

- a. The expectations of the host administrator include:
 - i. Take part in an orientation meeting with University instructor.
 - ii. Serving as a mentor to the Practicum student.
 - iii. Agreeing to support and supervise the Practicum student.
 - iv. Reviewing with the student's self-inventory and assisting with the development of a plan of activities and timeline for completion of the Practicum.
 - v. Assigning administrative duties and tasks that address a wide range of activities that help the student become acquainted with all facets of the host administrator's work and increase responsibility, time, and complexity as the Practicum progresses.
 - vi. Opportunities to observe the host administrator in a variety of situations.
 - vii. Including the student on the School Improvement Team during the Practicum experience.
 - viii. Guiding the student.
 - ix. Assessing the progress of the student.
 - x. Explaining the function and duties of the Practicum student to the school's faculty.
 - xi. Meeting with the University departmental supervisor four times during the year to discuss and assess the progress of the Practicum student.
 - xii. Schedule weekly conferences with the student to discuss their activities, to coordinate schedules or give directions, talk over problems, or share thoughts about situations in the work setting that can be helpful to the student, etc.
 - xiii. Sign the student's Weekly Log and Projects/Activities List to verify completion of designated activities.
 - xiv. Evaluate, with the University departmental supervisor, the student upon their completion of all course requirements.

- b. To facilitate the Practicum student's development, experiences should include:
 - i. A wide range of activities that help the student become acquainted with all facets of the host administrator's work.
 - ii. Opportunities to observe the host administrator in a variety of situations.
 - iii. Duties of increasing responsibility, time, and complexity (*ELCC 7.1*) (*NELP 8.1*).

6. Expectations of the University Supervisor

- a. The expectations of the University Supervisor include:
 - i. Participate in the training required for evaluation of certified personnel under Section 24A-3 of the School Code.
 - ii. Provide overall guidance for the Practicum.
 - iii. Observe, evaluate and provide monthly feedback about the candidate's performance on those measures which align with the final assessments.
 - iv. Host a minimum of three sessions each year (*one per semester*) for candidates to discuss issues related to student learning and school improvement arising from the Practicum.
 - v. Work in collaboration with site mentors to complete the assessment of the candidate's performance during the Practicum as required.
 - vi. Provide regular feedback to the Practicum students.
 - vii. Provide assessment data to the department chair for yearly Practicum and program evaluation with the department and university partners.

7. General Requirements

- a. Attendance at the orientation session.
- b. Completion of the Practicum Demographic Information Form (*pg. 29*): To ensure that our students receive experience in a culturally diverse environment, students must complete the demographic form for their district and school. This form must be returned to the student's University supervisor.

NOTE: *If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, and Native American) is less than 20%, then the Practicum student must shadow an administrator for one day in a culturally-diverse site. A separate demographic form must be completed for the culturally-diverse site (the Illinois Interactive Report Card or ISBE Report Card may be used to gather these data).*

- c. Practicum Hours and Logs: 250 Practicum hours and logs (*180 hours for the three semesters combined*) that document these experiences:
- i. The Practicum requires the student to work under the supervision of a host administrator for one year (*250 total hours required*).
 - ii. Of the 250 hours:
 1. 70 hours are allocated for research and the writing of required reports for projects and activities. The 70 hours are not logged.
 2. Of the 180 logged hours:
 - a. The candidate must schedule participation in meetings to develop individualized education programs pursuant to 23 111. Adm. Code 226. Subpart C (*The Individualized Education Program [IEP]*) and plans under Section 504 of the Rehabilitation Act of 1973 (*29 USC794*).
 - b. The candidate must engage in activities with special education teachers to address curricular needs of students with disabilities, which shall not include any time spent in meetings held to develop or modify IEPs or Section 504 plans.
 - c. The candidate must engage in activities with teachers assigned to programs established under 23 111. Adm. Code 228 (*Transitional Bilingual Education*) to address the curricular needs of English language learners.
 - iii. Logging of Practicum hours begins with attendance at the orientation session, or by permission of the University Supervisor.
 - iv. The 250 total hours are exclusive of activities the student would normally engage in during their regular teaching or other work assignment.
 - v. To document the 180 Practicum hours (*60 hours per semester*), students will maintain an electronic log for each month of all Practicum work that are to be printed, signed by the host administrator, and submitted to the university professor. The log template will be provided by the University Supervisor.
 - vi. Supporting documentation for logged hours may be attached based upon individual projects/activities.
 - vii. The dates by which the logs must be received by the University supervisor.
 - viii. Logged hours can include time Practicum students spend in meetings with the University Supervisor. They can also include on-site work on required projects but not research or writing/typing those projects.
 - ix. Logged hours cannot include meetings, parent conferences, or other activities the Practicum students would normally engage in during their regular teaching (*or other work*) assignment.

- x. Practicum students may not use bus duty, playground duty, or other supervisory assignments to meet the required 180 hours unless previously approved by the University supervisor.

d. Required Projects and Written Reports Related to the ISLLC & NELP Standards:

- i. Seven (7) major projects are required as part of the Practicum experience, with some projects broken down into subsets (*focus areas*). A candidate must achieve a “meet the standard” on each assessment to successfully complete the Practicum. A candidate who fails to achieve a “meet the standard” on any of the projects may repeat the tasks associated with the failed competency at the program’s discretion.
- ii. Written reports are required for all projects. The written reports are formal communications between the student, the host administrator, and the University supervisor. For each project, students are required to submit a written report and supporting documentation to the University supervisor. In each report the student must:
 1. Identify the project number and description.
 2. Comply with the directives of each project.
 3. Refer to the ISLLC/NELP standard(s) that are addressed by the project and explain the relationship between the project and the standard(s).
 4. Analyze and summarize their experiences on the project.
 5. Reflect on the student’s role in the project, what was learned as a result of this project, and how they will apply this information as an administrator, and recommendations the Practicum student would make to improve current practices in their school based on current research-based best practices.
 6. The written report should justify the number of hours put into the project.

PROJECT 1 – School Improvement Planning: Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the School Improvement Plan (SIP) process (*to the extent possible*).

Focus Area: 1.1 – Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group).

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.A–1.E, 4.A, & 5.A; SREB: 1a–1c, 6a, & 6b; ELCC: 1.1– 1.4, 4.1, & 5.1; NELP: 1.1, 1.2, & 2.1; 	<p>The candidate uses media in a compelling presentation format that focuses on the school’s vision and mission and its connection to the work of the staff and principal to attain greater student achievement. The presentation also connects the vision to the work of the school’s improvement plan and is tailored to the audience.</p>	<p>The presentation does not bring the vision and mission of the school into focus for the attainment of greater student achievement. The school improvement plan is mentioned but is not a central part of accomplishing greater student achievement. The presentation is too generic to specifically connect the audience to the material.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose 	<p>The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow-up meeting. The candidate provides additional artifacts to support the presentation. There is a logical sequence to all events, which are well-planned and executed, in order to achieve the stated purpose.</p>	<p>The candidate’s outline is brief or incomplete for the presentation. Few artifacts support the presentation. It lacks organizational logic and reflects poor planning. The purpose is vague, clear communication to the audience is lacking, and the presentation does not achieve its purpose.</p>	1 / 0
<p>Outcomes:</p> <ul style="list-style-type: none"> Clearly stated; Clearly demonstrated; Data support the results; 	<p>The candidate clearly states the outcomes and expectations of the presentation. The candidate has additional data and documents to support the outcomes and expectations. The candidate provides artifacts to support the presentation.</p>	<p>The outcomes of the candidate’s presentation are vague and unclear (<i>few or no artifacts support the presentation</i>). There are few supporting documents or data to back up the presentation.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (<i>PowerPoint or other</i>), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation, and feedback on the presentation (<i>more artifacts are encouraged to demonstrate greater competency</i>).</p>	<p>The candidate produces a few of the following suggested items and artifacts did not demonstrate competency: an outline, a multi-media presentation (<i>PowerPoint or other</i>), handouts, meeting minutes, and documentation of the input from the audience as a result of the presentation.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better; Complete; Accurate; 	<p>Demonstrates the following quality in all materials: correct formatting in accordance with the “Publication Manual of the American Psychological Association (APA), Seventh Edition” (<i>no later amendments to or editions of these standards are incorporated</i>); correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 1.2 – Analyze and review data, including but not limited to, State test results, and work with a faculty team to identify areas for improvement and interventions, with particular attention given to student subgroups identified under 23 Ill. Adm. Code 1.60 (*Subgroups of Students; Inclusion of Relevant Scores*) and low-performing students.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 2.A–2.I, 5.A, 5.C, 5.D, & 5.E; SREB: 1a, 1c, 2b, 2c, 3a, 3b, 3e, 3f, 4a–4d, 5a, 5b, 13a, & 13b; Appropriateness of the content; ELCC: 2.1–2.4, 5.1, & 5.3–5.5; NELP: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.4, 6.2, & 7.3; 	<p>The candidate works with faculty to review and analyze national, State, district, school and classroom data to identify academic achievement interventions for each of the schools' subgroups or low-performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals.</p>	<p>The candidate's work with faculty to analyze and review data will not likely improve student learning for each of the schools' subgroups or low-performing students. The candidate's work with faculty is sporadic, disconnected, or does not connect the intervention to the SIP and the school's student achievement goals.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>The candidate produces an analysis of data (<i>an artifact</i>) and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty to identify interventions that will improve student learning for all subgroups. There is a logical sequence to all activities. Planning and execution are of high quality and achieves the purpose.</p>	<p>The candidate is not able to produce a useable process for the review and analysis of data (<i>an artifact</i>) or other artifacts that demonstrate a reliable process for preparing, working with, and following up on the work with the faculty. The candidate identifies inadequate improvement interventions. There is an illogical sequence to all activities. Planning and execution are poor, and the purpose is not achieved.</p>	1 / 0
<p>Outcomes:</p> <ul style="list-style-type: none"> Clearly stated; Clearly demonstrated; Data support the results; 	<p>The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty (<i>artifacts to demonstrate accomplishment</i>) and has additional data and documents to support the outcomes of specific new improvement interventions for all subgroups.</p>	<p>The candidate produces unclear outcomes and expectations for the data analysis and review process with the faculty (<i>and has poorly constructed artifacts</i>). Further, additional data and documents to support the outcomes of specific new improvement interventions for all subgroups are lacking or absent.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate produces the following suggested items: a document detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions; and the meeting minutes verifying the input of, and work done by, the faculty on the interventions (<i>more artifacts are encouraged to demonstrate greater competency</i>).</p>	<p>The candidate produces a few of the suggested items. Those produced do not demonstrate competency in the documentation of the following processes: conducting a review of the analysis of data; leading the faculty through the analysis and identification of specific instructional interventions; detailing meeting minutes indicating faculty worked on the interventions discussed; or soliciting input from faculty in the school improvement process.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	<p>The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 1.3 – Work with faculty (or faculty teams) to create, implement, and formatively evaluate a school improvement action plan.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.B–1.E, 2.A, 2.D, 2.E, 2.I, 4.A–4.D, & 5.A; SREB: 4a, 4b, 4c, 4d, 7a, 9a, 12a, 12b, 13a, & 13b; Appropriateness of the content; ELCC: 1.2–1.4, 2.1, 2.4, 4.1–4.4, & 5.1; NELP: 1.1, 1.2, 3.1, 5.1–5.3, & 6.2; 	<p>The candidate demonstrates their work with the faculty to create, implement and evaluate a SIP action plan. The action plan is based on current data, reflects current research and best practices, and is connected to the work outlined in the school’s SIP.</p>	<p>The candidate’s action plan does not clearly focus on the work of the faculty to attain greater student achievement. The plan is not based on data, does not reflect current research, and is not clearly connected to the work outlined in the school’s SIP.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice Logical and sequential Understandable Achieves the purpose 	<p>The candidate creates a clear action plan (<i>an artifact</i>) in collaboration with the faculty and possesses other artifacts that demonstrate the processes used in preparing for, implementing and evaluating the SIP action plan. There is a logical sequence to all events, all are well-planned and executed, and achieve the purpose of improving student achievement.</p>	<p>The candidate’s action plan is not clear or is missing (<i>an artifact</i>), and other artifacts that demonstrate the processes used in preparing for, implementing, and evaluating the action plan are inadequate to create success. The candidate does not engage faculty in the creation of the action plan. The sequence of events is illogical, often unplanned and executed, and they do not achieve the purpose of improving student achievement.</p>	1 / 0
<p>Outcomes:</p> <ul style="list-style-type: none"> Clearly stated Clearly demonstrated Data support the results 	<p>The candidate clearly states the outcomes and expectations of the action plan. The candidate and the faculty demonstrate a clear understanding of the roles and responsibilities required to implement the action plan and the continuous school improvement process.</p>	<p>The candidate states the outcomes and expectations of the initiatives but the focus is unclear. The candidate’s action plan is unclear or lacks faculty input. The additional data and documents to support the outcomes of the initiative are lacking or absent. The process for the formative evaluation of the action plan is lacking or absent.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following artifacts: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; and evidence of a formative evaluation process and impacts on student learning attained as a result of the initiative (<i>more artifacts are encouraged to demonstrate greater competency</i>).</p>	<p>The candidate produces a few but not all of the suggested items: a copy of the action plan; data and other information used with staff who work on the creation and implementation of the action plan; documentation of meetings and processes used to monitor the progress of the implementation; evidence of a formative evaluation process and measurement of impact on student learning attained as a result of the action plan.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	<p>The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 1.4 – Work with faculty (or faculty teams) to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> • ISLLC Standards: 1.B–1.E, 2.A, 2.D, 2.E, 2.I, 4.A–4.D, & 5.A; • SREB: 4a, 4b, 4c, 4d, 6a, 9a, 10b, 12a, 12b, 13a, & 13b; • Appropriateness of the content; • ELCC: 1.2, 1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 4.3, 4.4, & 5.1; • NELP: 1.1, 1.2, 2.1, 3.1, 5.1, 5.3, & 6.2; 	<p>The candidate presents to the school’s leadership team a comprehensive examination of the progress made by the staff and principal toward the identified goals of the SIP. The presentation clearly explains the data used to analyze the impact of various interventions toward the goals identified in the SIP. The candidate’s recommendations are based on an analysis of interventions implemented in support of the SIP, faculty input, and aligned with the school’s mission and vision. The presentation focuses on the work of the staff and principal to attain improved and increased student achievement. It demonstrates significant logical and practical improvements for future planning by the school’s leadership team.</p>	<p>The candidate’s presentation to the school’s leadership team is an incomplete examination of the school’s SIP; the analysis of action plans is lacking and recommendations are not logical or practical for future improvement planning. The recommendations are not based on an analysis of interventions implemented in support of the SIP or are lacking in detail. The presentation is unclear in its focus on the work of the staff and principal to increase student achievement. The recommendations are not aligned with the mission and vision of the school or are not clearly articulated as such.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> • Follows theory to practice; • Logical and sequential; • Understandable; • Achieves the purpose; 	<p>The candidate demonstrates the analysis and presentation as an artifact and has other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. There is a logical sequence to all events, all are well-planned and executed, and they achieve the purpose of improving student achievement.</p>	<p>The candidate has an incomplete analysis and presentation as an artifact and does not provide other artifacts that demonstrate the processes used in preparing for, presenting, and following up on the meeting after the presentation. The sequence of events is illogical, often unplanned and executed, and the events do not improve student achievement.</p>	1 / 0
<p>Outcomes:</p> <ul style="list-style-type: none"> • Clearly stated; • Clearly demonstrated; • Data support the results; 	<p>The candidate clearly states the outcomes and expectations of the presentation (<i>and possesses artifacts to demonstrate accomplishment</i>). The candidate produces additional data and documents to support the outcomes or expectations from the presentation.</p>	<p>The outcomes of the candidate’s presentation are vague and unclear (<i>few or no artifacts support the presentation</i>). There are few supporting documents or data to back up the presentation.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> • Align to standards; • Articulate and well organized; • Demonstrates full completion; 	<p>The candidate produces the following presentation items: an outline, a multi-media presentation (<i>PowerPoint or other</i>), handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, meeting minutes, and input received as a result of the presentation (<i>more artifacts are most certainly welcome to demonstrate greater competency</i>).</p>	<p>The candidate produces a few of the following items and those presented do not demonstrate competency: handouts, explanation of the analysis of interventions implemented in support of the SIP and how the recommendations incorporate that analysis, list of recommendations, and meeting minutes, and input received as a result of the presentation.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> • First-year principal or better; • Complete; • Accurate; 	<p>The following quality is demonstrated in all materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. The candidate meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness. The candidate does not meet or exceed the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

PROJECT 2 – Personnel: Demonstrate comprehensive understanding and performance in conducting teacher hiring, faculty evaluation, and professional development.

Focus Area: 2.1 – Participate in the hiring process including, at a minimum, creation of a job description; creation of interview questions and evaluation tools; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 3.A, 3.B, 4.B, 5.B, & 6.A; Appropriateness of the content; ELCC: 3.1, 3.2, 4.2, 5.2, 6.1; NELP: 2.1, 5.2, 6.1, 6.2,7.1 ; 	<p>The candidate collaborates with staff to align the teacher job description to student learning needs. The candidate creates a job description. Alternatively, if the school district uses a standard job description, the candidate analyzes an existing job description and composes a memo to the human resources director or superintendent with recommendations for improvements to the job description. The candidate creates interview questions and a tool to evaluate the applicants' competence. The interview questions are aligned with student learning needs. The evaluation tools are based on the job description and provides clear criteria for evaluating the applicants for the position. The interview questions are relevant to making judgments about the competency of applicants and do not request information that violates anti-discrimination laws.</p>	<p>The candidate does not collaborate with staff on aligning the teacher job description to student learning needs. The candidate neither creates nor analyzes the standard job description provided by the school district and does not write a critique of it or the analysis lacks in. The candidate does not create interview questions, and tools to evaluate the applicants or the interview questions are not aligned with student learning needs. The candidate does not create evaluation tools. The evaluation tools are not based on the job description, or the tools do not provide clear criteria for evaluating applicants for the position. One or more of the interview questions are not relevant to making judgments about the competence of applicants or request information that violates anti-discrimination laws.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>The candidate participates in the interviews of applicants for the position. The candidate greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, and provides information to applicants about the school and district. The candidate completes the evaluations of the applicants. The candidate prepares rejection letters for candidates who were not selected.</p>	<p>The candidate does not complete one or more important aspects of the process. The candidate does not participate in the interviews of applicants for the position; does not perform one or more of the following: greets applicants, states the purpose of the interview, asks relevant questions, takes accurate notes, or provides information to applicants about the school and district; does not complete the evaluations of the applicants; or does not prepare rejection letters for candidates who were not selected.</p>	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated; Clearly demonstrated; Data support the results; Reflection; 	<p>The candidate recommends an applicant for employment as a teacher, and the recommendation is supported with a sound rationale and data from the evaluation (<i>in the event an applicant was not acceptable, the candidate explained why</i>). The candidate reflects on the knowledge and skills required to effectively perform their role and explains how the outcome of the hiring process contributes to student learning.</p>	<p>The candidate recommends an applicant for the position, but the rationale is weak or is not supported by data from the evaluation. The candidate does not reflect on the knowledge and skills required to effectively perform their role, or the reflection is superficial. The candidate does not explain how the outcome of the hiring process contributes to student learning or the explanation is facile.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate produces (1) a description of collaboration with staff on the alignment of the job description with student learning needs; (2) the job description the candidate creates or, if a standard job description is used by the district, a recommendation memo to human resources or the superintendent; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.</p>	<p>The candidate is missing one or more of the following: (1) description of collaboration with staff on the alignment of the job description with student learning needs; (2) job description the candidate creates or, if a standard job description is used by the district, a critique of the job description; (3) interview questions; (4) evaluation tools to rate the applicants; and (5) rejection letters for candidates who were not selected.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better; Complete; Accurate; 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 2.2 – Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.B–1.E, 2.A, 2.D, 2.F–2.H, 2.I, 3.C–3.E, 5.B, 5.C, & 5.E; Appropriateness of the content; ELCC: 1.2–1.4, 2.1, 2.4, 3.3–3.5, 5.2, 5.3, & 5.5; NELP: 1.1, 1.2, 2.1, 3.1–3.3, 4.1, 4.2, 4.4, & 6.1–6.3; 	<p>The candidate clearly demonstrates knowledge and skills of clinical supervision and formative and summative evaluation (<i>through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data</i>). The candidate demonstrates knowledge of methods that school leaders employ to strengthen the vision and mission of the school through the alignment of clinical supervision with the school improvement process. The candidate demonstrates the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	<p>The candidate does not demonstrate knowledge and skills of clinical supervision and formative and summative evaluation (<i>through a summary based upon notes, observations, meeting with a teacher, forms and student achievement data</i>). The candidate does not demonstrate knowledge of methods that school leaders employ to strengthen the vision and mission of the school through the alignment of clinical supervision with the school improvement process. The candidate does not demonstrate the communication, interpersonal, and ethical skills and understandings necessary for effective school leadership through clinical supervision.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>Based upon best practices in clinical supervision, the candidate clearly connects the three stages of clinical supervision: the pre-observation conference, classroom observation, and post-observation conference. The candidate’s process is coherent and purpose-driven. The pre-observation conference establishes the purpose of the observation and the tools used to gather data on the classroom instructional process. The observation is focused and aligned to its purpose. During the post-observation conference, results are shared, recommendations for improvement provided, and professional development activities identified.</p>	<p>The candidate does not follow the three-step clinical supervision process. The candidate’s process is disjointed, not purpose-driven, and unfocused. The process does not result in useful and data-based recommendations for improvement that could guide ongoing professional development.</p>	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated; Clearly demonstrated; Data support the results; Reflection; 	<p>The candidate clearly states the outcomes of the clinical supervision process and formative and summative evaluation. The candidate demonstrates accomplishment of the purpose of the process using appropriate data and other information to assess teacher performance from the observation. The candidate provides examples of professional development connected to the school’s improvement process for the majority of teachers or necessary interventions and support for non-tenured or struggling teachers. The candidate reflects individually and seeks feedback on performance as an evaluator from the evaluated teacher or principal mentor to assess personal effectiveness.</p>	<p>The outcomes for the clinical supervision and formative and summative evaluation process are not clearly identified during the pre-observation conference. As a result, data and information collected during the observation are disjointed and unfocused. The lack of identification of outcomes negatively impacts the post-conference. The candidate’s reflection lacks depth or does not address the individual teacher who was observed. The candidate does not solicit feedback on their performance as an evaluator from the teacher being evaluated or the internship principal.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate produces an articulate and well-organized summary of the formative clinical supervision process that includes documentation from the formative pre-observation conference, classroom observation, the post-observation conference and the summative evaluation of the teacher’s performance. In a reflection, the candidate articulates the effects of supervision on student learning and the school improvement process. Artifacts include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form; summative evaluation; professional development recommendations.</p>	<p>The candidate is missing one or more of the artifacts that summarizes the candidate’s work in the clinical supervision process, including documentation from the formative pre-observation conference, classroom observation, the post-observation conference or the summative evaluation of the teacher’s performance. Artifacts missing include notes and forms used in the pre-observation conference, classroom observation, post-observation conference, post-observation conference write-up or formative evaluation form, summative evaluation, or professional development recommendations.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal, or better; Complete; Accurate; 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 2.3 – In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.B–1.E, 2.A, 2.D, 2.F, 2.G, 3.D, 4.A–4.D, & 5.A; SREB: 8a–8c, 9b, & 10a; Appropriate content; ELCC: 1.2–1.4, 2.1, 2.4, 3.4, & 3.5; NELP: 1.1, 1.2, 3.1, 4.1, 4.2, 4.4, 6.2, & 6.3; 	<p>The candidate clearly demonstrates knowledge and understanding of the 12 components of the National Staff Development Council’s Standards for Staff Development (2021):</p> <p>https://learningforward.org/standards/standards-revision/</p>	<p>The candidate does not (<i>or inadequately</i>) demonstrate knowledge of the National Staff Development Council’s Standards for Staff Development (2021):</p> <p>https://learningforward.org/standards/standards-revision/</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>The candidate clearly demonstrates application of the staff development standards to their school’s professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.</p>	<p>The candidate does not (<i>or inadequately</i>) demonstrate application of the staff development standards to their school’s professional development needs by analyzing data, creating options, and creating an evaluation plan in collaboration with stakeholders.</p>	1 / 0
<p>Outcomes:</p> <ul style="list-style-type: none"> Clearly stated; Clearly demonstrated; Data support the results; 	<p>The candidate clearly states the outcomes of the school’s professional development plan in relationship to school improvement.</p>	<p>The candidate does not (<i>or inadequately</i>) state the school’s professional development plan’s outcomes in relation to school improvement.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate’s internship time-log and reflections clearly indicate knowledge of the staff development standards, application of the standards to the professional development plan embedded in the school’s SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	<p>The candidate’s internship time-log and reflections do not indicate (<i>or inadequately</i>) indicate knowledge of staff development standards, application of the standards to the professional development plan embedded in the school’s SIP, and a mechanism for evaluating the effectiveness of the plan to improve student learning.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better; Complete; Accurate; 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>			<p>Total Score / 5</p>

PROJECT 3 – Resource Management: Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.

Focus Area: 3.1 – Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing and sustaining a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.D, 2.A–2.I, 4.A–4.D, 5.B, 5.C, 5.E, & 6.A–6.C; SREB: 8c; Appropriateness of the content; ELCC: 1.4, 2.1, 2.2, 2.4, 4.1–4.4, 5.2, 5.3, 5.5, 6.1–6.3 NELP: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.4, 5.1–5.3, 6.2, 6.3, & 7.1–7.4; 	<p>The candidate demonstrates knowledge and skills in understanding systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate does not demonstrate knowledge and skills in understanding systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students. Content knowledge is not demonstrated in the following areas: professional learning community, school improvement process, professional development, teacher leadership, building leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>The candidate clearly demonstrates an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are accurate, complete, logical, and able to be implemented in a school setting.</p>	<p>The candidate does not demonstrate an understanding of the systems and factors within the internship school that advocate, nurture and sustain a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students through the graphic mapping of the system and recommendations for improvement. Recommendations are inaccurate, incomplete, illogical, and not able to be implemented in a school setting.</p>	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated and demonstrated; Data support the results; Candidate reflects on their role in the process; Reflection; 	<p>The candidate clearly states the outcomes and expectations for improving student learning through the analysis of two areas of the school’s learning environment as evidenced by conducting a review of data, identifying supporting factors and impeding factors, creating a graphic map of the system, evaluating effectiveness and making recommendations for improvement. The candidate reflects on their involvement and the potential impact these systems may have on school personnel and student achievement and learning.</p>	<p>The candidate does not clearly state the outcomes and expectations for improving student learning through the analysis of two areas of the school’s learning environment as evidenced by a poor review of data, lack of identification of supporting factors and impeding factors, poorly graphed map of the system, incomplete evaluation of effectiveness and poor recommendations for improvement. The candidate cannot adequately reflect on their involvement and the potential impact the work may have on school personnel and student achievement and learning.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	<p>The candidate produces the following: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems’ effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency and guaranteed and viable curriculum and climate.</p>	<p>The candidate does not or poorly produces the following items: a review and map of the learning environment, an analysis of supporting and impeding factors, and an evaluation of the systems’ effectiveness and recommendations for improvement. Potential learning environment system areas include professional learning communities, the school improvement process, professional development, teacher leadership and building leadership teams, and these are minimally or not included.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better; Complete; Accurate; 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
<p>Candidates must meet 5 of 5 to demonstrate competency.</p>			<p>Total Score / 5</p>

Focus Area: 3.2 – Review the school’s budget and other resources with the mentor. Detail how the resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.D, 2.E, 3.A–3.E, 4.A, & 5.A–5.E; Appropriateness of the content; ELCC: 1.4, 2.4, 3.1–3.5, 4.1, & 5.1–5.5; NELP: 1.1, 1.2, 2.1–2.3, 3.2, 3.3, 6.1–6.3, & 7.3; 	<p>The candidate’s presentation and artifacts support a clear understanding of the school’s budget and delineate the use of available resources, evaluate adequacy and assess for effectiveness and efficiency. The candidate’s presentation provides recommendations for improvement to a specific audience and solicits input. The candidate’s presentation and final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not present or poorly presents their understanding of the school budget, available resources and specific impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate’s final budget report does not provide or minimally provides appropriate recommendations for improvement.</p>	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	<p>The candidate documents a meeting with the mentor to review the school’s budget (an artifact). The candidate demonstrates an understanding of the school budget and resources available, providing details of how the resources are used, and an assessment of adequacy, effectiveness, and efficiency as delineated in a report prepared and shared with the mentor. The candidate documents the presentation of recommendations for budget improvement to the faculty and receives input. The candidate and mentor meet to discuss the candidate’s recommendations and reflections on the school budget, resources, impact on student subgroups and recommendations.</p>	<p>The candidate fails to demonstrate an understanding of the school budget and resources. The candidate’s report does not show an understanding of how resources are used or provide an assessment of adequacy, effectiveness and efficiency. The candidate does not present the budget to a faculty group for input. No meeting or a limited meeting is held between the candidate and mentor to discuss the school budget, resources, impact on student subgroups, the candidate’s recommendations or the candidate’s reflections on the school budget and other resources.</p>	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated and demonstrated; Data support the results; Candidate reflects on their role in the process; Reflection; 	<p>The candidate clearly understands the school budget and resources as evidenced by a formal report detailing how the resources are used, including an assessment of adequacy, effectiveness and efficiency. Appropriate recommendations are made for improvement. The report specifically addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The report findings are presented to the principal. The candidate is able to reflect on their involvement in the budget review process, resources available and the impact the recommendations will have on the school.</p>	<p>The candidate reviews the budget. Knowledge of other resources is minimal. The details on how the resources are used, including an assessment of adequacy, effectiveness and efficiency, are incomplete. School budget recommendations are poor or inappropriate. Little or no specificity is given to the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged. The candidate is unable to accurately reflect on their involvement in reviewing the school budget, resources and impact on subgroups.</p>	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards Articulate and well organized Demonstrates full completion 	<p>The candidate produces the following: a copy of the school budget he or she has reviewed, initialed by the mentor; a report containing the details of how the budget resources are used, and how the resources are evaluated for adequacy and assessed for effectiveness and efficiency; and recommendations for improvement. The final report addresses the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	<p>The candidate does not produce a copy of the school budget he or she has reviewed, initialed by the mentor. The report does not contain the details of how resources are used, or how the resources are evaluated for adequacy or assessed for effectiveness and efficiency. The candidate makes inadequate or inappropriate recommendations for budget improvements or the final report does not specifically address the impact of the budget on student subgroups, such as limited English proficiency, special education and economically disadvantaged.</p>	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better Complete Accurate 	<p>The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.</p>	<p>The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.</p>	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

Focus Area: 3.3 – State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (*i.e. instructional curriculum, assessment, technology, and class structure*), and management (*i.e. discipline plan, attendance, maintenance, and transportation*). Choose one instructional and one management system and create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improving aspects of the two systems that need improvement and report the findings to the mentor.

Requirements	Meets the Standard	Does Not Meet the Standard	Score
<p>Content:</p> <ul style="list-style-type: none"> ISLLC Standards: 1.A, 1.B, 1.D, 2.E, 2.G, 2.H, 3.A, 3.B, 4.A, & 5.A; Appropriateness of the content; ELCC: 1.1, 1.2, 1.4, 2.4, 3.1, 3.2, 4.1, & 5.1; NELP: 1.1, 1.2, 2.1, 2.3, & 6.1–6.3; 	The candidate clearly incorporates the mission of the school in determining and analyzing the two different systems (<i>one instructional and one management</i>). The candidate creates an assessment tool for analysis to develop recommendations for improvement in the final report.	The candidate does not clearly incorporate the mission of the school in determining and analyzing the two different systems (<i>one instructional and one management</i>). The candidate’s assessment tool for analysis lacks development for accurate and worthwhile recommendations for improvement in the final report.	1 / 0
<p>Process:</p> <ul style="list-style-type: none"> Follows theory to practice; Logical and sequential; Understandable; Achieves the purpose; 	The candidate demonstrates an understanding of two school systems (<i>instructional and management</i>) through the use of an accurately created assessment to analyze the two systems. Results of the analysis are connected to practical recommendations for improvement.	The candidate is unable to demonstrate an understanding of two school systems (<i>instructional and management</i>). The assessment is not accurate for use in the analysis of the two systems. The analysis is unconnected to practical recommendations for improvement.	1 / 0
<p>Outcomes/Reflection:</p> <ul style="list-style-type: none"> Clearly stated and demonstrated; Data support the results; Candidate reflects on their role in the process; Reflection; 	The candidate clearly states the outcomes and expectations of analyzing two systems (<i>one instructional and one management</i>) through reviewing data and systems, creating an assessment tool, evaluating effectiveness, making recommendations and reporting findings to the principal. The candidate is able to reflect on their involvement in the project and the impact the recommendations will have on the school.	The candidate does not clearly state the outcomes and expectations of analyzing two systems (<i>one instructional and one management</i>). The reviewed data are lacking, the assessment is ineffective and lacks connection to the recommendations, and the reported findings are not appropriate. The candidate is lacking in the reflection on their involvement in the project and the impact the recommendations will have on the school.	1 / 0
<p>Products:</p> <ul style="list-style-type: none"> Align to standards; Articulate and well organized; Demonstrates full completion; 	The candidate produces a report that contains the following: a clear connection of recommended changes to the mission of the school; a mapping of two systems (<i>one instructional and one management</i>); an assessment tool used for the systems’ evaluation; an analysis of the data; and recommendations for improvement.	The candidate is unable to produce a report that contains clear connections of recommended changes to the mission of the school; an analysis of two systems in the school (<i>one instructional and one management</i>); an assessment tool used for analysis; and recommendations for improvement.	1 / 0
<p>Quality:</p> <ul style="list-style-type: none"> First-year principal or better; Complete; Accurate; 	The following quality is demonstrated in all materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; meets or exceeds the standards and competencies of this assessment.	The following quality is lacking in materials: correct APA format, correct spelling and grammar, completeness, accuracy, and comprehensiveness; did not meet the standards and competencies of this assessment.	1 / 0
Candidates must meet 5 of 5 to demonstrate competency.			Total Score / 5

PROJECT 4 – Discipline:

ISLLC / ELCC NELP Standard(s)	Requirements	Meets Standard (1)	Does Not Meet Standard (0)												
<p>Content:</p> <ul style="list-style-type: none"> • ISLLC Standards: 3–7; • ELCC: 3–7; • NELP: 1.1, 1.2, 2.1, 2.2, 3.2, 3.3, 5.1–5.3, 6.1–6.3, 7.1–7.4; 	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Review the discipline policy used at the Practicum site, including policies related to discipline of special education students. In the written report, outline the due process procedures used for minor infractions, suspensions and expulsions using the format provided in the table below: 2. Participate with the building administration in five (5) disciplinary conferences. Work with the administration to determine the appropriate consequences. In the written report: <ol style="list-style-type: none"> a. Describe the incident (<i>without using the student's name</i>), the administrator-student interactions, and the outcomes; b. Analyze each incident to determine if district policy was followed; c. Describe what you learned; 3. Due Process Procedures: <table border="1" data-bbox="342 548 1149 695"> <thead> <tr> <th rowspan="2">Minor Infractions</th> <th rowspan="2">Suspension</th> <th rowspan="2">Expulsion</th> <th colspan="2">Special Education</th> </tr> <tr> <th>Minor Infractions</th> <th>Suspension</th> </tr> </thead> <tbody> <tr> <td>(Outline the step-by-step due process procedures)</td> <td>(Outline the step-by-step due process procedures)</td> <td>(Outline the step-by-step due process procedures)</td> <td colspan="2">(Outline the step-by-step due process procedures)</td> </tr> </tbody> </table> <p>NOTE: <i>If the opportunity exists, it is recommended that the student attend an expulsion or suspension hearing.</i></p>	Minor Infractions	Suspension	Expulsion	Special Education		Minor Infractions	Suspension	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)			
Minor Infractions	Suspension				Expulsion	Special Education									
		Minor Infractions	Suspension												
(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)	(Outline the step-by-step due process procedures)												

PROJECT 5 – Students with Exceptionalities:

ISLLC / ELCC NELP Standard(s)	Requirements	Meets Standard (1)	Does Not Meet Standard (0)
<p>Content:</p> <ul style="list-style-type: none"> • ISLLC Standards: 3–7; • ELCC: 1–7; • NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, 6.1–6.3, & 7.1–7.4; 	<p>Students are expected to (Part A):</p> <ol style="list-style-type: none"> 1. Illustrate (<i>outline or flowchart</i>) the procedures for the special education referral process including the RtI process; 2. Illustrate (outline or flowchart) the procedures for 504 referral process; 3. Report the findings of an interview with the School Psychologist regarding all components of a special education evaluation; 4. Describe the special education/504 services provided to students through the school, the district, the co-op, and any outside agency; 5. Describe how students are identified for bilingual services and describe services provided; 6. Describe how students are identified for gifted services and describe the services provided; 7. Describe how your district addresses Least Restrictive Environment (LRE); 8. Evaluate the school's use of a wide range of printed, visual, or auditory materials and online resources to ensure the appropriateness to the content areas and the reading needs and levels of each student including ELLs, students with disabilities, and struggling as well as advanced readers; <p>Students are also expected to (Part B):</p> <ol style="list-style-type: none"> 1. Schedule an opportunity to participate in meetings (preschool through grade 12) to develop individualized education programs pursuant to 23 111. Adm. Code 226. Subpart C [<i>The Individualized Education Program (IEP) and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC794)</i>]. Log sheets should be coded to reflect these hours as "Project 5/IEP Development." In written report, describe the location of the meetings, the participants, the purpose of the meeting, the administrator's role, the interactions of the participants, and the outcomes. Do not use the name of the special education student. Describe what was learned and recommendations for improving the process; 2. Schedule an opportunity to participate in activities with special education teachers (preschool through grade 12) to address curricular needs of students with disabilities, which shall not include any time spent in meetings held to develop or modify IEPs or Section 504 plans. Log sheets should be coded to reflect these hours as "Project 5/Sp. Ed Teachers." In the written report, describe these activities, the outcomes, and what was learned; 3. Schedule an opportunity to participate in activities with teachers (<i>preschool through grade 12</i>) assigned to programs established under 23 111. Adm. Code 228 (<i>Transitional Bilingual Education</i>) to address the curricular needs of English language learners. Log sheets should be coded to reflect these hours as "Project 5/ELL." In the written report, describe these activities, the outcomes, and what was learned; 4. A minimum of 10 hours of activities with teachers (<i>preschool through grade 12</i>) assigned to gifted programs. Log sheets should be coded to reflect these hours as "Project 5/Gifted." In the written report, describe these activities, the outcomes, and what was learned. 		

PROJECT 6 – Equity Audit:

ISLLC / ELCC NELP Standard(s)	Requirements	Meets Standard (1)	Does Not Meet Standard (0)
<p>Content:</p> <ul style="list-style-type: none"> • ISLLC Standards: 1–7; • ELCC: 1–7; • NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, 6.1–6.3, & 7.1–7.4; 	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Conduct an equity audit in their Practicum school, using the forms provided as guidelines. Not all fields may be applicable to every school. This audit addresses areas such as: <ol style="list-style-type: none"> a. Student Achievement; b. Title IX; c. Gender Equity; d. Sports; e. Curriculum Clubs (e.g., National Honor Society); f. Extra-Curricular Activities; g. Analyze the data, draw conclusions, and make appropriate policy recommendations, if any; 		

Equity Audit: Conduct an equity audit of your school answering the following questions while utilizing the following outline to organize your paper:

1. Student Achievement:
 - a. Examine the student achievement data from your school.
 - i. In terms of equity, what are some of the areas of concern?
 - ii. Are there subgroups that are not performing at the same level as others?

2. Teacher Quality:
 - a. Examine the current teaching schedule and its construction:
 - i. How are teaching assignments determined?
 1. At the lower levels, are the more difficult classes assigned to the more educated, more experienced, more stable teachers, or are they given to the least educated, least experienced, more mobile teachers?
 2. Is the highest teacher quality being used for high school seniors but the lowest for high school freshmen?
 - ii. At the higher levels, are the gifted and talented classes and/or advanced classes (*AP, honors, and accelerated track*) taught by the more educated, more experienced, more stable teachers, whereas the main classes or lower track classes are taught by the least educated, least experienced, more mobile teachers?

3. Curriculum:
 - a. Gifted Programs/Advanced Classes:
 - i. At the elementary/junior high/middle school level, do you have a gifted program or offer accelerated courses (*for example: Algebra I, accelerated reading*)?
 1. If so, how are students selected?
 2. Are your lower income students participating in the program/courses?
 - ii. At the high school level, what types of advanced classes does your school offer (*honors, AP, etc.*)?
 1. How are students selected for these courses?
 2. Are your lower income students taking these courses?

- b. Curricular Fees:
 - i. Does your school have textbook rental fees? What are they and how much?
 - ii. Does your school have fees for particular classes? What are they and how much?
 - iii. What is your school's waiver policy for these fees?
 - iv. Are there students who do not take these classes because they cannot afford the fees?
 - v. Are there students who find it difficult to comply with your classroom materials policy for financial reasons (*required notebooks, folders, pens, etc.*)? How does your school address this issue?
4. Field Trips/Class Trips:
 - a. In the past year, has your school-sponsored off-site activities that involve a student fee?
 - i. What were they?
 - ii. What was the student cost for each?
 - iii. What proportion of the eligible students participated?
 - iv. Do you think some students were not able to go because of the cost?
 - v. What arrangements were made for these students?
 - vi. Does your school have a waiver policy for these types of fees?
5. Extra-Curricular Fees:
 - a. Does your school charge fees to attend special events such as dances, ballgames, and fine arts events? What are they and how much?
 - b. Does your school have fees for participation in extra-curricular activities (sports, music groups, other fine arts activities, and clubs)? What are they and how much?
 - c. Does your school have grade-level fees (*seniors, juniors, 8th grade, etc.*)? What are they and how much?
 - d. What is your school's waiver policy for these fees?
 - e. Are there hidden costs? For example: Athletes are required to buy a certain type of shoe; cheerleaders are required to pay for part of their uniforms; athletes are required to attend and pay for training camps; music groups pay for their performance attire; etc.
 - f. Are there students who do not participate in these activities because of the cost?
6. General Questions about Fees:
 - a. Are there students who feel embarrassed because their parents have not paid the fees?
 - b. Do other students know whose parents have and have not paid fees? How?
 - c. Does your school stigmatize the students whose parents do not pay in any way (withholding report card, not allowing to register, etc.)?
7. Student Welfare:
 - a. Are there students who regularly come to school hungry, or do not have lunch or lunch money?
 - b. Are there measures which the school takes to ensure they obtain meals?
 - c. How does your school ensure confidentiality of who has access to free or reduced breakfast and/or lunch programs?
 - d. Do you think some students do not eat because they do not want anyone to know they qualify for free/reduced breakfast and lunch programs?
 - e. Are there students who are not getting needed medical attention due to financial reasons? How does your school deal with this concern?
 - f. Are there students who find it difficult to comply with your uniform or dress code policy for financial reasons? How does your school deal with this concern?

8. Athletics:

- a. Are the percentages of male and female athletes about the same as the percentages of male and female students enrolled at the school?
- b. Does the school have a history and a continuing practice of expanding athletic opportunities for female students?
- c. Does your school provide interested female students with the opportunity to compete?
- d. Are male and female athletes given equal benefits and services?
 - i. Equipment and supplies.
 - ii. Scheduling of games and practice times.
 - iii. Travel and related expenses.
 - iv. Availability of coaches and their compensation.
 - v. Locker rooms, practice and competitive facilities.
 - vi. Medical and training services.
 - vii. Publicity.

9. Summary:

- a. Examine the results of your equity audit:
 - i. In terms of equity, what are some of the areas of concern?
 - ii. Are there any patterns of inequity?
 - iii. How would you propose handling these areas of concern?

PROJECT 7 – Shadowing (and Diversity Requirement, if Needed):

ISLLC / ELCC NELP Standard(s)	Requirements	Meets Standard (1)	Does Not Meet Standard (0)
<p>Content:</p> <ul style="list-style-type: none"> • ISLLC Standard: 7; • ELCC: 7; • NELP: 7.1–7.4; 	<p>Students must complete two (2) shadowing experiences:</p> <ul style="list-style-type: none"> • One at their practicum building. • Another at a building serving different grade levels than their current Practicum building (<i>which can be located within their district</i>). <p>NOTE: <i>If their practicum building does not have 20% minority students, this shadowing must be at a building that does so. This shadowing may have to be a building another district.</i></p> <p>Submit a report outlining your experiences at each site:</p> <ul style="list-style-type: none"> • What new information did you learn? • What ideas or activities do you want to continue when you are the administrator? • What surprises were there? • Compare and contrast the different grade levels and administrative styles of the shadowing experiences. <p>NOTE: <i>To accomplish these requirements, you may need to use personal days or visit on days when the other schools are in session but the Practicum site is not in session.</i></p>		

8. Required Activities and Written Reports (*Related to the ISLLC/ELCC/NELP Standards*)

- a. Required Activities: The following 17 activities are required. If a student is not able to complete the activity because of issues in their Practicum building, the student is required to contact the University supervisor to design a comparable activity. A candidate must achieve a “meets the standards” on each assessment to successfully complete the Practicum. A candidate who fails to achieve a “meets the standard” on any activity may repeat the tasks associated with the failed competency at the discretion of the University supervisor.
- b. Written Reports: Written reports which analyze and summarize the activities of the Practicum student:
 - i. The written reports are formal communications between the student, the site mentor (*principal*), and the University supervisor. Reports must be typed, double-spaced, checked for spelling, and follow proper rules of grammar (*take advantage of available grammar software*).
 - ii. Normally, a written report for an activity is 1.5-to-2 pages in length. The report should justify the number of hours put into the activity. Bulleted lists may be used as the format for these reports, but the report must be detailed. The report may include written documentation (*e.g., forms, handwritten notes, handouts, agendas, etc.*) attached. All these materials are to be submitted to the University supervisor.
 - iii. In each report the student must address the following:
 1. State the activity number and brief description.
 2. Briefly describe how the activity relates to the standard(s) it addresses.
 3. Explain what was done to complete this activity and the Practicum student’s role in the activity.
 4. Explain what was learned as a result of this activity.
 5. Explain how this information will be used as an administrator. This should include suggestions for improvement based on best research-based practices.

REQUIRED ACTIVITIES – These consecutively-numbered activities address the ISLLC/ELCC/NELP Standards

#	ISLLC / ELCC NELP Standard(s)	Topic(s)	Assignment	Meets Standard (1)	Does Not Meet Standard (0)
1	<ul style="list-style-type: none"> ▪ ISLLC Standard: 1–7; ▪ ELCC: 1–7; ▪ NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, 6.1–6.3, & 7.1–7.4; 	<ul style="list-style-type: none"> ▪ Vision; ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>Standards/NELP Self-Assessment of Practicum Student:</u></p> <ol style="list-style-type: none"> 1. Complete the NELP Standards Self-Assessment (pg. 33-35) to determine the present skill level possessed; 2. Analyze the areas of strength and the areas needing improvement; 3. Working with the site mentor and University supervisor, develop a month-by-month Practicum action plan to complete all required project and activities and additional activities needed to address areas needing improvement; 4. Submit a summary of the self-assessment, the action plan, and the completed planning sheet; 		
2	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2 & 3 ▪ ELCC: 2 & 3 ▪ NELP: 2.1–2.3, & 3.1–3.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; 	<p><u>New Teacher Programs:</u></p> <p>Work with the individual(s) responsible for the new teacher orientation/induction/mentoring program to develop, organize, and implement the plan. In the written report, outline the program, your involvement, and any recommendations for improving the program based on current research-based best practices.</p>		
3	<ul style="list-style-type: none"> ▪ ISLLC Standard: 1–6; ▪ ELCC: 1–6; ▪ NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Vision; ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>Master Scheduling:</u></p> <p>Work with the person responsible for scheduling to create the master schedule. In the written report, outline all components required in this process, your involvement, and any recommendations for improving the process based on current research-based best practices.</p>		
4	<ul style="list-style-type: none"> ▪ ISLLC Standard: 1–3; ▪ ELCC: 1–3; ▪ NELP: 1.1, 1.2, 2.1–2.3, & 3.1–3.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; 	<p><u>Curriculum Alignment & Standards:</u></p> <p>Work with a grade level or subject area to develop and/or revise the curriculum. In the written report:</p> <ol style="list-style-type: none"> 1. Explain how the district ensures that the curriculum is aligned with state standards; 2. Explain how the district ensures that state standards are incorporated into classroom instruction; 3. Explain your involvement in the curriculum development and any recommendations for improving the process based on current research-based best practices; 		
5	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2–6; ▪ ELCC: 2–6; ▪ NELP: 2.1–2.3 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>Faculty Handbook:</u></p> <p>Working with your mentor (<i>site principal</i>), revise the faculty handbook. In the written report, outline the process for revision and your involvement in the revision process.</p>		
6	<ul style="list-style-type: none"> ▪ ISLLC Standard: 3; ▪ ELCC: 3; ▪ NELP: 3.1–3.3; 	<ul style="list-style-type: none"> ▪ Management; 	<p><u>Office Procedures:</u></p> <p>Interview the principal's administrative assistant(s) regarding office procedures, including:</p> <ol style="list-style-type: none"> 1. Daily office responsibilities; 2. The process for ordering, receiving, & distributing supplies; <p>In the written report, outline their responsibilities and processes. Include recommendations for improving office procedures based on best practices.</p>		

#	ISLLC / ELCC NELP Standard(s)	Topic(s)	Assignment	Meets Standard (1)	Does Not Meet Standard (0)
7	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2–4, & 6; ▪ ELCC: 2–4, & 6; ▪ NELP: 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>Registration/Student Orientation:</u></p> <p>Work with your mentor (<i>site principal</i>) and the others involved in registration and new student orientation to develop:</p> <ol style="list-style-type: none"> 1. Materials; 2. Processes & procedures; <p>Participate in registration and new student orientation. In the written report, outline the processes, your involvement, and recommendations for improving registration and new student orientation based on best practices.</p>		
8	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2–6; ▪ ELCC: 2–6; ▪ NELP: 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>School Nurse:</u></p> <p>Interview the school nurse (<i>or the individual responsible for providing these services</i>) regarding:</p> <ol style="list-style-type: none"> 1. Procedure for immunization record keeping; 2. Dealing with student medical concerns and how he/she works with teachers and other educators to meet the medical needs of students; 3. Specific procedures used for the administration of medications; 4. Security of medications; 5. Other aspects of the nurse’s job description (<i>or individual responsible for these duties</i>); <p>In the written report, outline findings and recommendations for improvement.</p>		
9	<ul style="list-style-type: none"> ▪ ISLLC Standard: 3, 4, & 6; ▪ ELCC: 3, 4, & 6; ▪ NELP: 3.1–3.3, 4.1, 4.2, 4.4, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Management; ▪ School Community; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>School Facilities:</u></p> <p>Working with the site mentor (<i>principal</i>) and appropriate constituencies:</p> <ol style="list-style-type: none"> 1. Review/Update the Crisis Management Plan: Summarize changes made to the plan, your involvement in the process, and recommendations for improvement based on best practices. 2. Review the latest ROE Health/Life/Safety Report: Summarize the report’s purposes, findings and conclusions. Note the strategies and/or activities decided upon to comply with cited deficiencies (<i>if any</i>); 3. Assist in conducting one emergency drill. Report the procedures used, your involvement in the drill, what was learned, and recommendations for improvement. 		
10	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2–6; ▪ ELCC: 2–6; ▪ NELP 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p><u>Student Services:</u></p> <ol style="list-style-type: none"> 1. Work with the Guidance Counselor or school equivalent and social worker to identify the Student Services provided to the school. These services may include (<i>but are not limited to</i>) the following: <ol style="list-style-type: none"> a. Counseling Services; b. Social Workers; c. DCFS; d. Clinics; e. Probation; f. Social Services; 2. Develop/revise a brochure for students/parents/teachers outlining these services and contact information; 3. Submit a summary of your findings, the brochure, what you learned, and recommendations for improvement; 		

#	ISLLC / ELCC NELP Standard(s)	Topic(s)	Assignment	Meets Standard (1)	Does Not Meet Standard (0)
11	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2, 3, 4, & 6; ▪ ELCC: 2–4, & 6; ▪ NELP: 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Political; ▪ Cultural; ▪ Legal; 	<p>Extra-curricular:</p> <ol style="list-style-type: none"> 1. Interview the Athletic Director, Fine Arts Director and/or Student Activities Director regarding the operations, responsibilities and logistics involved in implementation of the full range of extra-curricular activities, including (<i>but not limited to</i>) the following: <ol style="list-style-type: none"> a. Athletics; b. Clubs; c. Academic Contests; d. Fine Arts; e. Assemblies; 2. Working with one of these individuals, organize an event; 3. Submit a summary of your findings, a description of the event organized, your involvement, what you learned, and recommendations for improvement; 		
12	<ul style="list-style-type: none"> ▪ ISLLC Standard: 2–4, & 6; ▪ ELCC: 2–4, & 6; ▪ NELP: 2.1–2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Political; ▪ Cultural; ▪ Legal; 	<p>Volunteers:</p> <ol style="list-style-type: none"> 1. Create or review/revise the volunteer handbook with, at a minimum, the following components: <ol style="list-style-type: none"> a. Where volunteers are/could be used (<i>classroom, recess, school committees, tutors, chaperones, athletics</i>); b. The process used for recruiting volunteers; c. The process for screening and evaluating volunteers; d. The process for conducting background checks; e. School information for volunteers; f. Expectations for volunteers; g. Individual questions; 2. Solicit and coordinate parent volunteers in cooperation with school committees, tutor pool, health services, etc., and other school activities. Submit a handbook and a written report of your volunteer activity. 		
13	<ul style="list-style-type: none"> ▪ ISLLC Standard: 3, 4, & 6; ▪ ELCC: 3,4, & 6; ▪ NELP: 3.1–3.3, 4.1, 4.2, 4.4, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Management; ▪ School Community; ▪ Political; ▪ Cultural; ▪ Legal; 	<p>Community Facility Usage:</p> <ol style="list-style-type: none"> 1. Explain the policies, procedures, and cost for the members of the community to use school facilities; 2. Explain the administrative role in the facility-usage policy; 		
14	<ul style="list-style-type: none"> ▪ ISLLC Standard: 1–6; ▪ ELCC: 1–6; ▪ NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Vision; ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p>Code of Ethics:</p> <ol style="list-style-type: none"> 1. Access the Illinois Principals’ Association website; 2. Link to IPA Code of Ethics; 3. Read the code and supply examples in which your host administrators demonstrated the ethical behaviors described; 		
15	<ul style="list-style-type: none"> ▪ ISLLC Standard: 1–6; ▪ ELCC: 1–6; ▪ NELP: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2, 4.4, 5.1–5.3, & 6.1–6.3; 	<ul style="list-style-type: none"> ▪ Vision; ▪ Curriculum & Instruction; ▪ Management; ▪ School Community; ▪ Ethics; ▪ Political; ▪ Cultural; ▪ Legal; 	<p>Diversity:</p> <ol style="list-style-type: none"> 1. Read “<i>Framework for Understanding Poverty</i>” by Ruby Payne or “<i>Closing the Achievement Gap: A Vision for Changing Beliefs and Practices</i>” by Brenda Williams. Both are available on Amazon.com. Williams’ book is also available from ASCD (www.ascd.org); 2. Provide a synopsis of either book; <p><i>NOTE: A maximum of 3 hours may be logged for this activity.</i></p>		
16	General	▪ Required General Activity	<p>Administrative Resume:</p> <p>Create or update your resume for an administrative position and have it critiqued by your mentor (<i>site principal</i>). Submit the revised resume for University supervisor’s review.</p>		

#	ISLLC / ELCC NELP Standard(s)	Topic(s)	Assignment	Meets Standard (1)	Does Not Meet Standard (0)
17	General	• Required General Activity	<p>Reflection:</p> <p>Written in first person, submit a 3-5 page type-written reflective paper describing, analyzing, and synthesizing the Practicum experience:</p> <p>1. What did you learn? How do you plan to apply these experiences?</p>		

9. Optional Activities and Written Reports

- a. Additional activities may be added to personalize the experiences for the students and to meet the 180-hour Practicum requirement. The student must consult with their mentor (site principal) and the University supervisor in developing and finalize the optional activities. These additional activities do not replace the required activities. A written report is required.
- b. All these materials are to be sent to the University supervisor. In each report the student must address the following:
 - i. State the activity number and brief description.
 - ii. Briefly describe how the activity relates to the standard(s) it addresses.
 - iii. Explain what was done to complete this activity and the Practicum student's role in the activity.
 - iv. Explain what was learned as a result of this activity.
 - v. Explain how this information will be used as an administrator. This should include suggestions for improvement based on best research-based practices.

10. Course Evaluation

- a. Evaluation by Practicum (*internship*) Mentor (*site principal*) and University Supervisor:
 - i. Students will be evaluated throughout the Practicum by their University supervisor. The Practicum grade is Pass/Fail [*credit (CR)*/*no credit (NR)*]. To pass the course, students must "Meet the Standard" on all required projects and activities as previously outlined in the Practicum Handbook.

11. Practicum Extension

- a. The department may extend the length of the Practicum experience beyond the 12 months for any student who has to discontinue the Practicum due to unforeseen circumstances:
 - i. Unforeseen circumstances include:
 1. Medical emergency, family emergency, military duty, or any other type of situation approved by the department faculty.
 - ii. If a student feels an extension is warranted, they must notify, in writing, their University supervisor as soon as possible of the request for an incomplete, the reasons, and an estimate of how much additional time is needed.
 - iii. The department chair will meet with the student's University supervisor to review the request and seek approval. If the extension is approved, the department chair, University supervisor, Practicum mentor (*site principal*), and the student will develop an action plan to complete the Practicum to be filed with the Department and Graduate School.

12. Levels of Student Participation in Practicum Experiences

- a. Students are encouraged to participate in a range of experiences, including the following:
 - i. Observation: Students are present during administrative or supervisory activities, but not involved in a significant way *[i.e., administrative council meetings, committee meetings, discipline hearings, parent conferences, school board meetings (if the goal is to observe interactions between administrators and the board or members of the community), faculty meetings in schools other than that of the student, special education multidisciplinary conferences]*.
 - ii. Interviews: Students interact with administrators regarding areas of administrative activity or theory *(i.e., talking with principals about teacher evaluation issues, discussing leadership or decision-making strategies with superintendents, interviewing school board members about financial issues facing the school district, meeting with curriculum coordinators about current instructional or staff development projects)*.
 - iii. Minor Participation: Students are involved on a limited basis in administrative activities, ordinarily with the goal of gaining familiarity with those areas of responsibility *(i.e., assisting in staff development activities, preparing memos for staff or parents, meeting with students having discipline or attendance problems, addressing community groups regarding school programs, reviewing faculty or student policies to make recommendations for changes, supervising students during lunch, recess, or athletic contests, assisting in the preparation of a master schedule)*.
 - iv. Major participation: Students plan, develop, implement, and evaluate administrative or supervisory activities or programs *(i.e., a program for latchkey children, a series of teacher meetings for in-service, a curriculum committee, a truancy prevention program, a plan for redesigning existing facilities, a community survey on attitudes toward school, contract negotiations)*.

Note: Students are strongly encouraged to seek activities that provide them with a range of administrator models, both in terms of administrative responsibilities as well as leadership styles.

13. Academic Support

- a. If a student has a documented disability and wishes to receive academic accommodations, they must contact the Coordinator of the Office of Disability Services at (217-581-6583) as soon as possible. No audio or video recorders will be allowed in class unless there is a requisition from the Office of Disabilities to do so.
- b. For detailed information on the full list of accommodations *(i.e. testing, note takers, priority registration, service animals, and/or emotional support animals)*, please refer to the following online link:
 - i. <https://www.eiu.edu/disability/accomservices.php>

14. Student Conduct Code

- a. Students are responsible for reading and adhering to the Student Conduct Code. Note that Eastern students are expected to observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard include, but are not limited to – conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsifications of data, and submitting work previously presented in another course unless specifically permitted by the instructor.

Eastern Illinois University / Department of Educational Leadership

Practicum Application / Agreement Form (EDL 5891/5892/5893)

(Updated FA19)

(Please print or type clearly)

Before applying for EDL 5891, students are responsible for completing the requirements for entry into Practicum coursework. Which includes, but is not limited to, successful admission into the Principal Endorsement Program (PEP) and completion of EDL 5630 (The Principalship).

Date _____ Semester & Year beginning EDL 5891 _____

Student (circle one): **On-Campus** **Cohort** _____

Personal Information

Student's Name _____ E# _____

School _____ Position _____

School Address _____
(Street) (City) (State) (Zip)

School Phone _____ Student's School E-mail _____

Home Address _____
(Street) (City) (State) (Zip)

Home Phone _____ Cell Phone _____

EIU E-mail Address (REQUIRED) _____

Program Information

Hours completed at the END of the current semester _____

Special Considerations (*anything to add for our planning*) _____

Practicum Site Information

Supervisor's Name (*Dr., Mr., Ms.*) _____ Title _____

Years of Administrative Experience _____ E-mail _____

School Name _____ Phone _____

School Address _____
(Street) (City) (State) (Zip)

Student Statement of Confidentiality and Agreement to Practicum Requirements: *I understand that during the events associated with Practicum experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the Practicum experience. Additionally, I have reviewed the requirements for the Practicum as outlined in the Practicum handbook and understand the criteria for successful completion of the Practicum.*

X Student's Signature _____ Date _____

Host Administrator Statement of Agreement: *I am familiar with the above EIU Practicum student and their current assignment. I will provide the student with the opportunities and assistance necessary to fulfill the Practicum requirements.*

X Host Administrator's Signature _____ Date _____

Eastern Illinois University / Department of Educational Leadership

Practicum Demographic Information Form (EDL 5891/5892/5893)

(Please print or type clearly)

Please provide one completed form for the Practicum school (and district), and another completed form for the culturally-diverse school (and district) if shadowing is required.

Date _____

Semester & Year _____

Student's Name _____

School / District for this information _____

To ensure that our students receive a variety of experiences, we are required by our accreditation agencies to obtain demographic information about the schools/districts where our students do their Practicum experience.

Please complete the information requested below as it pertains to your school (*and to your district*) and return it to your EDA Practicum supervisor.

Demographic	District (%)	School (%)
White		
Black		
Hispanic		
Asian / Pacific Islander		
Native American		
Multi-Racial		
Low-income Students		
Students with limited English proficiency		
Students with special needs (<i>including all students who have an IEP</i>)		

The information above may be obtained from the Fall Housing Report submitted annually to ISBE. If not available for the current year, use information from the previous year's report.

NOTE: If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then the Practicum student must shadow an administrator for one day in a culturally-diverse site. Another copy of the demographic form must be submitted with data for the culturally-diverse site. Data may be obtained from the Illinois Interactive Report Card.

Department of Educational Leadership
Eastern Illinois University
600 Lincoln Avenue
Room 2320 Buzzard Hall
Charleston, IL 61920-3099

Office: (217) 581-2919 | edadmin@eiu.edu

Dear Administrator:

As you may be aware, Eastern Illinois University's Department of Educational Leadership requires students seeking the Principal Endorsement to successfully complete a capstone field-based Practicum/internship course. This opportunity presents students with an assortment of clinical experiences in a school setting under the supervision of a practicing administrator and a university professor. Students are asked to summarize their experiences and reflect on what they have learned. In addition, they will be responsible for completing several projects and activities that will augment their development as educators.

To complete the Practicum, a student must work with a university-approved mentor (site principal) who meets the following qualifications:

- Current and valid administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 337.
- If the internship site is located in another state, a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located.
- In the case of a non-public school, either a valid and/or exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal or meets the requirements outlined by the state at <http://www.isbe.net/rules/archive/pdfs/30ARK.pdf>.

The College of Education would appreciate your agreement to mentor a student through this Practicum experience. The expectations of the host administrator include:

- Take part in an orientation meeting with University instructor.
- Serving as a mentor to the Practicum student.
- Agreeing to support and supervise the Practicum student.
- Reviewing with the student their self-inventory and assisting with the development of a plan of activities and timeline for completion of the Practicum.
- Assigning administrative duties and tasks that address a wide range of activities that help the student become acquainted with all facets of the host administrator's work and increase responsibility, time, and complexity as the Practicum progresses.
- Opportunities to observe the host administrator in a variety of situations.
- Including the student on the School Improvement Team during the Practicum experience.
- Guiding the student.
- Assessing the progress of the student.
- Explaining the function and duties of the Practicum student to the school's faculty.

- Meeting with the University departmental supervisor four times during the year to discuss and assess the progress of the Practicum student.
- Schedule weekly conferences with the student to discuss their activities, to coordinate schedules or give directions, talk over problems, or share thoughts about situations in the work setting that can be helpful to the student, etc.
- Sign the student's Weekly Log and Projects/Activities List to verify completion of designated activities.
- Evaluate, with the University departmental supervisor, the student upon their completion of all course requirements.

The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator which include:

- Engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in general education, special education, bilingual education and gifted education settings.
- Observation of the hiring, supervision and evaluation of teachers, other certified staff, and noncertified staff, and development of a professional development plan for teachers.
- Participating in leadership opportunities to demonstrate that the candidate meets the required competencies described in Appendix A.

We have asked the student to meet with you and review all the requirements outlined in the Practicum Handbook to ensure that both you and the Practicum student understand the Practicum requirements.

We appreciate your efforts as we know how busy school administrators are today. If you are willing to serve as a mentor, please complete the Practicum Application Form with the student.

Thank you in advance for your dedication and cooperation. If you have any questions, please feel free to contact me.

Sincerely,

Cliff Karnes, Ed.D.
EDL Department Chair
Eastern Illinois University

Eastern Illinois University / Department of Educational Leadership

Host Administrator's Responsibilities Form (EDL 5891/5892/5893)

The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator.

To facilitate this, the Practicum student's experience should include a wide range of activities that help the student become acquainted with all facets of the host administrator's work; opportunities to observe the host administrator in a variety of situations; and duties of increasing responsibility, time, and complexity (ELCC 7.1) (NELP 8.1).

The responsibilities of the host administrator include:

- Agreeing to support and supervise the Practicum student.
- Sign the Practicum Agreement with the university.
- Take part in an orientation meeting with the University departmental supervisor prior to beginning Practicum.
- Meeting four times during the year with the student and University supervisor to discuss experiences and activities in the Practicum.
- Reviewing with the student their self-inventory and assisting with the development of a plan of activities and timeline for completion of the Practicum.
- Assigning administrative duties and tasks.
- Including the student on the School Improvement Team during the Practicum experience.
- Mentoring the student.
- Assessing the progress of the student.
- Explaining the function and duties of the Practicum student to the school faculty.
- Schedule weekly conferences with the student to discuss their activities, to coordinate schedules or give directions, talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
- Sign the student's Weekly Log and Projects/Activities List to verify completion of designated activities.
- Evaluate, with the University supervisor, the student upon their completion of all course requirements.
- Schedule weekly conferences with the student to discuss their activities, to coordinate schedules or give directions, talk over problems, or share thoughts about situations in the work setting that can be helpful to the student, etc.
- Sign the student's Weekly Log and Projects/Activities List to verify completion of designated activities.
- Evaluate, with the University departmental supervisor, the student upon their completion of all course requirements.

Host Administrator Statement of Agreement:

X Host Administrator's Signature _____

Date _____

Eastern Illinois University / Department of Educational Leadership

NELP Standards Self-Assessment Form (EDL 5891/5892/5893)

The following is a self-assessment of your skills as tied to the seven NELP Standards – what every school administrator should know and be able to do. The purpose of this self-assessment is to give you an idea of your strengths and weaknesses as you prepare your Practicum action plan. This should guide you in the selection of “other” Practicum activities to strengthen your administrative skills.

Below is a list of the seven NELP Standards and components. For each function, rate your current ability to execute the performances on a scale of 1-5 with 5 being “very able to execute” and 1 being “not able to execute.”

Standard 1 – Mission, Vision & Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Components	1	2	3	4	5
NELP 1.1 — Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community;					
NELP 1.2 — Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation;					

Standard 2 – Ethics & Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Components	1	2	3	4	5
NELP 2.1 — Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (<i>i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning</i>) that support the educational success and well-being of each student and adult;					
NELP 2.2 — Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions;					
NELP 2.3 — Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others;					

Standard 3 – Equity, Inclusiveness & Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Components	1	2	3	4	5
NELP 3.1 — Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture;					
NELP 3.2 — Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student;					
NELP 3.3 — Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff;					

Standard 4 – Learning & Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Components	1	2	3	4	5
NELP 4.1 — Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs;					
NELP 4.2 — Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems;					
NELP 4.3 — Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being;					
NELP 4.4 — Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner;					

Standard 5 – Community & External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Components	1	2	3	4	5
NELP 5.1 — Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school;					
NELP 5.2 — Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development;					
NELP 5.3 — Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community;					

Standard 6 – Operations & Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Components	1	2	3	4	5
NELP 6.1 — Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school;					
NELP 6.2 — Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development;					
NELP 6.3 — Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being;					

Standard 7 – Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Work Functions	1	2	3	4	5
NELP 7.1 — Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff;					
NELP 7.2 — Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school;					
NELP 7.3 — Personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success; Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success;					
NELP 7.4 — Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success;					

Mail To: Department of Educational Leadership
Eastern Illinois University
600 Lincoln Avenue / 2320 Buzzard Hall
Charleston, Illinois 61920

Phone: (217) 581-2919
Fax: (217) 581-6673
Email: edadmin@eiu.edu

Student Name:

Instructor Name:

Week Beginning:				Week Ending:	
Date	Time Started	Time Ended	Hours Used	Activity / Project Number	Supporting Documentation
			0.0		

Hours this Sheet: **0.0**
 Hours Carried Forward: **0.0**
 Total Hours Accumulated: **0.0**

Required Hours: **60.0**
 Remaining Hours: **60.0**

Host Administrator's Signature: _____

EIU EDUCATIONAL LEADERSHIP
Practicum in School Leadership

Mail To: Department of Educational Leadership
Eastern Illinois University
600 Lincoln Avenue / 2320 Buzzard Hall
Charleston, Illinois 61920

Phone: (217) 581-2919
Fax: (217) 581-6673
Email: edadmrn@eiu.edu

Student Name:

Instructor Name:

Week Beginning:				Week Ending:		
Date	Time Started	Time Ended	Hours Used	Description of Related Activity / Project	Activity / Project Number	Supporting Documentation
			0.0			

Hours this Sheet: **0.0**
 Hours Carried Forward: **0.0**
 Total Hours Accumulated: **0.0**

Required Hours: **60.0**
 Remaining Hours: **60.0**

Host Administrator's Signature: _____

Practicum in School Leadership

Mall To: Department of Educational Leadership
 Eastern Illinois University
 600 Lincoln Avenue / 2320 Buzzard Hall
 Charleston, Illinois 61920

Phone: (217) 581-2919
 Fax: (217) 581-6673
 Email: edadmin@eiu.edu

Student Name: _____

Instructor Name: _____

Week Beginning:			Week Ending:			
Date	Time Started	Time Ended	Hours Used	Description of Related Activity / Project	Activity / Project Number	Supporting Documentation
			0.0			

Hours this Sheet: 0.0
 Hours Carried Forward: 0.0
 Total Hours Accumulated: 0.0

Required Hours: 60.0
 Remaining Hours: 60.0

Host Administrator's Signature: _____

EASTERN ILLINOIS UNIVERSITY - EDUCATIONAL LEADERSHIP

Final Practicum (Internship) Evaluation

Student Name:		
School:		
Site Mentor (Principal):		
University Supervisor:		
RATING KEY : 5 - Excellent; 4 - Good; 3 - Satisfactory; 2 - Fair; 1 - Unacceptable		
Projects	Rating <i>(1-5)</i>	Comments
Project 1: School Improvement Planning ...		
Focus Area 1.1: Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders.		
Focus Area 1.2: Analyze and review data, including but not limited to, State test results, and work with a faculty team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups.		
Focus Area 1.3: Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.		
Focus Area 1.4: Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and make recommendations for improvements or modifications to the SIP for the following year.		
Project 2: Personnel ...		
Focus Area 2.1: Participate in the hiring process including, at a minimum, creation of a job description; creation of interview questions and evaluation tools; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.		

Project 2: Personnel (Continued) ...

Focus Area 2.2: Conduct a full cycle of clinical supervision, including a pre-observation conference, a classroom observation, and a post-observation conference. Write a summary that provides evidence using actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and supports needed for the non-tenured or struggling teacher.

Focus Area 2.3: In conjunction with stakeholders, lead in the development of a professional development plan for a school building that includes (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the professional development plan and the extent to which it will lead to school improvement.

Project 3: Resource Management ...

Focus Area 3.1: Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing and sustaining a culture of collaboration, trust, learning, high expectations and a personalized and motivating learning environment for students.

Focus Area 3.2: Review the school's budget and other resources with the mentor. Detail how the resources are typically used, evaluated for adequacy and assessed for effectiveness and efficiency. Provide recommendations for improvement. Address the impact of the budget on the following NCLB student subgroups: limited English proficiency, special education and economically disadvantaged. Present recommendations for improvement to a faculty group and solicit input in the budget development process.

Focus Area 3.3: State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school's mission (i.e., instructional (curriculum, assessment, technology, class structure), and management (discipline plan, attendance, maintenance, transportation)). Choose one instructional and one management system and create an assessment tool that will be used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the mentor.

Project 4: Discipline ...		
Review due process procedures and participate in five (5) disciplinary conferences.		
Project 5: Students with Exceptionalities ...		
* Outline procedures for identification for students with exceptionalities, ensuring LRE. Reviewed materials utilized in programs. Participated in IEP Meetings. Spent at least 5 hours of activities with a special education teacher. Spent at least 10 hours of activities with teachers preschool to grade 12 to address the curricular needs of English language learners. Spent at least five hours of activities related to gifted education.		
Project 6: Equity Audit ...		
Conduct an audit of your districts efforts to provide equitable access to programs for all students.		
Project 7: Shadowings ...		
Pre-K/Early Childhood Elementary Middle School/Junior High High School and at least one school of diversity.		
Activities ...		
Activity 1: Standards self-assessment & practicum action plan		
Activity 2: New Teacher Programs		
Activity 3: Master Scheduling		
Activity 4: Curriculum Alignment & Standards		
Activity 5: Faculty Handbook		
Activity 6: Office Procedures		
Activity 7: Registration/Student Orientation		
Activity 8: Nurse		

Activities (Continued) ...		
Activity 9: School Facilities		
Activity 10: Student Services		
Activity 11: Extra-curriculars		
Activity 12: Volunteers		
Activity 13: Community Facility Usage		
Activity 14: Code of Ethics		
Activity 15: Diversity		
Activity 16: Administrative Resume		
Activity 17: Reflection		
Mentor (site principal) Comments:		
Mentor (site principal) Signature:		