



# College of Education School Leadership Preparation Programs Manual

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(MEd in Educational Administration: Practicum/Field Experience and Internship)  
(MEd in Educational Leadership: Practicum/Field Experience only)



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## **Forward from the Dean of the College of Education**

The Mission of Grand Canyon University (GCU) is to prepare candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically-challenging, values-based curriculum from the context of our Christian heritage. Each element of the University's Mission Statement is uniquely addressed in the GCU curriculum and by the GCU culture, both of which shape a rich learning environment from which candidates graduate with professional and life skills, particularly those needed in the contemporary job market. The University's five guiding principles, as derived from the University's Mission, direct operations and provide an additional common philosophical orientation for the work of faculty and staff in the fulfillment of the Mission. These five guiding principles are Integrity & Ethics, Candidate-Oriented, Communication, Action-Oriented, and Self-Leadership.

The College of Education operates as a unit of Grand Canyon University. As such, its Mission Statement reflects the obligation of the College to support and promote the University's Mission as well as to guide its own operations. Professional education programs at Grand Canyon University are designed to support and promote the university's mission to prepare candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize candidate learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of candidates with purpose and passion.

This Arizona state-approved educational administration program is designed to promote the required knowledge, skills, and dispositions necessary for candidates to become quality educational leaders. Opportunities for candidates to refine and apply learned knowledge, skills, and dispositions are integrated throughout the entire program of study with an internship experience at the end. Along with faculty analysis and assessment, candidates are challenged to continually reflect on their own learning and application to adjust and shape their thinking and behavior in efforts to positively impact the academic achievements of their students.

As Dean, working with faculty, staff, and candidates across the College and University, I am dedicated and committed to providing our candidates with high quality programs, excellent service, and supplemental resources that support the educational community at GCU. As candidates prepare themselves as highly effective administrators in pursuit of their personal and professional goals, the College of Education will train, support, and mentor them while upholding the highest integrity and ethical standards.

Sincerely,  
Dr. Kimberly LaPrade  
Dean of College of Education



## Overview

### College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the university's mission to prepare candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders from the context of its Christian heritage. The College of Education inspires excellence in pedagogy and scholarship; advances reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of candidates with purpose and passion.

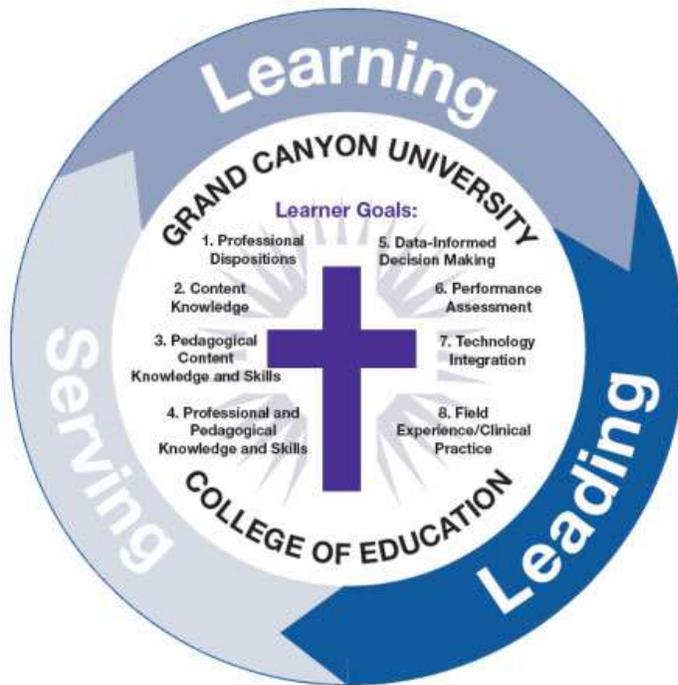
### Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The Grand Canyon University School Leadership Preparation Program Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide the candidate with respect to the requirements, it is the ultimate responsibility of the candidate to follow them.



## Statement of Education Philosophy

### Learning, Leading, Serving



#### **Learning:**

We believe that all students can learn and that highly effective, innovative and collaborative teaching and administration maximizes best practices as well as student learning and achievement. Effective teachers and administrators are highly educated, skilled, committed and compassionate; they ensure all students learn to the best of their ability.

#### **Leading:**

We believe that education is a powerful tool with which to purposefully engage a diverse, global community. As our teacher and administrator candidates find their purpose and calling within education, they seek to lead others to reach their God-given potential in order for them to influence the changing world.

#### **Serving:**

The culture and Christian heritage of the University promotes a spirit of servant leadership within the College of Education's faculty, staff and candidates so they can serve people within the broader educational community.



### Professional Learning Network (PLN)

This network supports GCU's Conceptual Framework of Learning, Leading, and Serving, by providing a virtual space for Teacher Candidates, AZ Teaching Interns, Educational Administration Candidates, GCU Faculty Supervisors, and Faculty to learn, collaborate, and connect in a supportive environment working towards successful clinical practice experiences.

As a participant in clinical practice, members are encouraged to participate in this virtual space. Engaging in this space can support you in your clinical practice experience as you take efforts to embody the GCU Conceptual Framework of Learning, Leading, and Serving.

The PLN Navigation heading contains icons and titles to enable ease of use. Below is an overview of each page you can access:

- Home- This is the landing page. Here you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN Conduct Expectations.
- Resources- This page provides GCU resource links, Social Media links, Resource folders, and Library discussion
- Education News- This page provides Education News as posted by the Clinical Practice group, and News Chatter posted by you- our users
- Calendar- The Calendar provides dates of educational conferences, webinars, and GCU events
- Groups- Find the Group Spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
- Discussions- This is an open dialogue space for all members of the PLN
- People- This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor!

The PLN can be accessed by registering with your preferred email address and permanent password.

Navigate to <https://pln.gcu.edu>

To get started, here are a few things you can do:

- Fill out your personal profile
- Connect with Groups
- Post into relevant Discussions
- Review and comment on PLN news updates
- Visit the Resources space to obtain helpful materials and links
- Check the Calendar for upcoming events



### **TaskStream**

TaskStream is a package of tools that allows the user to create an electronic portfolio used to showcase learning achievements for presentation and assessment purposes. In creating an electronic portfolio, users can upload files, pictures, video, and links to other websites. The electronic portfolio can be shared with others and published to the Web. The electronic portfolio is used by Grand Canyon University to assess candidate learning for candidates in all College of Education programs. All candidates must have an account in the TaskStream system that has been customized to meet the requirements of their program.

### **Fingerprint Clearance**

Prior to participation in any practicum/field experience, candidates must provide verification of a current State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which they reside. Copies of this documentation should be faxed or scanned/emailed to the Teacher Education Specialists.

**Note:** If candidates are seeking an Arizona Institutional Recommendation, they must have an Arizona Fingerprint Clearance Card, in addition to their own state's fingerprint or background clearance documentation.

### **Candidate as an Ambassador**

As candidates participate in practicum/field experiences at PK-12 educational institutions throughout the United States and various institutions internationally, they represent Grand Canyon University as an ambassador. They may be the first and only example of Grand Canyon University to many professionals and members of the general population in the area. The professional dispositions being learned throughout the program are meant not only to be applied in these situations, but also in the educational community within which they are privileged to serve.

### **Candidate Code of Conduct**

Grand Canyon University works to create an atmosphere of value-based education. All candidates who enroll in the University are expected to accept the responsibilities of the university citizenship and to show consideration and respect for personal freedom and property right of members of the civic and academic community. Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. Please review the Code of Conduct and Academic Standards in the University Policy Handbook.

### **Professional Dispositions**

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. They are as follows:



**High expectations** – Educators should believe that all students can learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.

**Respect for the diversity of others** – Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

**Fairness** – Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.

**Professional conduct** – Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.

**Reflection** – Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.

**Curiosity** – Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.

**Honesty** – Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.

**Compassion** – Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.

**Advocacy** – Educators should promote positive change in schools and communities that benefit the welfare of others.

**Dedication** – Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong candidates and seek opportunities for professional development.



## Practicum/Field Experience Hours

Six of the eight core courses require the candidate to engage in 15 to 20 hours of embedded practicum/field experience. These on-the-ground, real-world experiences are framed in each course by an Action Inquiry process that allows the candidate to focus on a topic-specific problem. These hours also inform benchmark assessments within each course that guide candidates through a scaffolding of experiences that includes observation, practice, and hands-on leadership opportunities.

## Practicum/Field Experience Requirements

The College of Education has developed the practicum/field experience requirement as documented in the chart below. In the case the candidate cannot complete practicum/field experience hours within the designated perimeters, he/she will need to contact the course instructor for the necessary documentation of a practicum site modification. Candidates in the Education Administration program are required to complete a total of 100 practicum/ field experience hours. Candidates in the Educational Leadership program are required to complete 80 practicum/ field experience hours.

Course	Practicum Hours	Setting (Refer to syllabus for further details)	Benchmark Description (Refer to syllabus for further details)
UNV 501 Introduction to Graduate Studies	0	N/A	No benchmark assignment.
EDA 534 Educational Administration Foundation and Framework	0	N/A	Write an essay of 750-1,000 words describing how the ISLLC 2008 Standards pertain to leadership behavior at the institution where you work or where you intend to work. Identify and describe 3 major challenges facing the leadership at your school and the ISLLC standards they reflect. Propose possible solutions based on the ISLLC standards. Additionally, reflect upon the process of unwrapping the standards. Write reflection for each of the unwrapped standards in Modules 2-7. (See syllabus for more details)
EDA 575 Educational Leadership in a Changing World	0	N/A	Develop Strategic Plan in the form of an essay that includes the school's vision for excellence and school improvement, stakeholder expectations, strategies for meeting the needs of stakeholders, descriptions of curriculum and instructional programs, the revised School Profile, and the school's role within the larger community. Specifically describe how the ISLLC 2008 Standards 1 and 3 frame the plan you develop. (See syllabus



			for more details)
EDA577 Data-Driven Decisions for School Improvement	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	With the guidance of the principal mentor, identify a problem that needs to be addressed or changed (e.g. school safety, class size, dropout rates, attendance patterns, discipline issues, homework, student motivation, etc.). Consider using the focus of the Action Inquiry process in the course. Develop a school improvement plan using the Plan-Do-Study-Act (PDSA) methodology. (See syllabus for further details.)
EDA555 Legal Issues in Education	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on complaint of alleged unprofessional conduct. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of Mr. Smithson. Write a plan of action. (See syllabus for further details.)
EDA535 Public School Finance	15	15-hour practicum/field experience in this course is framed by Action Inquiry and may take place in your school. (Shadow principal).	Present a budget reduction plan. Assume the principal's role and develop a budget reduction plan with justifications based on specific line items. (See syllabus for further details.)
EDA551 Supervision and Instructional Leadership	15	15-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Analyze a scenario based on letter from a parent about a teacher. Assume the principal's role and develop a plan of action for an investigation into the allegations of possible misconduct on the part of the teacher. (See syllabus for further details.)
EDA561 Curriculum Development for School Improvement	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Respond to a letter from a concerned parent about the curriculum in your school. Include your justification for your response to the parent and your own reactions to the letter. (See syllabus for further details.)
EDA585 The Principalship	20	20-hour practicum/field experience in this course is framed by Action Inquiry and takes place in a Title I school.	Develop a School Excellence Plan. There are three primary sections to this assignment: Section One: School Profile and Current State of School; Section Two: Desired State of School; and Section Three: Suggested Improvement Plan. (See syllabus for further details.)



TOTAL Practicum Hours	100		
EDA 586A – Internship in Educational Administration I	135	Internship placement	(See syllabus for further details.)
EDA 586B – Internship in Educational Administration II	135	Internship placement	(See syllabus for further details.)
Total Practicum & Internship Hours	370		

### Practicum/Field Experience Participants

**Candidate:** The candidate is defined as the candidate who is engaged in the practicum/field experience. The role of the candidate includes observing the principal mentor, meeting benchmark assessment competencies, and submitting assignments that demonstrate applied learning.

**Principal Mentor:** The Principal Mentor is the school administrator hosting the candidate. The Principal Mentor must be certified, endorsed or licensed as an administrator. The primary responsibility of the Principal Mentor is to the school and district, then to the candidate.

**Course Instructor:** The University faculty member assigned to teach the course. Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the candidate’s practicum/field experience.

### Documentation

As candidates move through their practicum/field experiences, they will review, formulate, and refine their professional practices based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the candidate from student to professional/practitioner. Once a site has been selected, candidates are required to log the practicum/field experience hours on the Educational Administration Practicum/Field Experience Observation and Activity Log (Appendix A) and submit to their instructor, along with other benchmark assessment or signature assignment documentation as outlined in each course syllabus.



## Administrative Internship Overview

The internship is the culminating experience in the MEd in Educational Administration program of study. These experiences will be offered through scaffolding that includes observation, participating and actually leading activities.

### Prerequisites

The following is a list of items or conditions that must be on file with the Teacher Education Specialist:

- Current State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state of residence.
- Verification of 2 years teaching experience (Teacher Verification Form)
- Minimum GPA of 3.0

Work with the appropriate university department to remove any academic and/or financial holds on account to ensure that the Student Service Advisor is able to complete the required registration process. Candidates can view their program evaluation through their Student Portal. The Student Service Advisor is also available to discuss program progression and academic eligibility. Complete all courses in the program of study prior to internship.

### Application and Confirmation Process

Candidates are required to apply for the Internship with his/her assigned Teacher Education Specialist 16 weeks prior to EDA 586A. Once it has been received, the candidate will be contacted by their assigned Teacher Education Specialist. This will allow the candidate and the Teacher Education Specialist to discuss the placement confirmation process and to obtain any additional information that may be necessary.

The Teacher Education Specialist will notify the candidate when their application has been received and processed. The email will include the contact information for the GCU Faculty Supervisor who will work with the candidate and the principal mentor throughout the internship. The candidate is required to make contact with the GCU Faculty Supervisor prior to the start date of their Internship to start building a cooperating, working relationship and to discuss the expectations of all parties.

### Mentoring Support

The following are in position to support the candidate during the Internship:

**Principal Mentor:** The principal mentor is the school administrator located at the internship site. The principal mentor must be certified, endorsed, and/or licensed as an administrator. The primary responsibility of the principal mentor is to the school and district, then to the candidate. These individuals have the expertise to provide formative and summative feedback on performance.



**GCU Faculty Supervisor:** The GCU Faculty Supervisor is local GCU-approved supervisor who has oversight responsibility for the development, implementation, and evaluation of the candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as an administrator. This individual works closely with the principal mentor, the candidate, and the Field Experience Specialist, to ensure that the quality, integrity, and outcomes of the Internship meet the University's standards.

**Course Instructor:** The course instructor is the GCU faculty member assigned to teach the Internship courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, and to provide formative feedback on performance.

**Teacher Education Specialist (TEdS):** Teacher Education Specialist supports students in meeting COE specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, field experiences, clinical practice, and Institutional Recommendation. The Teacher Education Specialist also ensures all required programmatic criteria necessary to participate in the clinical practice experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for clinical practice.

**Teacher Placement Specialist (TPS):** The Teacher Placement Specialist works in conjunction with the TEdS to ensure placement for practicum and completes the placement for the internship. The TPS communicates with districts and students during the internship (clinical practice) placement and internship course regarding roles and expectations of the internship.

### **Component Parts of the Administrative Internship**

The administrative internship is divided into four distinct components to flow logically across the learning process. Each component takes the candidate through a series of specific steps designed to provide organizational structure and prepare for the next phase in the administrative internship. It is important to adhere to these guidelines to ensure a successful administrative internship experience.

- **Pre-Administrative Internship Needs Assessment**
  - Complete the online Internship application.
  - Select the administrative internship site and the principal mentor.
  - Complete professional standards assessments.
  - Write a professional position statement and administrative internship goals.
  - Write a professional résumé.
  - Analyze ISLLC-based assessments to identify personal strengths and growth areas.
  
- **Administrative Internship Action Plan**
  - Select internship activities based on your needs assessment.
  - Complete a consensus meeting with your principal mentor regarding selected learning activities, projects, and service delivery functions.
  - Compile a list of persons to observe, interview, and collaborate.



- Develop and organize the TaskStream e-portfolio and Internship Activity Log (See Appendix) around the Internship Plan.
- Present the Internship Plan to the principal mentor and GCU Faculty Supervisor.

➤ Implementation of the Plan

- Actively implement administrative internship activities.
- Keep accurate and timely documentation of activities.
- Conduct observations, interviews, and shadowing activities.
- Practice the professional ELCC/ISLLC standards and the College's Professional Dispositions.
- Reflect on learning activities.
- Keep Internship Activity Log up-to-date.
- Participate in virtual conferences, learning activities, and discussion board groups as appropriate.
- Monitor progress through formative evaluation feedback from supervisors and adjust performance and activities as appropriate.

➤ Summative Evaluation Activities

- Write a brief summative assessment of performance across each profession skill contained in your Internship Plan.
- Complete the Internship Activity Log, cataloging activities performed and associated time spent across each activity with references made to applicable professional standards.
- Complete the summative evaluation with your principal mentor and GCU Faculty Supervisor.
- Turn in all requested documents and reports to the course instructor and/or GCU Faculty Supervisor.



## EDA Candidate

### Overview

As a candidate, you are responsible for formal interviews of professional practitioners, shadowing and observing their skills and applied methodology, exploring the profession, understanding related ethical standards, and acclimating to the work setting. “Readiness” to accept responsibility will be the driving force regarding increased independent responsibility. Drawing upon the academic program of study, you will be expected to synthesize previous course material, employing theories and content knowledge to develop an individual professional style.

### Policies

- Complete a part-time 270-hour internship during EDA 586A/B (135 direct hours per course). Note: this is the minimum requirement. Some states may require additional hours (e.g. NJ: 300).
- Abide by the rules and regulations of the internship site.
- Evidence the professional dispositions set forth by the College of Education while you are there.

### Responsibilities

- Maintain the responsibilities of your coursework, including participation in discussion as appropriate.
- Contact and coordinate with your GCU Faculty Supervisor.
- Develop and implement an Internship Plan based on the data gathered from the ISLLC Self-Assessment with supervision and guidance from the principal mentor. Include a professional position.
- Meet with the principal mentor and the GCU Faculty Supervisor in the first two weeks of the Internship to discuss the Internship Plan.
- Participate in face-to-face meeting or video conference during the eighth week of EDA 586A to discuss the formative evaluation developed by the principal mentor and GCU Faculty Supervisor and to discuss the continued implementation of the Internship Plan for the second eight weeks of the Internship.
- Meet with the principal mentor and the GCU Faculty Supervisor prior to the eighth week of EDA 586B to discuss the Summative.
- Complete the Internship Activity Log (See Appendix).
- Upload all coursework assessments to the appropriate drop box in the LoudCloud classroom. In addition, upload specific assessments to TaskStream as directed.
- Finalize organization of the e-Portfolio you have been developing throughout the program.



### **Disability Services and Special Accommodations**

Students that require special accommodations for their student teaching experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Students will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the *University Policy Handbook* for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows:  
Phone: 602-639-6342 College of Education School Leader Preparation Programs Manual

Email: [disabilityoffice@gc.edu](mailto:disabilityoffice@gc.edu)

In order to establish certain accommodations at the internship site, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation will be given to the placement site, the principal mentor, and the school district in order to ensure that the accommodations are appropriately facilitated. It will be necessary for you to acknowledge that you understand this policy and give the University permission to disclose any necessary information about accommodations in order to ensure the wellbeing of yourself as well as the students in your placement classroom, and the staff of the placement school.



## Principal Mentor

### Overview

The principal mentor is the school administrator hosting the candidate. The primary responsibility of the principal mentor is to the school and district and then to the candidate.

### Qualifications

The principal mentor holds an administrative/principal certification and is serving in a leadership position at the site where the Internship will be conducted.

### Responsibilities

#### As a role model, mentor, and coach:

- Assume responsibility for direct supervision, oversight, and support of the candidate while executing the Internship Plan
- Maintain and document close contact with the candidate on a daily basis.
- Confer regularly with the candidate concerning his or her performance and progress.
- In conjunction with the GCU Faculty Supervisor, develop and monitor any needed remediation plans for strengthening a marginal candidate's performance.
- Provide on-site opportunities for the candidate to observe, practice, and lead supervisory and administrative activities when and where possible, in accordance with the Internship Plan.
- Assist the candidate in reviewing the ISSLC Standards Self-Assessment data and using that data to build a needs-specific Internship Plan.
- Meet with the candidate and the GCU Faculty Supervisor during the first two weeks of the Internship to review the Internship Plan and discuss the process for implementation.

#### As an evaluator:

- In conjunction with the GCU Faculty Supervisor, develop a formative (last week of EDA 586A) and summative (last week of EDA 586B) evaluation of the candidate using the Internship Evaluation Instrument (See Appendix).
- Participate in a face-to-face meeting or video conference during the eighth week of EDA 586A to discuss the formative evaluation and to discuss the continued implementation of the Internship Plan for the second eight weeks of the Internship.
- Participate in a face-to-face meeting or video conference with the candidate and the GCU Faculty Supervisor during the last week of EDA 586B to review the summative evaluation of the Intern.



### **Collaborative Evaluation Process**

The Collaborative Observation is a process between the GCU Faculty Supervisor and principal mentor to collaboratively reflect on the candidate's performance. The participants will work together to effectively produce a final score using the Evaluation Instruments. The GCU Faculty Supervisor, using the TaskStream Evaluator Guide, will submit the data into the candidate's TaskStream portfolio.

### **Tips for Mentoring Candidates**

- Model administrative behavior and leadership for the candidate.
- Review and provide constructive feedback on the candidate's performance, utilizing professional oral and written expression.
- Provide adequate individual conference time to assist the candidate in becoming successful.
- Orient and prepare the staff and faculty for the arrival of the candidate.
- Inform and discuss with the candidate the roles, duties, and responsibilities expected of an administrator and any information about district policies and procedures.
- Establish goals and objectives for the Internship with the candidate.
- Provide a work space/desk for the candidate if possible.
- Expect the candidate to attend professional meetings, PTA meetings, and other school meetings.
- Give the candidate a feeling of security and provide support and encouragement.
- Help identify strengths and offering refinements to the candidate.
- Derive workable solutions to difficulties that may arise cooperatively.
- Follow through with commitments/corrections/suggestions to the candidate.



## GCU Faculty Supervisor

### Overview

The GCU Faculty Supervisor is faculty member who has experience as a school administrator or educational consultant located near the internship site who has oversight responsibility for the development, implementation and evaluation of the candidate and the internship action plan.

### Qualifications

- Doctoral Degree in Educational Administration or a Master's Degree with substantial experience in educational leadership;
- A valid current administrator certification;
- Minimum of 3 years of administrative experience.

### Responsibilities

#### As a role model, mentor, and coach :

- Establish and maintain a professional working relationship with the cooperating school. Maintain effective communication with the principal mentor.
- Act as a resource person to the candidate by providing additional sources of information and by being available through phone or mandatory weekly email personal contact, cooperatively deriving workable solution if difficulties arise.
- Provide information on the development and implementation of future professional plans.
- Encourage responsibility and creativity in the Internship experience.
- Keep adequate records on the candidate.
- Provide knowledge about the assessment instrument and accurate evaluation procedures.
- Provide knowledge about evaluation procedures.
- Create and maintain a professional, friendly relationship with the candidate and the principal mentor.

#### As an evaluator:

- Schedule meetings with the candidate and the principal mentor.
- In conjunction with the principal mentor, develop a formative (last week of EDA 586A) and summative (last week of EDA 586B) evaluation of the candidate using the Internship Evaluation Instrument (See Appendix).
- Participate in a face-to-face meeting or video conference during the eighth week of EDA 586A to discuss the formative evaluation and to discuss the continued implementation of the Internship Plan for the second eight weeks of the Internship.
- Participate in a face-to-face meeting or video conference with the candidate and the principal mentor during the last week of EDA 586B to review the summative evaluation of the candidate.



## **Supervision, Evaluation, and Performance-based Assessment**

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

### **Formative Assessment**

Throughout the internship, the principal mentor will conduct informal supervisory conferences with the candidate. It will be important that candidates stay in close contact with the principal mentor to ensure successful progress. During meetings, the candidates' performance progress and goals will be reviewed, including recommendations for improvement. The GCU Faculty Supervisor and principal mentor will evaluate the candidate collaboratively toward the end of EDA 586A for the purpose of enhancing skills, offering constructive feedback, and developing future goals, using the Internship Evaluation Instrument. It will be important that the candidates freely express perceptions and feelings regarding the assessment so that their perceptions can be validated.

### **Summative Evaluation**

As part of the closure activities, GCU Faculty Supervisor and principal mentor will complete a summative evaluation with the candidate, also using the Internship Evaluation Instrument. This final evaluation process will formally appraise the candidate's efforts and professional growth using measurable, objective, and observable data based on standards developed for their professional discipline. It will be important that the candidate respond to the evaluation by asking questions and obtaining clarification of its contents. GCU Faculty Supervisors will advocate for candidates as professionals, given the significant investment they have made in candidates' development.

### **Grading**

In order to earn a final grade for the internship, candidates must make sure that all projects, forms, evaluations and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The course instructor will submit a course grade. The course instructor will use the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine the final grade.

Candidates will receive final letter grades reflective of their work throughout the internship. Letter grades of A, B, or C indicate successful performance during the internship. Letter grades of D and F are not accepted as passing grades for the internship. The principal mentor collaborates with the GCU Faculty Supervisor in determining the candidates' level of performance.



## **Candidate Corrective Action Plan**

Please understand that at all times candidates are guests of the school district and the school site in which they are placed. It is the prerogative of the district or principal mentor to request the placement be terminated at will. In this case, the Corrective Action Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

The College may take disciplinary action against a student who demonstrates insufficient performance or dispositions, conduct unbecoming of a candidate, or is terminated by the site school placement. A remedial Corrective Action Plan (CAP) is implemented if the candidate does not demonstrate sufficient progress with regard to performance or dispositions. The principal mentor may initiate the termination through the GCU Faculty Supervisor and the Field Experience Specialist. The Office of Field Experience within the College of Education works principal mentor and GCU Faculty Supervisor to confirm that all options have been exhausted. Students can request to have an opportunity to present their perspective in writing to the members of Corrective Action Plan Committee. The Office of Field Experience collects all school and student documentation and approves the termination. The College of Education Corrective Action Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which a College-level penalty may apply.



## **Educational Administration / Educational Leadership - Practicum/Field Experience Observation and Activity Log Directions**

The practicum/field experience is an opportunity for candidates to observe and participate in real-world educational settings, and to apply the theories and concepts learned in program course work. Please be mindful of the following guidelines when completing the practicum/field experience and the observation and activity log.

- Fill out the Practicum Observation and Activity Log in entirety including:
  - Candidate name and signature
  - GCU Course Name and Number
  - Name and address of the practicum/field experience site,
  - Name, email, phone, and signature of the observed administrator
  - Feedback/evaluation from observed administrator
  - Dates and times observation took place
  - Activities/what was observed
  
- Print clearly or type. The signatures required at the bottom of the form may NOT be typed.
  
- Use a separate piece of paper if additional room is needed. Include any additional pages in the Taskstream submission.
  
- The Practicum Observation and Activity Log must be submitted into Taskstream as a separate attachment from the course's Benchmark Assessment Assignment.
  
- Do not take a picture of the log. Scan and upload the log as a document into Taskstream.



## Education Administration / Educational Leadership Practicum/Field Experience Observation and Activity Log

(Please Print)

Candidate Name: \_\_\_\_\_ GCU ID: \_\_\_\_\_  
 Course Name/Number: \_\_\_\_\_  
 Name of School: \_\_\_\_\_ Address: \_\_\_\_\_  
 Principal Mentor Name & Phone: \_\_\_\_\_

**Log of Hours Spent:**

<u>Date</u>	<u>Time Spent</u> <u>(Hours: Minutes)</u>	<u>Activity (What did you do?)</u>
<b>Total:</b>		

**Principal Mentor Evaluation:**

Thank you for allowing our candidate to observe and/or participate in your school. At the end of the practicum/field experience, please evaluate the candidate by taking into consideration that he/she is a prospective administrator. Write a brief narrative, in the space provided below, assessing the performance of the candidate in the activities in which he/she was involved.

*The data entered into the Observation and Activity Log may be audited for accuracy by a College of Education Representative. Falsifying information is a form of Academic Dishonesty and is a violation of GCU's Code of Conduct Policy.*

Candidate's Signature: \_\_\_\_\_

Principal Mentor Signature: \_\_\_\_\_ Email: \_\_\_\_\_

**Please submit this completed form to your TaskStream account in conjunction with the required assignment.**



## Action Inquiry Template

Action research is a reflective process used by school leaders to identify and solve problems on campus. The process involves both individuals and teams that want to improve business processes, operations, and efficiencies. Engage in dialogue with the principal mentor and other school leadership to identify an issue or problem focus that is in need of resolution. The subject and nature of this issue or problem should be consistent with the focus for the particular course of study. Once identified, enter that focus as a Statement of Problem on the Action Inquiry Template.

### Statement of the Problem

*Instructions: Write 2-3 sentences stating the problem using the guidelines below:*

Problem statement deals with the reality of the situation you are investigating. The objective of a problem statement is:

- To capture the reader's attention.
- To define the situation, problem, or gap in knowledge that the study will address.
- To persuade your reader to be concerned about the issue – that it is valuable and worthwhile to Investigate.

What kinds of topics are worthy of research?

- Expand existing knowledge.
- Contribute to the field.
- Problems and issues of interest to professionals.
- Gaps in the literature.

Questions to be addressed:

- What is the problem?
- Why is it a problem?
- Why should we be concerned about it?
- What makes it a topic that is worthy of investigation?
- What are the ramifications of this situation?
- What if we do nothing?
- Why do we need more research?
- Why do we need to increase our understanding of the problem?
- Do we need to find ways to solve it?

Using the Sagor (2000) text as a guide, identify and form a Statement of the Problem. Please complete the balance of the template through the remainder of the practicum/fieldwork hours.

### Relation of the Problem to the Specialization

*Instructions: Write 2-3 sentences describing how the problem you are addressing is not only relevant to this course of study but more importantly, the resolution will result in program or process improvement.*



### **Background and Context for the Problem**

*Instructions: Write 2-3 sentences describing the background and context within which the problem is occurring or the question is being asked. What has happened in the past to create the problem or need today? What research has been done?*

### **Research Questions/Hypotheses**

*Instructions: List the primary research question first followed by any additional research questions the study proposes to answer. Your research questions flow from the problem statement. They provide the basis for planning all other parts of the study – the research design, instruments, data collection, and data analysis. Research questions have the following characteristics: a) They state exactly what you want to find out; b) they are NOT big, philosophical questions; c) they can be answered by the data you collect in the study; and d) they are not yes/no questions.*

### **Importance or Significance of the Study**

*Instructions: In two or three sentences, describe the significance of the study. Why should it be done? What is the value of the study? Why is it important? To whom is it important? Ensure that your reader will not react to your topic with "So what?"*

### **Topics in the Literature Review**

*Instructions: Present a content outline of the literature review here. What research provides a foundation for this study? Briefly identify the major themes and sub-themes for which you will present the literature in support of this proposed study. Provide a brief description for each theme and sub-theme to show how it relates to the problem being studied. Make sure that part of the outline includes the theoretical framework that will form the foundation for the study? (Typically, you will have at least 3-4 major themes outside of the theoretical framework.)*

### **Methodology**

*Instructions: How do you plan to conduct this study? State whether you will use quantitative, qualitative or mixed methods research, and then describe the research design in one or two sentences. Focus on the questions/hypotheses you posed earlier.*

*Specific research designs are determined primarily by two factors: a) what the research questions require; and b) what is feasible given the resources or conditions at hand.*

*Consider what kind of data will answer the research question/hypothesis: a) qualitative data sources can include field notes from observations, research journals, and interview; b) quantitative data sources could include test scores, frequency counts, percentages, and/or descriptive statistics; c) both qualitative and quantitative data.*

*Consider what instruments will help you collect this data. Three categories of research design: Experimental research design: a) used to test hypotheses regarding cause and effect, b) making causal inferences requires a high degree of experimental control, and c) true experimental design versus quasi-experimental designs.*



*Co-relational research design: a) examines how variables are related to one another and b) do not reveal whether one variable causes the other.*

*Descriptive research design depicts conditions as they exist in a particular setting.*

*All designs may use qualitative data sources, quantitative sources or both.*

**IMPORTANT:** *Make sure that the essential elements of the pre-proposal are in alignment. The problem statement, research questions, and method must fit together.*

### **Data Collection**

*Instructions: Briefly describe how you will collect data to answer the research questions: How will the data be collected? By whom? From whom? When? Where? Briefly describe the instrumentation for a quantitative study and sources of data for a qualitative study. Quantitative data sources typically include test scores, survey responses, and observations of behavior.*

*Qualitative data sources typically include field notes from observations, research journals, and interviews. Who will develop the instruments? If using someone else's instrumental, what steps will be followed to obtain approval? If you are developing the instrumental, which will be used: pilot study or panel of experts. Provide a rationale for the choice. Briefly describe the data collection process that you plan to use. What specific requirements does the site for the data collection have for gaining approval to conduct a study using its participants? How will these requirements be met?*

**IMPORTANT:** *You are not allowed to conduct your study in your place of employment alone. So, keep this in mind when developing this area.*

### **Data Analysis**

*Instructions: Describe how you will analyze the data. Indicate the type(s) of statistical analysis for quantitative data and briefly describe the data analysis strategy for qualitative data.*

*Organize the data analysis process around the research question or hypothesis.*

### **References**

*Instructions: List all resources that you cited in this document.*

### **Candidate Questions and Concerns**

*Instruction: List any questions or concerns you wish to discuss with your principal mentor*





**Internship Evaluation Instrument**  
**College of Education**  
**Internship Evaluation Instrument**

\_\_\_ **First Evaluation**                      \_\_\_ **Final Evaluation**

<b>Name of Candidate:</b>	
<b>Name of School/District:</b>	
<b>Candidate Signature:</b>	<b>Date:</b>
<b>Principal Mentor Signature:</b>	<b>Date:</b>
<b>GCU Faculty Supervisor Signature:</b>	<b>Date:</b>

**Putting Theory into Practice**

This evaluation instrument is based on the Standards for Advanced Programs in Educational Leadership (ELCC) Each of these ELCC Standards and their associated Elements constitute critical skills and knowledge factors for the practicing educational leader. The opportunity to put learning theory into practice should be built around a scaffolding of experiences to include Observation, Practice, and Leading. It is important to experience each of these opportunities in a real-world environment, where the intern can truly put their learning to practice.

**ELCC Standard 1:**

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

**Standard 1.0 Narrative Explanation:** This standard addresses the need to prepare educational leaders who value and are committed to educating all candidates to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff.



Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>1.1 Develop a Vision</b>	Intern fails to develop a vision of learning for a school that promotes the success of all candidates. (1.1.a)	Intern develops a limited vision of learning that promotes the success of some but not all candidates (1.1.a)	Intern develops a vision of learning that promotes the success of most candidates (1.1.a) but does not fully consider the diversity of candidates or address the needs of the individual candidate (1.1.b)	Intern develops a vision of learning that promotes the success of all candidates (1.1.a) while embracing the diversity and needs of the individual candidate (1.1.b)	Intern develops a vision of learning that promotes the success of all candidates (1.1.a) while embracing the diversity and needs of the individual candidate based on relevant knowledge, and theories to identify and utilize current best practices. (1.1.b)

Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>1.2 Articulate a Vision</b>	Intern fails to articulate a school-wide vision. (1.2.a)	Intern articulates a limited school-wide vision (1.2.a) but does not identify the leadership processes necessary to implement and support that vision (1.2.a)	Intern articulates a school-wide vision (1.2.a) and the leadership processes necessary to implement and support that vision (1.2.a)	Intern articulates and communicates to stakeholders (1.2.a), (1.2.c), a comprehensive school-wide vision and the leadership processes necessary to implement and support that vision (1.2.a)	Intern articulates and communicates to stakeholders (1.2.a), (1.2.c), a comprehensive school-wide vision and the leadership processes necessary to implement and support that vision (1.2.a) There is clear evidence that data-based research strategies were used. (1.2.b)

Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:

This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_



Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>1.3 Implement a Vision</b>	Intern fails to formulate the initiatives necessary to motivate staff, candidates and families to implement and achieve a school-wide-vision. (1.3.a)	Intern formulates limited initiatives necessary to motivate staff, candidates and families to implement and achieve a school-wide-vision. (1.3.a) The associated plans and processes are not clear. (1.3.b)	Intern formulates adequate initiatives necessary to motivate staff, candidates and families to implement and achieve a school-wide-vision. (1.3.a) The associated plans and processes for implementing the vision are clear. (1.3.b)	Intern formulates detailed and comprehensive initiatives necessary to motivate staff, candidates and families to implement and achieve a school-wide-vision. (1.3.a) The associated plans and processes for implementing the vision are detailed, measurable, and clear. (1.3.b)	Intern formulates detailed and comprehensive initiatives necessary to motivate staff, candidates and families to implement and achieve a school-wide-vision. (1.3.a) The associated plans and processes for implementing the vision are detailed, and measurable. (1.3.b) There is clear evidence that they are based on collegiality and teamwork (1.3.b)

**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>1.4 Steward a Vision</b>	Intern fails to demonstrate the ability to steward a school-wide vision. (1.4.c)	Intern demonstrates limited ability to steward a school-wide vision. (1.4.c) through the use of effective communication processes to build a shared commitment. (1.4.a)	Intern demonstrates an ability to steward a school-wide vision (1.4.c) through the use of effective communications to build a shared commitment by stakeholders (1.4.a) and a system for using data-based research	Intern demonstrates a high level of ability to steward a school-wide vision (1.4.c) through the use of effective communications to build a shared commitment by stakeholders (1.4.a) There is evidence that a system for	Intern demonstrates an outstanding level of ability to steward a school-wide vision (1.4.c) through the use of effective communications to build a shared commitment by all stakeholders (1.4.a) There is clear and measurable evidence that a system for using



			strategies to monitor, evaluate and revise that vision. (1.4.b)	using data-based research strategies to monitor, evaluate and revise that vision is in also in place. (1.4.b)	data-based research strategies to monitor, evaluate and revise that vision is in place and working effectively . (1.4.b)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

### **ELCC Standard 2:**

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

**Standard 2.0 Narrative Explanation:** This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all candidates can learn and that candidate learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve candidate achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all candidates. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to candidate learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be candidates who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their candidates, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
<b>2.1 Promote Positive School Culture</b>	Intern fails to promote a positive school culture. (2.1.a)	Intern demonstrates limited ability to promote a positive school	Intern demonstrates the ability to promote a positive school	Intern demonstrates a superior ability to promote a positive school	Intern demonstrates an outstanding ability to promote a positive school



		culture. (2.1.a)	culture through the use of multiple methods of assessment and evaluation (2.1.a)	culture through the use of multiple methods of assessment and evaluation (2.1.a). There is also evidence of context-appropriate strategies that capitalize on the diversity of the school community. (2.1.a)	culture through the use of multiple methods of assessment, on-going evaluation and the implementation of context-appropriate strategies that capitalize on the diversity of the school community. (2.1.a)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
<b>2.2 Provide Effective Instructional Program</b>	Intern fails to demonstrate the ability to facilitate activities that apply principles of effective instruction practices and curricular materials (2.2.a)	Intern demonstrates limited ability to facilitate activities that apply principles of effective instruction practices and curricular materials (2.2.a)	Intern demonstrates an adequate ability to facilitate activities that apply principles of effective instruction practices and curricular materials (2.2.a) and to make periodic recommendations regarding the design, implementation and evaluation of curriculum (2.2.b)	Intern demonstrates a superior ability to facilitate activities that apply principles of effective instruction practices and curricular materials to provide an effective Instructional Program (2.2.a) and to make comprehensive recommendations regarding the design, implementation and evaluation of curriculum (2.2.b)	Intern demonstrates an outstanding ability to facilitate activities that apply principles of effective instruction practices and curricular materials to provide a quality Instructional program (2.2.a) and to make comprehensive recommendations regarding the design, implementation and evaluation of that program on an on-going basis (2.2.b)

**Describe the learning activity the Intern was involved in and the evidence available to support the level of**



<b>engagement above:</b>					
<b>This learning activity was: Observation ____ Practice ____ Leading ____</b>					
<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
<b>2.3 Apply Best Practice to Student Learning</b>	Intern fails to demonstrate the ability to assist school personnel in understanding and applying best practices for candidate learning. (2.3.a)	Intern demonstrates limited ability to assist school personnel in understanding and applying best practices for candidate learning (2.3.a)	Intern demonstrates the ability to assist school personnel in understanding and applying best practices for candidate learning (2.3.a) There is some evidence that the Intern understands how to use appropriate research strategies to promote an environment for improved candidate achievement (2.3.c)	Intern demonstrates superior ability to assist school personnel in understanding and applying best practices for candidate learning (2.3.a) through the use of human development theory and proven learning and motivational theories. (2.3.b) There is some evidence that the Intern understands how to use appropriate research strategies to promote an environment for improved candidate achievement (2.3.c)	Intern demonstrates outstanding ability to assist school personnel in understanding and applying best practices for candidate learning (2.3.a) through the use of human development theory and proven learning and motivational theories. (2.3.b) There is clear and measurable evidence that the Intern understands how to use appropriate research strategies to promote an environment for improved candidate achievement (2.3.c)
<b>Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:</b>					
<b>This learning activity was: Observation ____ Practice ____ Leading ____</b>					
<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
<b>2.4 Design Comprehensive Professional Growth Plans</b>	Intern fails to demonstrate an ability to implement a professional development	Intern demonstrates a limited ability to implement a professional development	Intern demonstrates an adequate ability to implement a professional development	Intern demonstrates a superior ability to implement a well-planned professional	Intern demonstrates an outstanding ability to implement a well-planned



	programs.	plan (2.4.b) but lacks adult learning strategies (2.4.b)	program that is context-appropriate based on reflective practice (2.4.a) and includes adult learning strategies to form professional growth plans (2.4.b) that reflect a commitment to life-long learning (2.4.c)	development program that is context appropriate, based on reflective practice, current research on candidate learning and is consistent with the school vision and goals (2.4.a) while utilizing adult learning strategies (2.4.b) that reflect and promote life-long learning (2.4.c)	professional development program that is context appropriate, based on reflective practice, current research on candidate learning and is consistent with the school vision and goals (2.4.a) while utilizing adult learning strategies (2.4.b) that reflect and promote life-long learning (2.4.c)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_**

### **ELCC Standard 3:**

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

**Standard 3.0 Narrative Explanation:** This standard addresses the need to enhance candidate learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all candidates. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, candidate achievement, and candidate development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance candidate learning and reflect the school's and district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to



ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on candidate achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>3.1 Manage the Organization</b>	Intern fails to demonstrate the ability to optimize the learning environment for all candidates (3.1.a)	Intern demonstrates a limited ability to optimize the learning environment for all candidates (3.1.a) by developing a plan of action for the organization (3.1.b)	Intern demonstrate an adequate ability to optimize the learning environment for all candidates (3.1.a) by developing a plan of action for the organization (3.1.b) and effectively managing resources to promote candidate achievement. (3.1.c)	Intern demonstrates a superior ability to optimize the learning environment for all candidates (3.1.a) by developing a detailed plan of action for the organization with measurable milestones (3.1.b) and effectively managing resources such as time, money and staff to promote candidate achievement. (3.1.c)	Intern demonstrates an outstanding ability to optimize the learning environment for all candidates (3.1.a) by developing a detailed plan of action for the organization with measurable milestones (3.1.b) and effectively managing resources such as time, money and staff to promote candidate achievement. (3.1.c)

**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>3.2 Manage Operations</b>	Intern fails to demonstrate the ability to involve staff in conducting operations and setting priorities (3.2.a)	Intern demonstrates a limited ability to involve staff in conducting operations and setting priorities (3.2.a)	Intern demonstrates an adequate ability to involve staff in conducting operations and setting priorities (3.2.a) while	Intern demonstrates a superior ability to involve staff in conducting operations and setting priorities (3.2.a) while	Intern demonstrates an excellent ability to involve staff in conducting operations and setting priorities (3.2.a) while developing effective communication



			developing communication plans that facilitate collaboration skills (3.2.b).	developing effective communication plans that facilitate collaboration skills (3.2.b) and help to promote educational equity (3.2.c)	plans that facilitate collaboration skills (3.2.b) and help to promote educational equity and provide a safe, effective and efficient facilities (3.2.c)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>3.3 Manage Resources</b>	Intern fails to demonstrate the ability to use problem-solving skills and knowledge of strategic and operational planning to effectively manage resources. (3.3.a)	Intern demonstrates limited ability to use problem-solving skills and knowledge of strategic and operational planning to effectively manage resources (3.3.A).	Intern demonstrates an adequate ability to use problem-solving skills and knowledge of strategic and operational planning to effectively manage resources (3.3.A) while seeking new resources to facilitate teaching and learning (3.3.b).	Intern demonstrates a superior ability to use problem-solving skills and knowledge of strategic and operational planning to effectively manage resources (3.3.A) while seeking new resources to facilitate teaching and learning (3.3.b) and utilizing current technologies for school management (3.3.c).	Intern demonstrates an outstanding ability to use problem-solving skills and knowledge of strategic and operational planning to effectively manage resources (3.3.A) while seeking new resources to facilitate teaching and learning (3.3.b) and utilizing current technologies for school management (3.3.c).

**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

**ELCC Standard 4:**



**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 4.0 Narrative Explanation:** This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and candidates. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and candidate issues that negatively affect candidate learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all candidates, including those with special and excellent needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>4.1 Collaborate with Families and Other Community Members</b>	Intern fails to demonstrate the ability to bring together the resources of stakeholders to positively affect candidate learning. (4.1.a)	Intern demonstrates a limited ability to bring together the resources of stakeholders to positively affect candidate learning (4.1.a) while demonstrating some ability to involve families in the education of their children (4.1.b)	Intern demonstrates an adequate ability to bring together the resources of stakeholders to positively affect candidate learning (4.1.a) while demonstrating some ability to involve families in the education of their children (4.1.b) and	Intern demonstrates a superior ability to bring together the resources of stakeholders to positively affect candidate learning (4.1.a) while demonstrating the ability to involve families in the education of their children (4.1.b) and	Intern demonstrates an outstanding ability to bring together the resources of stakeholders to positively affect candidate learning (4.1.a) while demonstrating an excellent ability to involve families in the education of their children (4.1.b) and develop various methods of outreach to the larger community (4.1.e).



			develop various methods of outreach to the larger community (4.1.e).	develop various methods of outreach to the larger community (4.1.e).	
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>4.2</b>	Intern fails to demonstrate an active involvement within the community (4.2.a)	Intern demonstrates a limited active involvement within the larger community (4.2.a).	Intern demonstrates an adequate level of active involvement within the larger community (4.2.a) while using appropriate assessment and research methods to understand and accommodate diverse conditions and dynamics (4.2.b) by providing leadership to programs serving candidates with special needs (4.2.c).	Intern demonstrates a superior level of active involvement within the larger community (4.2.a) while using appropriate assessment and research methods to understand and accommodate diverse conditions and dynamics (4.2.b) by providing leadership to programs serving candidates with special needs (4.2.c).	Intern demonstrates a superior level of active involvement within the larger community (4.2.a) while using appropriate assessment and research methods to understand and accommodate diverse conditions and dynamics (4.2.b) by providing effective leadership to programs serving candidates with special needs (4.2.c).

**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_ Practice \_\_\_ Leading \_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>4.3 Mobilize</b>	Intern fails to demonstrate the	Intern demonstrates	Intern demonstrates an	Intern demonstrates a	Intern demonstrates an excellent ability



<b>Community Resources</b>	ability to use community resources to support candidate achievement. (4.3.a)	limited ability to use community resources to support candidate achievement (4.3.a)	adequate ability to use community resources to support candidate achievement (4.3.a). Also demonstrates how to use social service agencies (4.3.b) and public resources and funds to address emerging candidate problems. (4.3.c)	superior ability to use community resources, including youth services to support candidate achievement and solve school problems (4.3.a). Also demonstrates solid ability to use social service agencies (4.3.b) and public resources to address emerging candidate problems. (4.3.c)	to use community resources, including youth services to support candidate achievement and solve school problems (4.3.a). Also demonstrates an excellent ability to use social service agencies (4.3.b) and public resources to address emerging candidate problems. (4.3.c)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_**

### **ELCC Standard 5:**

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by acting with integrity, fairly, and in an ethical manner. This standard addresses the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and candidates interact with one another and with members of the school, district, and larger community. The leader's contacts with candidates, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
<b>5.1 Acts with Integrity</b>	Intern fails to demonstrate the ability to act with integrity (5.1.a)	Intern demonstrates a limited ability to act with integrity (5.1.a)	Intern demonstrates an adequate ability to act with integrity (5.1.a)	Intern demonstrates a superior ability to act with integrity (5.1.a)	Intern demonstrates an excellent ability to act with integrity (5.1.a)

**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**



<b>This learning activity was: Observation ____ Practice ____ Leading ____</b>					
Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>5.2 Acts Fairly</b>	Intern fails to demonstrate the ability to act fairly (5.2.a)	Intern demonstrates a limited ability to act fairly (5.2.a)	Intern demonstrates an adequate ability to act fairly (5.2.a)	Intern demonstrates a superior ability to act fairly (5.2.a)	Intern demonstrates an excellent ability to act fairly (5.2.a)
<b>Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:</b>					
<b>This learning activity was: Observation ____ Practice ____ Leading ____</b>					
Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>5.3 Acts Ethically</b>	Intern fails to demonstrate the ability to act ethically. (5.3.a)	Intern demonstrates a limited ability to act ethically	Intern demonstrates an adequate ability to act ethically (5.3.a)	Intern demonstrates a superior ability to act ethically	Intern demonstrates an excellent ability to act ethically (5.3.a)
<b>Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:</b>					
<b>This learning activity was: Observation ____ Practice ____ Leading ____</b>					
<b>ELCC Standard 6:</b>					
<p><b>Standard 6.0:</b> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all candidates by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all candidates. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect candidates' rights and improve candidates' opportunities.</p>					
Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>6.1 Understand the Larger</b>	Intern fails to demonstrate the ability to	Intern demonstrates a limited ability	Intern demonstrates an adequate ability	Intern demonstrates a superior ability	Intern demonstrates an excellent ability to understand the



<b>Context</b>	understand the larger school context (6.1.a)	to understand the larger school context (6.1.a)	to understand the larger school context (6.1.a) and explain how the legal and political systems help shape the school and community (6.1.b)	to understand the larger school context (6.1.a) and explain how the legal and political systems help shape the school and community (6.1.b) while understanding the policies, laws and regulations enacted by local, state and federal authorities that affect schools (6.1.d)	larger school context (6.1.a) and explain how the legal and political systems help shape the school and community (6.1.b) while understanding the policies, laws and regulations enacted by local, state and federal authorities that affect schools (6.1.d)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_**

<b>Elements of Performance</b>	<b>1: Unsatisfactory</b>	<b>2: Less than Satisfactory</b>	<b>3: Satisfactory</b>	<b>4: Good</b>	<b>5: Excellent</b>
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<b>6.2 Respond to the Larger Context</b>	Intern fails to demonstrate the ability to respond to the larger context. (6.2.a)	Intern demonstrates a Limited ability to respond to the larger school context (6.2.a)	Intern demonstrates an adequate ability to respond to the larger school context and communicate with stakeholders concerning trends, issues and potential changes in the environment (6.2.a)	Intern demonstrates an adequate ability to respond to the larger school context and communicate with stakeholders concerning trends, issues and potential changes in the environment (6.2.a)	Intern demonstrates an adequate ability to respond to the larger school context and communicate with stakeholders concerning trends, issues and potential changes in the environment (6.2.a)
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**Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:**

**This learning activity was: Observation \_\_\_\_ Practice \_\_\_\_ Leading \_\_\_\_**



Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>6.3 Influence the Larger Context</b>	Intern fails to demonstrate the ability to influence the larger context (6.3.a)	Intern demonstrates a limited ability to influence the larger school context (6.3.a)	Intern demonstrates an adequate ability to influence the larger school context (6.3.a) and use the larger political, social, economic, legal and cultural context to benefit candidates and their families (6.3.b)	Intern demonstrates a superior ability to influence the larger school context (6.3.a) and use the political, social, economic, legal and cultural context to benefit candidates and their families (6.3.b) by promoting learning opportunities and success for all candidates. (6.3.c)	Intern demonstrates an excellent ability to influence the larger school context (6.3.a) and use the political, social, economic, legal and cultural context to benefit candidates and their families (6.3.b) by promoting learning opportunities and success for all candidates. (6.3.c)
<b>Describe the learning activity the Intern was involved in and the evidence available to support the level of engagement above:</b>					
<b>This learning activity was: Observation ___ Practice ___ Leading ___</b>					