



College of Education  
School Leadership Preparation Programs Manual  
(MEd in Educational Administration: Practicum/Field Experience and Internship)  
(MEd in Educational Leadership: Practicum/Field Experience only)

**Grand Canyon University**  
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## Version Record

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## Forward from the Dean of the College of Education

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The Mission of Grand Canyon University (GCU) is to prepare learners 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 learners 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, Learner-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 learners 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 learner learning and achievement; promotes servant leadership in educational communities; and engages a diverse and global community of learners with purpose and passion.*

This Arizona state-approved educational administration program is designed to promote the required knowledge, skills, and dispositions necessary for learners to become quality educational leaders. Opportunities for principal 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, learners 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 learners across the College and University, I am dedicated and committed to providing our learners with high quality programs, excellent service, and supplemental resources that support the educational community at GCU. As learners 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  
Grand Canyon University

## Overview

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### College of Education Mission Statement

Professional education programs at Grand Canyon University are designed to support and promote the university's mission to prepare learners 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 learners 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 Principal Preparation Program Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a learner 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 learner with respect to the requirements, it is the ultimate responsibility of the learner to follow them.

### Office of Field Experience

The Office of Field Experience is an integral component of the Educational Administration degree program; it is dedicated to supporting the principal candidate in their final step to becoming a certified administrator. The Office of Field Experience provides a professional, knowledgeable, and positive service to enhance the collaborative relationships within the University, districts, and schools to promote the responsible pedagogy and University awareness. Principal candidates are assigned to a Field Experience Specialist within the Office of Field Experience who is responsible for facilitating all aspects of their internship.

### TaskStream

TaskStream is 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 learner learning for learners in all College of Education programs. All learners must have an account in the TaskStream system that has been customized to meet the requirements of their program.

## Practicum/Field Experience

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Learners in both the MEd in Educational Administration and the MEd in Educational Leadership degree programs participate in practicum/field experience. A practicum/field experience is an exciting learning opportunity that affords you the chance to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students in low performing schools and the national movement towards 21st century learning built around standards, a practicum/field experience affords GCU learners the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. The opportunity to work in a practical setting within the field coupled with supportive guidance from the course instructor provides learners with a strong sense of professional self-reflection.

### Fingerprint Clearance

In most programs of study, the practicum/field experience begins as early as the third course. Prior to participation in any practicum/field experience, learners 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/mailed to the Teacher Education Specialists.

Note: If learners 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.

### Learner as an Ambassador

As learners 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. If anyone has questions about Grand Canyon University, please refer them to [www.gcu.edu](http://www.gcu.edu).

### Learner Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All learners 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. Learners are expected to abide by ethical, profession, 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

Practicum/field experiences serve as an opportunity for learners to build relationships with school districts, schools, and school staff. Through their actions and interactions with these individuals, they will make an impact and create an impression of who they are personally and professionally. Therefore, adapting to the preferred policies and procedures of the host school, e.g. dress code, scheduling, etc, is required of learners.

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. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For GCU learners, these dispositions flow from the University's mission statement: Grand Canyon University prepares learners 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. A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values which Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For learners, this is manifested in the professional dispositions each carries into the educational community. 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 learners and seek opportunities for professional development.

It is important to treat every practicum/field experience as a potential Internship placement or future job opportunity. Building relationships with schools in which learners will serve their practicum/field experience is important. Learners may be removed from a practicum setting at any time if the principal, site administrator, or university administrator determines that the assignment is detrimental to anyone being served by the learner or that he or she would be better served by removal.

### Practicum/Field Experience Hours

Six of the eight core courses require the learner 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 learner to focus on a topic-specific problem. These hours also inform benchmark assessments within each course that guide learners through a scaffolding of experiences that includes observation, practice, and hands-on leadership opportunities.

These embedded practicum/fieldwork experiences are completed under the auspices of a qualified administrator who monitors and coaches the learner during the field experience and provides evaluative comments on the completed Action Inquiry Template (Appendix A).

The College of Education has developed the practicum/field experience requirement as follows:

Course	Practicum/Field Experience Hours
EDA 534 - Education Administration Foundation and Framework	0
EDA 575 - Educational Leadership in a Changing World	0
EDA 577 – Data Driven Decisions for School Improvement	15
EDA 555 - Legal Issues in Education	15
EDA 535 - Public School Finance	15
EDA 551 - Supervision and Instructional Leadership	15
EDA 561 - Curriculum Development for School Improvement	20
EDA 585 - The Principalship	20
EDA 586A – Internship in Educational Administration I	135
EDA 586B – Internship in Educational Administration II	135
<b>Total Practicum/Fieldwork Experience and Internship Hours</b>	<b>370</b>

### Practicum/Field Experience Participants

- **Learner:** The learner is defined as the student who is engaged in the practicum/field experience. The role of the learner includes observing the principal mentor, meeting the benchmark assessment competencies, and submitting assignments that demonstrate applied learning.
- **Principal Mentor:** The principal mentor is the school administrator hosting the learner. The primary responsibility of the principal mentor is to the school and district, then to the learner.
- **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 learner’s practicum/field experience.

## Administrative Internship Overview

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Having completed all core coursework in the program, those learners in the MEd in Educational Administration program only are now designated as *Principal Candidates*. The internship is the culminating experience in the principal candidate's academic program of study. The internship is an exciting, yet challenging, learning experience that places the principal candidate in unfamiliar situations, affords intellectually stimulating activities, and allows for empirical application of concepts and skills learned. 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.
- Current teaching certificate
- Verification of 3 years teaching experience (Teacher Verification Form)
- Passing score on appropriate content area exam per the following general guidelines (please consult with your Teacher Education Specialist to identify the correct content area exam):
  - Arizona residents or candidates needing to certify in Arizona first in order to file for reciprocity in their home state will be required to take the appropriate Arizona Educator Proficiency Assessments (AEPA) or comparable out-of-state exam
  - Out-of-state students are required to take the appropriate Praxis II ® Subject Assessments or comparable out-of-state exam as required by their state.
- 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 academic counselor is able to complete the required registration process. Principal candidates can view their program evaluation through their Student Portal. The academic counselor 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

Principal candidates are required to submit the Internship Application (Appendix B) to the Office of Field Experience prior to EDA 586A, when enrolled in EDA 585. Once it has been received, the candidate will be contacted by their assigned Field Experience Specialist. This will allow the candidate and the Field Experience Specialist to discuss the placement confirmation process and to obtain any additional information that may be necessary.

The Field Experience 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 principal 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 principal 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 principal 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 principal candidate. The GCU faculty supervisor is also certified, endorsed, and/or licensed as an administrator. This individual works closely with the principal mentor, the principal 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.
- **Office of Field Experience:** The Office of Field Experience is the university office that works with schools to verify appropriate Internship placements and principal mentor's qualifications. The regional Field Experience Specialist within the Office of Field Experience collects all placement documents and evaluations, verifies the principal mentor's credentials, and acts as liaison.

## 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 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 learning 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 (Appendix D) 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.
  - Write a letter of application reflecting your professional skills and update your résumé.
  - Turn in all requested documents and reports to the course instructor and/or GCU faculty supervisor.

# Principal Candidate

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## Overview

As a principal 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. 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 a phone 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 (Appendix C).
- Upload all coursework assessments to the appropriate drop box in the ANGEL 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

Email: [disabilityoffice@gcu.edu](mailto:disabilityoffice@gcu.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.

### Tips for Successful Internship

Principal candidates are only human. The administrative internship is an extended, applied learning experience. Pitfalls can be especially inviting to beginners who have yet to learn consequences known to professionals. The principal mentor is there to help and will be pleased to offer support and guidance. These are foundational concepts of professional work that evolved out of previous administrative internship experiences.

- A principal candidate who rushes generally will make mistakes that can be difficult to repair. Working quickly and efficiently should not be confused with rushing. When in a rush, you focus on getting the job done in less time. Your attention needs to be on quality of performance, mastering skills, servicing others well, and understanding the process in which he/she engages. With attention properly focused, principal candidates naturally become quicker without rushing. Allow time to build new, professional skills.
- Learning to sharpen skills is a gateway behavior that leads to becoming a professional. By not taking time to develop prerequisite skills, work remains at a clumsy or awkward level. Principal candidates achieve better results by taking the time required to practice new skills prior to attempting tasks that become increasingly difficult. Seeking help when needed is not a sign of weakness but of personal perception.
- When it comes to skill building, there is no substitute for practice. Proper practice will improve your skills and make them permanent. As a principal candidate, you are engaged in on-the-job training. Your work and project quality will be better if you are not learning all new skills while in the middle of a project. You gain skill familiarity and mastery through practice, so practice within safe parameters. When you make an intentional decision to expand skill application, success is more likely and the results will be pleasing.
- The reality is that efficient and effective professionals know how to apply an array of techniques, models, methodology, and problem-solving tools. Throughout the internship, seek to learn many different professional models or tools for problem solving. When various skills are available for problem solving, efficiency and effectiveness is maximized.
- Multiple theories, models, problem-solving techniques, and alternative methodology characterize the education profession. As such, do not rely on one problem-solving method or set of skills. Integrate skills, seek dynamic solutions to problems, and always use the simplest approach rather than creating complicated techniques that demand elaborate designs that waste precious time or resources.
- If you think quality first, quantity will follow. The more efficient you are at basic skills, the greater the opportunity to gain an ever-increasing array of new skills. Again, do not rush into lower quality, mass accumulation of skills to impress others. Take the time needed to develop high quality skills. It will serve you well, and you will avoid disappointment.

- Do not forget to mind the details. Often, ideas, concepts, and global plans represent the joy and excitement of starting a new project. They are not the stuff of successfully finishing the project. Hard work, attention to detail, refinement, organization, and consistent carry-through are the hallmarks of a project well done. They are the backend tasks that take as long or longer to complete as the initial formation of a project. Glossing over detail work undermines a principal candidate's credibility.
- It is a given: mistakes happen. Never overlook the opportunity for planning because it decreases errors. Too often, otherwise excellent projects are compromised by procrastination or complacency relative to planning. When a project is not well organized, there is no simple fix. You may just have to start over. Do not allow procrastination to compromise your project.
- When rushing, principal candidates typically skip the opportunity to experience a project through a dry run. The result is that you may be stumbling around trying to discover how to fix a problem while in the middle of a project, which is not satisfactory and compromises effectiveness. Making a dry run lets one understand the organizational process more completely and identifies components requiring adjustment.
- Write down absolutely everything. Proper documentation determines not only accountability, but also credibility and authority. When a learner comes out of the administrative internship experience, Grand Canyon University expects a professional ready for graduation to emerge. Documentation is the key.
- If you are assigned office space, think of it as a tool. Keep it clean and well maintained. It is easy for your office to become cluttered during a project. A messy office that requires looking around for books, journals, resources, or project tools is inefficient. Cleaning up as you are working is a habit that can be learned.

# Principal Mentor

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## Overview

The principal mentor is the school administrator hosting the principal candidate. The primary responsibility of the principal mentor is to the school and district and then to the principal 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 principal candidate while executing the Internship Plan
  - Maintain and document close contact with the principal candidate on a daily basis.
  - Confer regularly with the principal 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 principal candidate's performance.
  - Provide on-site opportunities for the principal candidate to observe, practice, and lead supervisory and administrative activities when and where possible, in accordance with the Internship Plan.
  - Assist the principal candidate in reviewing the ISSLC Standards Self-Assessment data and using that data to build a needs-specific Internship Plan.
  - Meet with the principal 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 principal candidate using the Internship Evaluation Instrument (Appendix D).
  - Participate in a phone conference during the eighth week of EDA 586A to discuss the formative evaluation and to discuss the continued implantation of the Internship Plan for the second eight weeks of the Internship.
  - Participate in a face-to-face meeting with the principal 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 principal 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 principal candidate's TaskStream portfolio.

### Tips for Mentoring Principal Candidates

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

## GCU Faculty Supervisor

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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 principal candidate and the internship action plan.

### Qualifications

- Master's Degree or Doctoral Degree in Educational Administration;
- A valid current administrator certification;
- Minimum of 3-5 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 and Office of Field Experience.
  - Act as a resource person to the principal 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 Principal 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 principal candidate and the principal mentor.
- As an evaluator
  - Schedule meetings with the principal 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 principal candidate using the Internship Evaluation Instrument (Appendix D).
  - Participate in a phone conference during the eighth week of EDA 586A to discuss the formative evaluation and to discuss the continued implantation of the Internship Plan for the second eight weeks of the Internship.
  - Participate in a face-to-face meeting with the principal candidate and the principal mentor during the last week of EDA 586B to review the summative evaluation of the principal candidate.

### TaskStream

The GCU faculty supervisor will utilize TaskStream to submit the evaluations of the principal candidate's performance into the candidate's portfolio.

# Supervision, Evaluation, and Performance-based Assessment

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The principal 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 principal candidate.

## Formative Assessment

Throughout the internship, the principal mentor will conduct informal supervisory conferences with the principal candidate. It will be important that principal candidates stay in close contact with the principal mentor to ensure successful progress. During meetings, the principal candidates' performance progress and goals will be reviewed, including recommendations for improvement. The GCU faculty supervisor and principal mentor will evaluate the principal 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 principal 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 principal candidate, also using the Internship Evaluation Instrument. This final evaluation process will formally appraise the principal 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 principal candidate respond to the evaluation by asking questions and obtaining clarification of its contents. Ideally, faculty supervisors will demonstrate strong advocacy for principal candidates as professionals, given the significant investment they have made in principal candidates' development. Principal candidates will also be invited to evaluate supervisors. An honest, frank assessment and interpretation of the principal candidates' experiences will be most valuable to the continued success and development of the internship course. Principal candidates will ask supervisors to serve as professional references.

## Grading

In order to earn a final grade for the internship, principal 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.

Principal 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 principal candidates' level of performance.

### Supervision of Marginal Teacher Candidates

Principal candidates are considered “marginal” if performing unsatisfactorily in one or more of the internship duties or assignments. The general procedure to follow when supervising a marginal learner is listed below:

- Efforts should be made to identify the marginal principal candidate before mid-semester.
- At first indication of failure by the principal candidate to meet requirements or responsibilities, the GCU faculty supervisor and principal mentor should confer to develop a corrective plan of action (Appendix E) with the principal candidate. The Field Experience Specialist should be notified as well.
- Corrective actions on the plan will be supervised by GCU faculty supervisor and principal mentor with frequent observations and written evaluations of the learner’s progress, or lack there of, being documented.
- Other professionals in the field may be asked to observe and offer suggestions or methods to assist the intern in demonstrating improved performance.
- After a reasonable period of time, a second conference will be held to evaluate progress and review completion of corrective actions contained in the plan.
- If significant progress has occurred, the principal candidate may be able to continue with the internship assignment without further remediation.
- If there has been insufficient improvement within the remediation period a conference will be scheduled to determine one of the following: (1) continue corrective action with new, specific timelines; (2) the principal candidate may be advised to withdraw from the internship; (3) the internship assignment may be terminated with a grade below “C”, resulting in the learner no longer being a candidate for a degree from the College of Education and possible financial ramifications.
- In a situation where the principal candidate has been advised to withdraw from the internship or has been terminated from the Internship, and wishes to be readmitted to repeat the Internship another semester, an appeal must be filed with the Dean of the College of Education and will be addressed on an individual basis.

## Principal Candidate Corrective Action Plan

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During the internship process, challenges are likely to occur. If challenges occur wherein the candidate is not making sufficient progress, it is important to have a process in place to respond as needed. The six step process below can be initiated by the principal candidate, GCU faculty supervisor, or principal mentor. The goal of this process is to be responsive to any type of challenge that might in fact impede the successful completion of the process.

Please understand that at all times principal candidates are guests of the school district and the school site in which they are completing their Internship. 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.

In all instances, the interests of the principal candidate, the University, and the internship site will be accommodated by:

- Involving the principal candidate in the process;
- Ensuring the entire process is well documented by using the Principal Candidate Corrective Action Plan form (Appendix E);
- Showing evidence of proceeding in a timely manner;
- Providing adequate communication to all parties involved; and
- Submitting all documentation to the Field Experience Specialist.

### Step 1- Identify the Problem in Writing

The first step in the process is to identify the challenge or weakness in writing. For example, a principal mentor may recognize that the principal candidate is making insufficient progress in one or more key areas and his or her lack of progress has resulted in some concerns for the future success of the principal candidate. In identifying these challenges it is important that whoever is initiating the process take the time to directly identify in writing the specific issue that the learner will need to address. At this point in the process, the greater the level of specificity the more focused the plan will be.

### Step 2 - Principal Candidate Reflects

The second step in the process involves the principal candidate taking the time to reflect in writing on his or her challenges. If the challenges are brought forward by the GCU faculty supervisor or principal mentor, the candidate can use this reflection process as an opportunity to seek clarification and/or respond to the issues that have been brought forth. If the candidate brings forth the issue, the reflection process can be used to think about potential causes and resolution opportunities.

Consider the following:

- What are the principal candidate's strengths?
- What are the primary concerns and/or issues to be addressed?
- What options and resources are available to address individual concerns keeping in mind the following:
  - Is University intervention needed or warranted?
  - Would weekly teleconferences be beneficial?
  - What is the best method for communicating progress and providing feedback collaboratively on a regular basis?

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### Step 3 - Develop the Principal Candidate Corrective Action Plan

In executing step 3, a meeting must be held with the GCU faculty supervisor, principal mentor, and principal candidate. At the meeting, the specific internship challenges will be addressed and the candidate reflection will be shared. At that time, a corrective action plan will be developed and put into writing using Appendix E. Within this process, it is preferred that the candidate establish the features of the intervention plan. The GCU faculty supervisor and principal mentor may offer suggestions but ultimately it is the goal of this process for the candidate to deal with these issues directly and be responsible for his or her own development. If the candidate isn't able to do this work effectively, the GCU faculty supervisor and principal mentor may have to take the lead in authoring the plan and its deadlines and features. The plans should include specific action steps that the principal candidate will take that can be reported on at a later date. The best plans are specific, include features that can be clearly documented, and are time-bound.

The Plan should include, but is not limited to, the following components:

- Principal candidate's strengths
- Competency areas that need to be addressed
- Specific outcomes desired including a description of the level of performance necessary to demonstrate proficiency
- An implementation strategy and timeline for each competency area being addressed
- A listing of support services and resources that may be available to the principal candidate
- Potential consequences for not completing the plan adequately
- Dated signatures from the principal candidate, GCU faculty supervisor, and principal mentor acknowledging administration and understanding of the plan.

### Step 4 - Sign Off on the Corrective Action Plan

In order to complete step four of this process, the team has to agree on the plan. While the principal candidate is integral to this process, ultimately the GCU faculty supervisor has the final say on the sign off of this plan. It will be the goal of the GCU faculty supervisor to get the support of both the principal mentor and the principal candidate in finalizing both the plan itself and the deadlines associated with its execution. Obviously, the deadlines for execution must be done with consideration for the timelines for the Internship itself.

### Step 5 - Provide Continuous Feedback on Plan Execution

It will be the principal candidate's responsibility to follow the plan as identified by the team and to meet all the necessary deadlines and reporting-out features required. The level of attention this will require is driven to a great extent by the severity of the challenge the principal candidate is facing. Some intervention plans will obviously be quite simple and easily completed while others may involve a multistep process with several reporting out features required en route to meeting the challenges identified.

### Step 6 - Sign Off on Completion of the Corrective Action Plan

The final step of the process will come when the principal candidate has completed to the satisfaction of the GCU faculty supervisor and principal mentor the components of his or her plan. Once again, the GCU faculty supervisor has final authority on whether or not the intervention plan is completed. It will

be the goal of this process however that the entire team including the principal candidate will agree in the end that the challenge that was addressed was in fact directly dealt with and all the aspects of intervention plan were executed to the satisfaction of the entire team. This formal sign off should be indicated in writing by the GCU faculty supervisor wherein summary details of the plan are described and formal approval is communicated in writing.

Possible outcomes may include the following:

- The principal candidate may show adequate progression in the competency areas addressed and successfully complete the internship experience.
- The principal candidate may decide to withdraw from the Internship.
- The principal candidate's rate of progress may remain unsatisfactory. Under these circumstances, the Internship will be discontinued. The decision to terminate the placement will be made based on input from and discussions with the principal mentor, GCU faculty supervisor, and the Manager of the Office of Field Experience. When a decision is made to discontinue the placement, the Assistant Dean and GCU faculty supervisor will make arrangements for a conference with the principal candidate. This conference will be arranged with consideration for the needs and concerns of the principal candidate with the goal of providing options available to the principal candidate moving forward.
- Should the principal candidate decide to withdraw or if he or she has been terminated from the Internship, re-registration for a new Internship may be an option. Pursuant to any reassignment, the Assistant Dean may determine that additional coursework, tutoring, or other action, including completion of the original Corrective Action Plan and satisfaction of any financial obligation, may be required of the principal candidate in order to increase their potential for success in the future.

Copies of the twice-signed plan will be provided to the principal candidate, the GCU faculty supervisor, and the principal mentor, as well as to the Office of Field Experience.

## Appendix A: 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.*

### **Learner Questions and Concerns**

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





## Appendix D: Internship Evaluation Instrument

### College of Education Internship Evaluation Instrument

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

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

**\*\*\*Signatures above will verify this evaluation was completed and discussed collaboratively with all parties.**

### 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 learners 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 learners 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 learners. (1.1.a)	Intern develops a limited vision of learning that promotes the success of some but not all learners (1.1.a)	Intern develops a vision of learning that promotes the success of most learners (1.1.a) but does not fully consider the diversity of learners or address the needs of the individual learner (1.1.b)	Intern develops a vision of learning that promotes the success of all learners (1.1.a) while embracing the diversity and needs of the individual learner (1.1.b)	Intern develops a vision of learning that promotes the success of all learners (1.1.a) while embracing the diversity and needs of the individual learner based on relevant knowledge, and theories to identify and utilize current best practices. (1.1.b)
<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>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)
<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>1.3 Implement a Vision</b>	Intern fails to formulate the initiatives necessary to motivate staff, learners and families to implement and achieve a school-wide-vision. (1.3.a)	Intern formulates limited initiatives necessary to motivate staff, learners 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, learners 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, learners 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, learners 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)
<b>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: <b>Observation</b> ____ <b>Practice</b> ____ <b>Leading</b> ____					
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 strategies to monitor, evaluate and	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 using data-based research strategies	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

			revise that vision. (1.4.b)	to monitor, evaluate and revise that vision is in also in place. (1.4.b)	system for using 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 \_\_\_\_**

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>1.5 Promote Community Involvement in the Vision</b>	Intern fails to demonstrate the ability to involve community members in the effort to achieve the school-wide vision. (1.5.a)	Intern demonstrates limited ability to involve community members in the effort to achieve the school-wide vision. (1.5.a) There is no evidence of effective communications with stakeholders (1.5.b)	Intern demonstrates an adequate ability to involve community members in the effort to achieve the school-wide vision. (1.5.a) There is some evidence of effective communications with stakeholders (1.5.b)	Intern demonstrates a superior ability to involve community members in the effort to achieve the school-wide vision. (1.5.a) There is clear evidence of effective communications with stakeholders (1.5.b)	Intern demonstrates an excellent ability to involve community members in the effort to achieve the school-wide vision. (1.5.a) There is clear evidence of effective communications with all stakeholders about the implementation of the school-wide vision (1.5.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 \_\_\_\_**

**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 learners by promoting a positive school culture, providing an effective instructional program, applying best practice to learner 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 learners can learn and that learner 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 learner achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all learners. 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 learner learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their learners, 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.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<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 culture. (2.1.a)	Intern demonstrates the ability to promote a positive school culture through the use of multiple methods of assessment and evaluation (2.1.a)	Intern demonstrates a superior ability to promote a positive school 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)	Intern demonstrates an outstanding ability to promote a positive school 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)

**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>2.2 Provide Effective Instructional Program</b>	Intern fails to demonstrate the ability to facilitate activities that apply principles of effective instruction practices and	Intern demonstrates limited ability to facilitate activities that apply principles of effective instruction	Intern demonstrates an adequate ability to facilitate activities that apply principles of effective instruction	Intern demonstrates a superior ability to facilitate activities that apply principles of effective instruction	Intern demonstrates an outstanding ability to facilitate activities that apply principles of effective instruction

	curricular materials (2.2.a)	practices and curricular materials (2.2.a)	practices and curricular materials (2.2.a) and to make periodic recommendations regarding the design, implementation and evaluation of curriculum (2.2.b)	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)	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)
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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>2.3 Apply Best Practice to Student Learning</b>	<b>Intern fails to demonstrate the ability to assist school personnel in understanding and applying best practices for learner learning. (2.3.a)</b>	Intern demonstrates limited ability to assist school personnel in understanding and applying best practices for learner learning (2.3.a)	Intern demonstrates the ability to assist school personnel in understanding and applying best practices for learner learning (2.3.a) There is some evidence that the Intern understands how to use appropriate research strategies to promote an environment for improved learner achievement (2.3.c)	Intern demonstrates superior ability to assist school personnel in understanding and applying best practices for learner 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 learner achievement (2.3.c)	Intern demonstrates outstanding ability to assist school personnel in understanding and applying best practices for learner 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 learner achievement (2.3.c)

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

<b>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 programs.	Intern demonstrates a limited ability to implement a professional development plan (2.4.b) but lacks adult learning strategies (2.4.b)	Intern demonstrates an adequate ability to implement a professional development 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)	Intern demonstrates a superior ability to implement a well-planned professional development program that is context appropriate, based on reflective practice, current research on learner 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)	Intern demonstrates an outstanding ability to implement a well-planned professional development program that is context appropriate, based on reflective practice, current research on learner 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)
<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 ____ Not Observed</b>					

**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 learners 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 learner 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 learners. 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, learner achievement, and learner 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 learner 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 learner 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 learners (3.1.a)	Intern demonstrates a limited ability to optimize the learning environment for all learners (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 learners (3.1.a) by developing a plan of action for the organization (3.1.b) and effectively managing resources to promote learner achievement. (3.1.c)	Intern demonstrates a superior ability to optimize the learning environment for all learners (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 learner achievement. (3.1.c)	Intern demonstrates an outstanding ability to optimize the learning environment for all learners (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 learner 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 developing communication plans that facilitate	Intern demonstrates a superior ability to involve staff in conducting operations and setting priorities (3.2.a) while developing effective communication plans that	Intern demonstrates an excellent ability to involve staff in conducting operations and setting priorities (3.2.a) while developing effective communication plans that

			collaboration skills (3.2.b).	facilitate collaboration skills (3.2.b) and help to promote educational equity (3.2.c)	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 learners 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 learners. 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 learner issues that negatively affect learner 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 learners, 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 learner learning. (4.1.a)	Intern demonstrates a limited ability to bring together the resources of stakeholders to positively affect learner 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 learner learning (4.1.a) while demonstrating some 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).	Intern demonstrates a superior ability to bring together the resources of stakeholders to positively affect learner learning (4.1.a) while demonstrating the 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).	Intern demonstrates an outstanding ability to bring together the resources of stakeholders to positively affect learner 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).

**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	Intern	Intern	Intern	Intern demonstrates

<p><b>Respond to Community Interests and Needs</b></p>	<p>demonstrate an active involvement within the community (4.2.a)</p>	<p>demonstrates a limited active involvement within the larger community (4.2.a).</p>	<p>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 learners with special needs (4.2.c).</p>	<p>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 learners with special needs (4.2.c).</p>	<p>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 learners with special needs (4.2.c).</p>
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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 \_\_\_\_**

<p><b>Elements of Performance</b></p>	<p><b>1: Unsatisfactory</b></p>	<p><b>2: Less than Satisfactory</b></p>	<p><b>3: Satisfactory</b></p>	<p><b>4: Good</b></p>	<p><b>5: Excellent</b></p>
<p><b>4.3 Mobilize Community Resources</b></p>	<p>Intern fails to demonstrate the ability to use community resources to support learner achievement. (4.3.a)</p>	<p>Intern demonstrates limited ability to use community resources to support learner achievement (4.3.a)</p>	<p>Intern demonstrates an adequate ability to use community resources to support learner achievement (4.3.a). Also demonstrates how to use social service agencies (4.3.b) and public resources and funds to address emerging learner problems. (4.3.c)</p>	<p>Intern demonstrates a superior ability to use community resources, including youth services to support learner 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 learner problems. (4.3.c)</p>	<p>Intern demonstrates an excellent ability to use community resources, including youth services to support learner 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 learner problems. (4.3.c)</p>

**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 learners 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 learners interact with one another and with members of the school, district, and larger community. The leader’s contacts with learners, 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.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<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:**

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

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)

**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>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)

	(5.3.a)	(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>			

**ELCC Standard 6:**

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

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 learners. 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 learners’ rights and improve learners’ opportunities.

Elements of Performance	1: Unsatisfactory	2: Less than Satisfactory	3: Satisfactory	4: Good	5: Excellent
<b>6.1 Understand the Larger Context</b>	Intern fails to demonstrate the ability to understand the larger school context (6.1.a)	Intern demonstrates a limited ability to understand the larger school context (6.1.a)	Intern demonstrates an adequate ability 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)	Intern demonstrates a superior ability 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)	Intern demonstrates an excellent ability 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)

**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>6.2 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)

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 learners 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 learners and their families (6.3.b) by promoting learning opportunities and success for all learners. (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 learners and their families (6.3.b) by promoting learning opportunities and success for all learners. (6.3.c)

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>
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# Appendix E: Corrective Action Plan Template



## College of Education Principal Candidate Corrective Action Plan

**Directions:** The purpose of the Grand Canyon University Principal Candidate Corrective Action Plan is to support Principal Candidates by developing a plan of action that allows them to move towards measurable goals, and to gauge acceptable progress. The common goal should be to allow them every opportunity to have a successful student teaching experience. The GCU faculty supervisor, principal mentor, and the principal candidate should complete this form collaboratively.

Principal Candidate (Last, First, M. I.)	School Name/District/Phone
GCU Student ID Number	School Address, City, State, Zip Code
Principal Mentor (Last, First Name)	GCU Faculty Supervisor (Last, First Name)
Principal Mentor Email	GCU Faculty Supervisor's Email
Phone Number	Home or Cell Phone

### 1. PRINCIPAL CANDIDATE STRENGTHS:

Overview of Progress and Experiences

- 1.
- 2.
- 3.

#### Additional Comments:

### 2. COMPETENCY AREA(S) TO BE ADDRESSED:

Refer to Internship Evaluation Instrument for guidance.

- 1.
- 2.
- 3.

**Additional Comments:**

**3. PERFORMANCE EXPECTATIONS:**

Describe the level of performance necessary to demonstrate increased aptitude.

- 1.
- 2.
- 3.

**Additional Comments:**

**4. IMPLEMENTATION STRATEGIES\*:**

Describe methods and timeframe for meeting each competency area.

- 1.
- 2.
- 3.

**Additional Comments:**

**5. ADDITIONAL SUPPORT SERVICES and RESOURCES:**

- 1.
- 2.

**Additional Comments:**

**POTENTIAL CONSEQUENCE(S) of NON-PERFORMANCE:**

- 1.
- 2.
- 3.

**Additional Comments:**

**\*Implementation Strategy Examples:**

- |                                      |                                |
|--------------------------------------|--------------------------------|
| Observe veteran principals           | Journal Articles               |
| Increase observation time            | Text readings                  |
| Reduce primary administrative duties | Development of management plan |
| Reflection Journal with comments     | Interviews                     |
| Work Sample Portfolio                | Administrator Shadow           |

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**RECORD OF INTERACTION(S):**

Note all interactions between plan participants reflective of the plan during plan implementation. Include dates and description of interaction.

- 1.
- 2.
- 3.

**RECORD OF PLAN OUTCOME:**

Upon completion of the plan, describe the outcome in detail and include the date.

**Additional Comments:**

**Principal Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**GCU Faculty Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_