



INTERNSHIP HANDBOOK

Specialist in Education (Ed.S.)

District Level Administrator

Department of Educational Leadership, Curriculum & Special Education

College of Education

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Educational Leadership Consortium Council (ELCC) Standards 2011

The Educational Leadership Consortium Council (ELCC) Standards 2011 guide the educational leadership and curriculum and instruction programs at Arkansas State University. The ELCC standards focus on improving educational leadership and are based on the Standards for School Leaders developed by the Interstate School Leaders Licensure Consortium (ISLLC). The internship activities in the program are based on the following ELCC Standards:

- ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.
- ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
- ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.
- ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

- ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.
- ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.
- ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical internship practice within a district setting and is monitored by a qualified, on-site mentor.

See Appendix A for a complete list of the 2011 ELCC standards with elements.

Purpose of the Internship

The purpose of the ASU Educational Leadership internship is to bridge the gap between theory and practice. The internship is a series of supervised experiences in a district site and it is considered an essential part of the preparation as a competent district-level educational leader. The activities embedded in the courses and the internship experiences build on academic and experiential learning. All requirements of the internship can be completed while students continue their employment as a teacher, administrator or program director in a school setting. The majority of the internship activities will take place in the district where the student is employed as a faculty member or administrator.

(Note: Students working on the degree who are not currently employed in a school setting will need to identify a district in which to implement the internship activities. A professional relationship should be developed between the student and a district level leader who will serve as a mentor in the district for the duration of the coursework.)

Overview of the Internship

The internship for licensure as a district level leader consists of field-based clinical experiences that take place in a school district setting. **The internship experiences are ongoing and sustained throughout the program. The internship activities begin in the first course in the degree or program of study.** The internship program requires specific guided leadership experiences supervised by the site mentor and the ASU faculty in the Department of Educational Leadership, Curriculum, and Special Education.

Upon initial enrollment in the degree or program of study, the student and the site mentor must review the list of internship activities in Appendix B and select a minimum of thirty-five (35) internship activities for the student to experience throughout the degree or program of study. Students must select at least one activity representing each of the ELCC standards (1.1, 1.2, 1.3, 1.4, 2.1, etc.)

In the first course in which the student is enrolled, the internship activity planning log with projected completion dates must be completed by the intern and the site mentor. As the student completes an internship experience, the actual completion date of the activity should be entered on the internship activity final log which will be included in the portfolio. It is understood that the actual date of completion may vary from the projected date of completion due to unexpected circumstances and events. In addition to the internship activities, students are strongly encouraged to work with the site mentor to learn more about the day-to-day management and leadership of the school or program.

See Appendix B for the Internship Activity Log Planning Document

See Appendix C for the Final Internship Activity Log

Internship Artifacts

Students will document their experiences for each of the internship activities. This documentation will be uploaded into Section 5 of the electronic portfolio as internship artifacts. The documentation should include a **reflective summary** of the experience, an account of the activity with details about who was involved, where the activity took place, newly acquired skills and knowledge, challenges, etc. Additional supportive documentation referred to as **internship artifacts** (i.e., laws, regulations, agendas, handouts you created) that would serve as evidence of the student's growth in knowledge and skills through involvement in the activity can also be provided. The artifacts serve as "evidence" of participation and development as an educational leader. The more evidence provided, the better the student represents emergent knowledge and skills as an aspiring school leader.

Each reflective summary should include the following information:

- Description of Activity (see internship activity log)
- ELCC standard element
- Detailed description telling how the activity was planned and implemented (i.e., dates, site, participants and other relevant details)
- Additional documentation included as artifacts for the activity (federal/state/local laws or regulations related to the activity; policies; forms; minutes/agenda for meetings; new documents produced, etc.)

(Note: This is not an all-inclusive list and students are encouraged to be creative in providing additional specific information.)

- Personal reflection of the experiences in planning and implementation for the activity. The reflective writing should focus on the student's thoughts about the experiences in the internship activity experience, an evaluation of what the student is doing in the activity, why it is being done, what the outcomes are, and how the information can be used for continuous

improvement. Critique the activities and then ask questions such as: “So what?”, “What did I learn?”, “What do I still need to know?”, “Who can help me?”, “What can I read?”, “What do I do to adjust what I am doing?” “What do I need to learn to be a more effective leader?”

- Suggestions for refining or strengthening knowledge and skills in this aspect of leadership.

There must be a reflective summary and artifacts to support participation in each of the 35 activities.

See Appendix D for a template for the reflective summary.

Responsibilities of the Student

Students have specific responsibilities related to the internship beginning with the first course and progressing through all courses throughout the program.

- The student's first responsibility is to establish a professional working relationship with the site mentor who will be supporting and mentoring the student throughout their coursework. For students seeking licensure as a district level leader, the appropriate site mentor will be the superintendent or an assistant superintendent. The site mentor must be a practicing school administrator and must be licensed in the appropriate administrative area. In addition, the site mentor must have a minimum of three years of experience as a district level administrator.
- The site mentor's participation form must be completed and included in the internship portfolio (Appendix E).
- The student must take the initiative, with the guidance of the mentor, to be involved as much as possible in all school activities and functions relevant to the area of licensure being sought.
- The student must abide by all policies, rules and guidelines of the school.
- The student must maintain an open relationship with the site mentor and other faculty and staff in the school.
- The student must maintain absolute confidentiality and ethical standards.
- The student must submit evidence in the electronic portfolio of all internship activities and other course assignments by the established due dates.

See Appendix E for Mentor Participation Form

Responsibilities of the Mentor

The mentor is extremely important in the student's growth as a school leader. The student must initiate a close working relationship with the mentor in the first course in the educational leadership program. A copy of the internship handbook must be provided to the mentor as soon as possible to provide a better understanding of the expectations for the student as an aspiring school leader and the mentor's role in the student's development. The student and the mentor should meet on a regular basis to review the coursework and the course embedded and other selected internship activities that will be completed independent of the coursework. Responsibilities of the mentor include the following:

- Serves as an administrative role model for the student;
- Complete the mentor participation form;
- Guide the development of the internship activities;
- Approve the internship activities developed collaboratively with the student and the university supervisor for the internship;
- Provide and guide work experiences relevant to the role as a school leader or program director;
- Provide ongoing feedback to the student;
- Communicate the student's role to the school faculty;
- Provide learning opportunities that will enhance the quality of the student's experiences; and growth as an aspiring school leader;
- Communicate with the ASU university academic advisor as needed;
- Review the student's electronic portfolio;
- Sign the student's internship activity log which serves as affirmation that the contents authentically report the student's activities and experiences.

Supervised Internship Course

The supervised internship course is scheduled as the student's final course of enrollment. Prior to the beginning of this course, the student must submit the portfolio for initial review with sections 2, 3, 5, & 6 completed. The portfolio will be due 3-4 weeks prior to the beginning of the internship course. The portfolio will be assessed by a panel of ASU faculty. A score of at least 80% must be obtained before students will be allowed to proceed to the internship course.

In the 5-week supervised internship course students will compose the final internship report, complete sections 4 & 7 in the internship portfolio, and submit the portfolio for final review.

The Electronic Portfolio & Comprehensive Assessment

All candidates for the specialist in education degrees are required by Graduate School policy to complete a comprehensive examination. The portfolio functions as this assessment for students in the EDS in Educational Leadership. The portfolios are assessed by a panel of ASU faculty. The initial review of the portfolio will be scheduled within a 3-4 week period prior to the beginning of the supervised internship course. A score of at least 80% must be obtained in the initial review before students will be allowed to proceed to ELAD 7493 Supervised Internship.

Students who fail to score at least 80% on the initial review of the portfolio will have one additional opportunity to submit the portfolio for initial review in subsequent semesters. If the candidate does not meet the 80% minimum, he/she will be dropped from the program. The portfolio/comprehensive examination must be passed in order to proceed to the Supervised Internship, which must be completed within the six-year time limit for completion of the degree.

Note: Sections 2, 3, 5, & 6 in the portfolio must be completed for the initial portfolio review. Sections 4 & 7 will be completed in the internship course and must be added to the portfolio for the final review.

See Appendix F for College Live Text



APPENDIX A

Educational Leadership Consortium Council (ELCC) Standards 2011

ELCC DISTRICT-LEVEL STANDARDS – 2011

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

1.3: Candidates understand and can promote continual and sustainable district improvement.

1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

3.1: Candidates understand and can monitor and evaluate district management and operational systems.

3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

3.4: Candidates understand and can develop district capacity for distributed leadership.

3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

6.1: Candidates understand and can advocate for district students, families, and caregivers.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.



APPENDIX B

INTERNSHIP ACTIVITY LOG

PLANNING DOCUMENT



Supervised Internship-District Level Licensure

Internship Activity Log (Planning Document)

- The candidate and the site mentor should plan a minimum of 35 activities indicating the anticipated date of completion of each selected activity on the planning document.
- Candidates must select at least one activity representing each of the ELCC standard elements (1.1, 1.2, 1.3, 1.4, 2.1 etc.).
- Candidates should begin completion of the activities in the first course of the program.
- Each activity must be documented and inserted in Section 5 of the electronic portfolio in Livetext.
- The documentation for each activity must include the reflective summary **and** additional evidence of participation (i.e., laws, regulations, forms, minutes/agendas of meetings, new documents produced).
- Activities embedded in coursework must include the reflective summary **and** the assignment submitted to the course professor. Additional evidence may also be included in the portfolio as artifacts to support the student's participation in the activity.
- Upon completion of each activity, the student must record on the final internship log the actual date(s) of completion of the activity.
- Candidates must complete all internship activities and documentation in the portfolio and submit the portfolio for initial review in the 3-4 week period prior to the beginning of the internship course.
- The candidate and the site mentor must verify the candidate's participation and completion of the internship activities by signing the final log which will be included in Section 5 of the electronic portfolio.

Candidates must select at least one activity representing each of the ELCC standard elements (1.1, 1.2, 1.3, 1.4, 2.1 etc.).

ELCC Standard Element	Activity	Projected Completion Date (Month/Year)	Actual Completion Date (Month/Date/Year)
ELCC Standard 1 A district-level leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.			
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.			
1.1	Develop and articulate a <u>vision of learning</u> for the school district that is developed collaboratively with a committee of school stakeholders.	<i>Activity is embedded in ELAD 7103 School District Administration.</i>	
1.1	Facilitate a planning session with the district's administrative team to align activities of the coming year with the district's goals.		
1.1	Hold a focus group where parents and/or community partners are involved to review the district's current vision, mission and improvement plan. Document the suggestions to promote the vision, mission and improvement plan. Share results with the superintendent.		
1.1	Assist with conducting a thorough curriculum needs assessment including community members, students, parents, and staff/faculty.		
1.1	Observe and discuss the preparation and delivery of presentations for incoming or new students. (Beginners day, Kindergarten Orientations, Middle School Transitions, In-		

	Coming Freshman meetings).		
1.1	Participate in planning the Back to School orientation/staff development for the district's collective faculty and <u>staff</u> .		
1.1	Summarize the district Back to School orientation/activities for <u>students</u> and parents. Make suggestions for improvement.		
1.1	Update the district's website OR create a brochure/information packet for parents for the opening of school.		
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.			
1.2	Evaluate and assess a district-wide program and make policy recommendation(s) promoting <u>organizational effectiveness</u> .	<i>Activity is embedded in ELFN 7583 Evaluation of Educational Programs and Systems.</i>	
1.2	Develop a 3 year history of district data comparing the district's demographic data, student achievement data, and perceptual data. Plan a PowerPoint presentation for the District Leadership Team to highlight your findings. Include recommendations for school improvement and professional development.		
1.2	Gather a small focus group or data team to analyze needs in the district. Lead the discussion as participants study the data to clearly understand the problems and brainstorm solutions. Compile the feedback and suggestions for the superintendent and/or BOE.		
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable district improvement.			
1.3	Examine the past year's professional development plan and evaluate its effectiveness. What impact has it made on		

	staff and student learning? Using district data, work with one or more district and/or building administrators to develop and plan the district professional development for the coming year.		
1.3	Participate in the State Accreditation process.		
ELCC Standard Element 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.			
1.4	Participate in or facilitate the process of writing/modifying and sharing the district improvement plan. Specify how the district vision and use of data drive this plan.	<i>Activity is embedded in ELCI 7523 Curriculum Theory and Practice</i>	
1.4	Attend a minimum of two District Leadership Meetings to observe the structure and decision making procedures. Document the communication skills of the district-level leader in these meetings, with attention given to promoting the vision of the entire district and building shared commitment from the leadership team. Assist the district leader in following up on agenda items.		
1.4	Organize, supervise, and evaluate a district-wide event such as a district-wide staff development; district-wide parent-teacher conferences that supports the system's vision of learning.		
1.4	Evaluate the success of the Districts Improvement Plan and make recommendations for adjustments/direction for the coming year. Document the effectiveness of the district leadership team in the implementation of the plan.		
ELCC Standard 2			
A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and			

leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.			
ELCC Standard Element 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.			
2.1	Design and administer a teacher, student, and parent survey or utilize existing perceptual data from the district. Using the results of this data, select and implement appropriate strategies that will capitalize on the diversity of the school community to improve school programs and culture.		
2.1	Meet with a school committee to discuss district climate. Develop strategies to improve relationships between diverse groups in the district. (Staff , parents, community, or students)		
2.1	Implement one strategy that will help substitute teachers promote a positive school culture, capitalizing on the diversity and exceptionalities of the district.		
2.1	Work with a team in the district in developing and organizing a summer school program to meet the unique learning needs and interests of diverse student populations in the district.		
2.1	Present a report at a school board meeting regarding a curricular topic or issue that addresses the needs of diverse groups of students.		
2.1	Present a report at a district-wide parent meeting regarding a curricular topic or issue that addresses the needs of diverse groups of students.		
2.1	Revise, implement and monitor an intervention program for specific students needing support. Document the effectiveness of RTI (Response		

	to Intervention) in the school.		
2.1	Revise, implement and monitor an intervention program for specific students needing support. Document the effectiveness of RTI (Response to Intervention) in the district.		
ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.			
2.2	Facilitate activities with teachers to horizontally align curricula with all schools in the district.	<i>Activity is embedded in ELCI 7523 Curriculum Theory and Practice</i>	
2.2	Assist with conducting a thorough curriculum needs assessment including community members, students, parents, and staff/faculty across the district.		
2.2	Identify students retained the previous year, and examine the interventions being used to ensure student success. Meet with receiving principals to discuss the rationale for retention and desired outcomes for success.		
2.2	Review the district-wide curriculum standards for media/arts/physical education/and music. Conduct a walk through in each area. Analyze observation data for student engagement, alignment to the standards, and rigor. Present your finding to the district's curriculum director with suggestions for improvement.		
2.2	Interview an elementary and secondary principal to determine how he/she reviews lesson plans for respective grade levels or departments. Note alignment, rigor, and teacher strategies. Analyze findings and make recommendations for improvement to the district's curriculum director.		
2.2	Work with a curriculum director in a specific subject area to develop common assessments		

	that align curriculum and instruction with district assessments.		
2.2	Facilitate activities with teachers to write a scope and/or sequence for a field of study.		
2.2	Facilitate activities with teachers to develop a curriculum notebook of learning experiences to meet course standards		
2.2	Facilitate activities with teachers to develop goals, objectives, and authentic tasks.		
2.2	Facilitate activities with teachers to horizontally align curricula.		
2.2	Facilitate activities with teachers to vertically align curricula.		
2.2	Facilitate activities with teachers to analyze benchmarks tests scores and other forms of student assessment scores.		
2.2	Facilitate activities with teachers to improve the curricula/instruction based on student formative and summative assessments, not limited to state-mandated assessments.		
2.2	Facilitate activities with teachers to revise curricula/instruction to meet the needs of gifted students.		
2.2	Facilitate activities with teachers to differentiate curricula/instruction to meet the needs of special education students.		
2.2	Facilitate activities with teachers to differentiate curricula/instruction to meet the needs of underachieving students.		
2.2	Facilitate activities with teachers to differentiate curricula/instruction to meet the needs of English language learners.		
2.2	Oversee the textbook selection process in your		

	school or serve on a district level committee responsible for this process. Document the procedures used and textbook evaluation process in regards to equity and diversity.		
2.2	Working with a team at the school, develop and organize a summer school program to address specific academic needs.		
2.2	Assist with district-wide planning for student supplies (including textbooks) that will be needed for school opening. Become familiar with the inventory control procedures.		
2.2	Work with curriculum materials/textbook representatives as part of a process to choose curricular materials.		
2.2	Using qualitative and quantitative data develop a plan to assess the district's improvement and accountability systems, inclusive of special.		
ELCC Standard Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.			
2.3	Assist with the planning and implementation of district level activities at the beginning of the school year.		
2.3	Observe 2 different special education classes (elementary and secondary). Prior to observation, review the IEP goals of the students in the class. Interview the teacher after the visit to discuss differentiation, quality of work, appropriateness of grade level, and specific learning accommodations made.		
2.3	Evaluate the mentoring plan implemented in the district during the past year and interview at least 2 new teachers and at least 2 mentors about the district's program. Use this information to refine the mentoring program for the upcoming year.		

2.3	Meet with superintendent and/or district personnel director to review how certified and classified staffs (including administration) are evaluated for performance.		
2.3	Review action plans for principals or district level administration that were implemented in the past year. Conference with the superintendent on their impact on their performance. Establish a monitoring plan for the upcoming year to provide follow-up.		
2.3	Assist district-level personnel to develop a profile of student performance and develop a professional development plan based on this data for the school Scholastic Audit.		
2.3	Develop questions related to an instructional needs specific to the district. Meet with the district curriculum director to discuss strategies, resources and implementation of specific best practice activities addressing these needs. Summarize your findings and share with the superintendent.		
2.3	With the support of the school administrator, supervise a teacher with respect to curriculum implementation.		
2.3	Work with the administrators to appoint a district-wide textbook/curriculum committee and work with the committee to evaluate and select textbooks and materials.		
2.3	Observe 2 different SPED classes. Prior to observation, review the IEP goals of the students in the class. Interview the teacher after the visit to discuss differentiation, quality of work, appropriateness of grade level, and specific learning accommodations for students in the class. What might the district administration do to support the teacher, principal, and/or students?		

2.3	Attend and participate in 2 mid-year formative evaluation conferences for SPED teachers. Review prior evaluations and/or observations of the teacher. Upon completion of the conference, document development and accomplishment of individual goals.		
2.3	Review teacher evaluation scores/files to determine areas of need, possible improvement activities and accountability for determining and documenting process.		
2.3	Observe counselors at multi-levels as they work with classes, individuals or small groups. Discuss the counselor's role in implementing career clusters and development of individual graduation plans.		
2.3	Attend and participate in 2 mid-year formative evaluation conferences. Review prior evaluations of the teacher. Upon completion of the conference document development and accomplishment of goals stated.		
2.3	Shadow 2 central office administrators from other schools for two hours each. Document areas regarding their job duties, as they relate to their role as leader, how their time is managed, the relationship with others on their administrative team, their responsibilities with staff morale. Get their perceptions of the effectiveness of the school's organizational structure and the district's parents as educational partners.		
2.3	Plan district-wide professional development program to improve curricula/instruction		
2.3	Facilitate a district staff development session to improve curricula/instruction.		
2.3	Gather feedback from teachers and use it to evaluate a staff development session		

2.3	Facilitate activities with teachers to differentiate curricula/instruction to meet the needs of special education students.		
2.3	Participate in developing a special education needs assessment (instructional) for both SPED and general education staff		
2.3	Participate in designing staff development in the area of SPED for both general education and SPED staff		
2.3	Design and help conduct a new teacher orientation for both general education and SPED teachers		
2.3	Participate in conducting a meeting of SPED staff.		
2.3	Participate in an evaluation of a special education teacher		
2.3	Design a professional growth plan for a beginning special education teacher.		
2.3	Conduct a review of personnel turnover for the past three years. Categorize the reasons for the turnover and develop a suggested plan of action to improve teacher retention.		
2.3	Assist with the implementation of an induction program that meets the needs for new faculty and their mentors.		
2.3	Review the protocol for teacher evaluation process within the district, including both formal and informal observations.		
2.3	Implement a new teacher social gathering to build relationships and promote a fair and equitable educational program for all students.		
ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.			

2.4	Meet with the district's technology director to determine how he/she identifies and documents the use of all current technologies used for school management, business procedures and scheduling. Ask the director to provide suggestions for upgrading and maximizing use of these technological tools. Summarized your findings with the appropriate administrator(s).		
2.4	Interview the person(s) responsible for the use of technology in instruction. In addition, interview three teachers (at multiple building levels) to determine the extent in which the technology is being used. Explore other sources of data to indicate the effectiveness of technology in the district's program. Develop a plan that will take the curriculum technology utilization to the next level.		
2.4	Facilitate activities with teachers to differentiate curricula/instruction to incorporate technology into curricula.		
<p style="text-align: center;">ELCC Standard 3</p> <p>A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.</p>			
<p style="text-align: center;">ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate district management and operational systems.</p>			
3.1	Interview the person responsible for tracking teacher absences in the district. Review and analyze data related to <u>substitute teacher usage</u> .	<i>Activity is embedded in ELAD 7023 School Business Management.</i>	

3.1	Create or update the <u>School Business Manual</u> that summarizes the district policies and laws concerning purchasing procedures, bidding and purchase order requirements, and inventory control measure.	<i>Activity is embedded in ELAD 7023 School Business Management.</i>	
3.1	Shadow the superintendent or assistant superintendents for a minimum of three hours. Then, conduct a follow-up interview to discuss their goals for next year and their expectations of the personnel they supervise. Compare the styles of leadership and summarize your new learning.		
3.1	Interview the Food Services Manager regarding budget, meal planning, scheduling, and payroll issues. Discuss procedures for field trips and special events. Then, observe students at various building levels for 3 days in the cafeteria. Find a way to support and acknowledge cafeteria staff.		
3.1	Review transportation routes. Ride the school neighborhoods. Plan an opening meeting/presentation for the district's transportation director to use as he/she sets expectations bus drivers at the beginning of the year.		
3.1	Review your district's protocol for superintendent evaluations. Interview the superintendent to determine how the evaluations are used and follow-up activities that result from the evaluations. In a reflection, discuss what you perceive to be the effectiveness of the process.		
3.1	Project district-wide enrollment of students using the cohort survival method. Write a staffing plan that would reflect the information discovered.		
3.1	Participate in annual December Child Count (to		

	determine number of students eligible for federal funding)		
3.1	Attend a district budget hearing. Document correlation between budget allocations and the districts vision and mission statements.		
3.1	Review district guidelines for approval of field trips. Review one month's request of field trips according to guidelines and calculate transportation costs.		
3.1	Participate in and demonstrate knowledge of the requisition process for SPED materials and supplies.		
3.1	Interview the central office administrators, secretaries, and/or instructional team to review any available audit reports from the previous year (safety, financial, or instructional). What follow-up did the school do during the year? What suggestions do you propose for the future to ensure the		
ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.			
3.2	Meet with a central office person (i.e., superintendent, business manager, financial secretary) to review the most recent <u>financial audit report</u> . Summarize any findings that have been identified and determine how the findings have been corrected. Make suggestions for future practices to ensure problems do not recur.	<i>Activity is embedded in ELAD 7023 School Business Management.</i>	
3.2	Interview district-level educational leaders to determine <u>significant personnel issues</u> . Summarize the findings and suggest possible solutions to the issues in a written report.	<i>Activity is embedded in ELAD 7013 School Personnel Administration.</i>	
3.2	Conduct a <u>utility usage survey</u> of an instructional facility. Develop a spreadsheet tracking the monthly usage and the costs.	<i>Activity is embedded in ELAD 7043 Management of</i>	

	Determine energy conservation implemented in the previous five years and make recommendations for future measures to conserve energy and reduce costs.	<i>Operational Systems for Learning.</i>	
3.2	Interview the Transportation supervisor and review the procedures for tracking <u>school bus usage and expenses</u> during the school year. Develop a spreadsheet to include specific information related to each trip (i.e., destination, driver, bus used, miles traveled, etc.)		
3.2	Participate and demonstrate knowledge of constructing a SPED budget including salaries, materials, supplies, and travel for staff development.		
3.2	Research and demonstrate knowledge of a Maintenance of Fiscal Effort Form (federal entitlement).		
3.2	Investigate and demonstrate knowledge of funding for SPED from federal, state and local sources in the district's budget.		
3.2	Demonstrate knowledge of completing an Excess Cost Form (federal form to determine excess cost of SPED).		
3.2	Meet with the district's CFO to discuss how the budget is prioritized, who the role players were in the budget process, and how the budget addressed the district's improvement plan. Document ways the budget creatively sought new resources to facilitate learning.		
3.2	Review the district's guidelines for staff selection. Research information on candidates. Participate in at least two interviews of <u>certified</u> employees and follow-through with the hiring process.		

3.2	Make an on-site visit to an elementary school and rate the <u>school facility design</u> and effectiveness using the <i>Design Appraisal Scale for Elementary Schools</i> . In a written report, make recommendations to improve the facility to meet the diverse curriculum needs of the students with particular emphasis on students with special and exceptional needs.		
3.2	Conduct a district-wide space utilization survey and share results with administrators. Assist with planning that will accompany any changes for the upcoming year.		
3.2	Develop a curriculum budget for a building or district.		
3.2	Fill out and submit orders for curricular materials and supplies for a building or district.		
3.2	Tour the district's buildings with the maintenance director and/or head custodian to identify safety, cleanliness, and facility needs.		
ELCC Standard Element 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.			
3.3	Survey the <u>outdoor playground equipment and grounds</u> on an elementary school site and evaluate the condition of the playground according to the <i>U.S. Product Safety Commission Handbook for Public Playground Safety</i> . Determine availability of appropriate equipment for children with physical disabilities. Make recommendations based on findings.	<i>Activity is embedded in ELAD 7043 Management of Operational Systems for Learning.</i>	
3.3	Evaluate <u>vehicular traffic patterns and parking</u> on a school campus. Write or revise a plan emphasizing safety and efficiency.	<i>Activity is embedded in ELAD 7043 Management of Operational Systems for Learning.</i>	
3.3	Research state and federal laws and regulations	<i>Activity is embedded in ELAD 7043</i>	

	for <u>student transportation</u> including vehicle inspections, and bus evaluation drills, and driver training. Interview the district transportation supervisor to determine local procedures used in the event of a bus accident, inspecting vehicle, and training drivers.	<i>Management of Operational Systems for Learning.</i>	
3.3	Review the district <u>emergency management systems</u> and make recommendations for improving the procedures in place for handling emergencies to provide for a safe learning environment for students and faculty.	<i>Activity is embedded in ELAD 7043 Management of Operational Systems for Learning.</i>	
3.3	Review discipline referrals at each of the district levels from the previous year and summarize the areas needing attention. Make recommendations to the superintendent for improvements for the coming year.		
3.3	Interview school nurse regarding the local regulations and protocol for dispensing ADD/ADHD and other medications in the district.		
3.3	Address a parent concern regarding a transportation issue. Follow up with the principal and bus driver to assure the concern has been properly addressed.		
3.3	Review bus referrals from the previous year and summarize the areas needing attention. Make recommendations to the superintendent for improvements for the coming year		
3.3	Review the district's crisis plan and modify as needed. Survey attendance centers to ensure that emergency kits are in place and functional.		
3.3	Review and summarize the reporting system and actual occurrences of emergency evacuation procedures, including one fire drill, one tornado drill and one school lock down. Make recommendations to improve safety.		

3.3	Observe traffic patterns in the district's parking lots; analyze safety issues for car riders or student drivers. Document findings and present recommendations to the district's transportation director and/or superintendent.		
3.3	Observe one week's morning and afternoon bus duty discipline referrals district-wide. Discuss with the superintendent the primary issues that have occurred, and what interventions will be implemented to prevent the reoccurrence of these behaviors.		
3.3	Review district, state, and federal bus safety regulations. Conduct and evaluate a bus evacuation.		
3.3	Review teacher attendance records from the past year to determine substitute teacher utilization. Analyze the data and make recommendations to the board of education (plan for improvement.)		
3.3	Interview three substitute teachers who have served in the school during the past year (by phone, if necessary). Also talk to three teachers who have relied on substitutes during the year. Use this data to develop or refine a substitute orientation and information packet for the district. Make suggestions to the superintendent on ways to improve the school's involvement of substitutes.		
3.3	Participate in the development or revision of the Teacher Handbook.		
ELCC Standard Element 3.4: Candidates understand and can develop district capacity for distributed leadership.			
3.4	Utilize the <u>Personal Style Inventory</u> instrument to determine the personal style of the district's administrative team members. Prepare a summary of the results and share them with		

	the participants in the inventory.		
3.4	Participate in the planning and implementation of the opening of school meeting with the district's administrative team. Document how the vision was articulated to the team.		
3.4	Shadow the SPED director for at least two hours. Document areas regarding job duties, time management, relationship to the principals, responsibilities for staff, etc. Discuss their perceptions of the effectiveness of the organizational structure of the SPED classes and of parent/community involvement.		
3.4	Evaluate the process used by the superintendent for the appointment of district personnel, parents, and community members in decision making processes (i.e., Data Teams, School Leadership Committees, School Improvement Teams, and Community Advisory Councils).		
3.4	Meet with principals, assistant principals, team leaders and/or department chairs to provide direction for the implementation of effective meetings. Document concerns from the group, and suggestions made for each concern.		
ELCC Standard Element 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.			
3.5	Analyze quarter absentee and tardy records for one quarter (in an elementary and secondary setting) and research intervention strategies for improvement. Present this information to the superintendent and/or staff, and implement at least one strategy recommended by the teachers.		
3.5	Review student attendance issues identifying patterns, frequency, and relationship to individual student achievement. Create a plan		

	that addresses these issues.		
<p style="text-align: center;">ELCC Standard 4</p> <p>A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members., responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.</p>			
<p style="text-align: center;">ELCC Standard Element 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.</p>			
4.1	Survey parents and other community stakeholders in regard to <u>instructional</u> issues that impact students. Analyze the survey findings in a written report.	<i>Activity is embedded in ELFN 7583 Evaluation of Educational Programs and Systems.</i>	
4.1	Identify and analyze a major, authentic <u>issue impacting learning in the district</u> . Prepare a written report and presentation for the school board after conducting research and in-depth interviews with district administrators, board members, teachers, students, parents, and community members.	<i>Activity is embedded in ELAD 7033 Contemporary Issues in American Education.</i>	
4.1	Conduct a <u>school culture audit</u> using the instrument provided. Present the findings and recommendations along with descriptive statistics to the school superintendent in a written report.	<i>Activity is embedded in ELAD 7103 School District Administration.</i>	
4.1	Complete School and Community Inventory utilizing online and print sources or personal interviews.		
4.1	Meet with the principals, APs, or parent coordinators to create a district profile (programs, curriculum, facilities, diversity		

	populations, etc.) that will be highlighted for a district-wide promotional item. Using this information construct a PowerPoint Tool that would provide a snapshot of what your district has to offer.		
4.1	Attend and report on state of the district report to the public/public hearing.		
4.1	Research and compile a sociological profile of the school district and community.		
4.1	Research media coverage of the district in the past year. Following district guidelines make recommendations and/or a plan for improving the positive press about the district for the upcoming year.		
4.1	Plan a district-wide celebration, activity, or ceremony involving the parents and/or community organizations that will communicate progress toward the realization of the district's vision.		
4.1	Participate in the development of a district-wide newsletter or superintendent's newspaper column and articulate ways to communicate information about the district environment to the community.		
4.1	Design and administer a teacher, student and parent survey or utilize existing perception data from the school or district. Using the results of this data, select and implement appropriate strategies that will capitalize on the diversity of the school community to improve school programs and culture.		
ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.			
4.2	Identify community resources that are currently being used in the school to support		

	student achievement and solve school problems. Develop recommendations for expansion of these services specifically to help special need populations within your school.		
4.2	Attend a PTA/Booster Club board meeting when plans for events and budget expenditures are discussed. Analyze the impact of the decisions made in relation to the school vision and related district improvement efforts.		
4.2	Review the district guidelines for the involvement of community resources or agencies such as the division of family services. Meet with a counselor or social worker to discuss the results of a case that was referred to the agency. Document the district level administrator's role in this process.		
4.2	Review the vocational/career education plan for the district and make recommendations for utilizing community resources to support students.		
4.2	Evaluate the district process for writing grants or acquiring outside resources. Work with a team to identify local resources or national grants available to improve district programs.		
4.2	Review the district guidelines for the involvement of the department of social/family services. Meet with the counselor or social worker to discuss the results of a case that was referred to DSS. Document the principal's role in this process.		
ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.			
4.3	Assist in planning, organizing and conducting a program that specifically serves students with special and/or exceptional needs. (Parents of autistic children support group, §504 workshop, working with children of poverty		

	workshop for faculty, etc.)		
4.3	Observe two parent conferences. Document the affective communication skills, and problem solving techniques used by the school leader to include the family in positively affecting student learning.		
4.3	Attend multi-level PTA (or other parent) functions serving as an administrator. Follow through by assisting with tasks determined by the group.		
4.3	Analyze data on parent and community involvement in the district during the past year. Categorize the different ways they were involved in the school. Make recommendations to the superintendent regarding the involvement of parents and the community in the upcoming year. Provide specific suggestions for the orientation of these volunteers		
4.3	Recruit and train volunteers for district initiatives an emphasis on ways to use community resources to improve student achievement and accomplish school goals.		
4.3	Design and conduct a parent workshop in an area of critical need.		
4.3	Interview six voters residing in the resident school district to identify the top five issues facing the district in the next three years.		
4.3	Design a newsletter to be sent to the home of children with disabilities. Include information regarding policies, laws, and procedures for accessing service.		
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.			
4.4	Attend meetings/conferences and network		

	with members in one or more local <u>civic organizations</u> .		
4.4	Interview one of the district's community partners to discuss ways to improve or expand the partnership. Follow through with at least one of the suggestions made by the community partner. (If no partnerships exist, attempt to establish one.)		
4.4	Plan and implement an activity that recognizes district volunteers for their support during the school year.		
<p style="text-align: center;">ELCC Standard 5</p> <p>A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual students needs inform all aspects of schooling.</p>			
<p style="text-align: center;">ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.</p>			
5.1	Attend a local school board meeting and document the agenda items that allow the board to advocate for equitable learning opportunities for all students. Discuss implications of these items with your superintendent.		
5.1	Review and summarize the district's annual discipline infractions in regard to the district's annual mandated federal report. <u>Include any information in regard to Special Needs Students.</u>		
5.1	Review bus referrals. Using this data, meet with the principals and at least one bus driver to share strategies for improving areas of concern. Develop or revise a policy to address the area		

	of concern.		
ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.			
5.2	Meet with the district's finance officer or financial secretary to discuss the legalities of the school budget as related to procedures, organization, paperwork associated with the school's budget. What common problems are faced? What legalities must be addressed? Determine efforts to be transparent with the school budget.		
5.2	Actively assist in the coordination and supervision of district-wide testing procedures. Participate in the delivery of the code of ethics for staff in relation to the testing process. Work closely with testing supervisor to learn how to manage misadministration issues if they occur.		
5.2	Report on a dispute resolution between a parent and the school in regard to a SPED issue.		
ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.			
5.3	Analyze and provide a solution to a diversity-related school-based case study.	<i>Activity is embedded in ELCI 7523 Curriculum Theory and Practice</i>	
5.3	Conduct a presentation for the faculty advocating programs and best practices that promote and provide equitable learning opportunities for all students. Collect feedback from the staff through an evaluation form. Summarize data and list strategies for improvement.		
5.3	Participate in the teacher interview and hiring process. Investigate the application process		

	and district orientation process for newly hired teachers.		
ELCC Standard Element 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.			
5.4	Assist the superintendent with assignment of administrative staff to participate and/or supervise district-wide events		
5.4	<u>Special Students Activity</u> - Identify a specific issue related to students with special and exceptional needs. Develop a plan that addresses the issue based on information collected from multiple stakeholders including groups representing conflicting perspectives. Based on the latest research and using the input of involved stakeholders, propose a policy to improve the issue.	<i>Activity is embedded in ELAD 7073 School in a Pluralistic Society</i>	
5.4	Attend 2 IEP meetings. Document the role of the LEA representative in the meetings. Prior to attending the meetings, review test data, psychological profile, and observe the student. Examine the IEP for compliance.		
5.4	Review laws and regulations for conducting an IEP meeting. Attend an IEP meeting to review procedures involved with screening, evaluating, and serving children with exceptionalities. Document the role of the meeting leader in monitoring this process.		
ELCC Standard Element 5.5: Candidates understand and can promote social justice within the district to ensure individual students needs inform all aspects of schooling.			
5.5	Participate in the student placement process, addressing academic, social, and emotional needs of students. Closely examine how the school addressed placement of special need students.		
5.5	Assist in planning, organizing and conducting a district-wide program that specifically serves		

	students with special and/or exceptional needs. (Parents of autistic children support group, §504 workshop, working with children of poverty workshop for faculty, etc.)		
5.5	Review the procedures for approving applications free and reduced lunch. Document confidentiality practices and ways the school encourages participation in the free and reduced meal program. Assist the appropriate personnel with implementation of these guidelines.		
5.5	Attend 2 IEP meetings. Document the role of each representative in the meetings. Prior to attending the meetings, review test data, psychological profile, and observe the student. Examine the IEP for compliance. (These meetings must be for students not currently in your class.)		
<p style="text-align: center;">ELCC Standard 6</p> <p>A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.</p>			
<p>ELCC Standard Element 6.1: Candidates understand and can advocate for district students, families, and caregivers.</p>			
6.1	Track a bill through the legislative process. Attend a session of either the House Education Committee or the Senate Education Committee.		
6.1	Observe 2 discipline hearings. One at the sub-district (hearing officer) and the second at the district level (appealed to the board). Document all board policy and legal implications of each of the discipline hearings.		

6.1	Research and evaluate the process of revising district policy manuals and handbooks. Assemble a focus group of stakeholders to provide input on policies that affect students and their families.		
6.1	Interview one or more of the school's nurses regarding health procedures and HIPAA regulations. Document ways the HIPAA regulations are communicated to the parents and community.		
6.1	Attend a superintendents' meeting in your area with a district level leader. Reflect on the agenda, actual items of discussion, and the purposeful outcomes of the meeting.		
6.1	Observe the supervision of three extracurricular activities (sporting events, clubs, playground duty, etc.) Note methods of compliance with legal and safety standards, and make recommendations for improved supervisory responsibilities.		
6.1	Review and report on your district's designated and contracted transportation for students with IEPs and/or 504 Plans.		
6.1	Interview district's special education compliance officer regarding the laws and regulations related to the office of SPED. Detail the duties of the position.		
6.1	Determine how your district complies with the FERPA requirements of IDEA and protects personally identifiable information.		
ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.			
6.2	<u>Special Educational Law Compliance Activity-</u> Review federal and state laws, rules, and regulations covering children with disabilities	<i>Activity is embedded in ELAD 7073 School in a Pluralistic Society</i>	

	served in special education program. Evaluate the district compliance and make recommendations for improvements in local policies and procedures.		
6.2	<u>Federal Programs Focus</u> -Arrange a meeting with the district level person(s) responsible for oversight of the various federal programs to determine how each program is implemented in the district. Based on the meeting and information obtained from online and print sources, compile a report for each of the federal programs – IDEA, Title I, Title IIA, Title IID, Title III, Title IV, Title V, Carl Perkins Vocational Grant.	<i>Activity is embedded in ELAD 7073 School in a Pluralistic Society</i>	
6.2	Work with the school nurses to identify students with different health issues and help communicate these issues to the appropriate staff members following family educational rights and privacy guidelines.		
6.2	Make a presentation to the staff regarding FERPA, communicable disease or sexual harassment policies. Video tape the presentation and critique. Secure feedback from site supervisor.		
6.2	Participate in conducting the district's awareness activities for SPED as mandated by IDEA.		
6.2	Attend 2 school assistance team meetings to document the IDEA child find process. Note the responsibility of the Special Education Director in these meetings.		
6.2	Interview a School Nurse regarding health procedures and HIPAA regulations. Document ways the HIPAA regulations are communicated to the parents and community.		
6.2	Arrange a meeting with the State Department of Education and attend a State Education		

	Board Meeting or participate in a virtual meeting. Identify procedures for advocating for local districts and influencing decisions made by the State Board.		
6.2	Make a presentation about a district innovation or success promoting a fair and equitable learning opportunities to a community organization. (Lion's Club, Rotary, Church Groups, etc.)		
6.2	Develop a plan for disseminating the implementation of a new school law or regulation.		
6.2	Interview the superintendent (or representative) regarding the relationships between central office administrators/supervisors and the personnel in the school sites in communicating policies, laws, regulations, and procedures to the appropriate district stakeholders. Describe the policy-making process in the school system.		
6.2	Develop a plan for disseminating the implementation of a new special education school law or regulation. Share the plan with the district administration.		
6.2	Review and report on your district's extended school year activities and compliance with SPED laws and regulations.		
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.			
6.3	Review parent survey data to determine areas of needed improvement to address emerging district issues. Design and implement an activity to address one of the identified issues by involving parents in the decision making process.		

6.3	Attend meetings/conferences and network with members in one or more <u>county or regional level groups</u> (i.e., county/regional superintendent's association, county/regional education association or county/regional educational cooperative.)		
6.3	Attend meetings/conferences and network with members in one or more <u>state level groups</u> (i.e., School Board Association, state superintendent's association, state education association.) Identify emerging trends and initiatives that will affect your district.		
6.3	Plan and conduct a district-wide curriculum night for parents to share accountability issues, curriculum and school plans as well as emerging trends and issues. Identify ways to involved parents.		

Candidate's Signature

Date

Site Mentor's Signature

Date



APPENDIX C

FINAL INTERNSHIP ACTIVITY LOG



FINAL INTERNSHIP ACTIVITY LOG

Name _____ Date: _____

- Candidates must complete a minimum of 35 internship activities.
- Documentation must be included in the electronic portfolio in Livetext for one or more activities representing each of the ELCC standard elements (1.1, 1.2, 1.3, 1.4, 2.1 etc.).
- The documentation in the portfolio for each activity must include completed reflective summary information and artifacts providing additional evidence of participation in each activity listed below.

Additional lines may be added to the following tables as needed to record internship activities.

ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.		
ELCC Standard Element	Description of Activity	Actual Completion Date
1.1		
1.2		
1.3		
1.4		

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ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC Standard Element	Description of Activity	Actual Completion Date
2.1		
2.2		
2.3		
2.4		

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC Standard Element	Description of Activity	Actual Completion Date
3.1		
3.2		
3.3		
3.4		
3.5		

ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC Standard Element	Description of Activity	Actual Completion Date
4.1		
4.2		

4.3		
4.4		

ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard Element	Description of Activity	Actual Completion Date
5.1		
5.2		
5.3		
5.4		
5.5		

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ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC Standard Element	Description of Activity	Actual Completion Date
6.1		
6.2		
6.3		

I affirm that I participated in each of the internship activities listed above; the documentation in my portfolio for these internship activities is my work; I completed these activities during the time I was in the educational leadership program at Arkansas State University.

Signature of Candidate

Date

I affirm that I served as the site mentor for the candidate named above and that I am verifying the candidates' participation in the internship activities listed on this log.

Signature of Mentor

Date



APPENDIX D

REFLECTIVE SUMMARY



Reflective Summary for Internship Activities & Program Artifacts
Arkansas State University

Description of Activity (refer to the Internship Activity Log)

ELCC Standard Element

Describe in detail how the activity was planned and implemented. *Include the date, location, stakeholders involved and specifics of planning and implementation of the activity. What did you do? Who was involved? Where did this activity take place?*

Describe additional documentation included as artifacts for this activity. *Including but not limited to federal/state/local laws or regulations related to the activity; policies; forms; minutes/agendas for meetings; new documents produced.*

Write a reflective summary of your experiences in planning and implementation for this activity.
Respond to the following:

- **Describe in detail new knowledge and skills gained from participation in this activity.** *What did you learn about this area of leadership? What did you learn about yourself? What did you learn about your school and/or community?*
- **Describe in detail the challenges you experienced.** *What did you learn about your school that might need to be changed or improved? How could you have been better prepared for this activity? What would you do differently to improve the outcome? Did you have any “surprises” as you engaged in this activity?*
- **What more do you need to know or learn about your school to be a more effective school leader in this area of leadership?**
- **What do you need to do to improve in this area of leadership?**
- **Who could help you improve in this area of leadership?**

Reflective Summary continued



APPENDIX E

MENTOR PARTICIPATION FORM



Mentor Participation Form

Name of the Intern _____

Name of the Internship School _____

Note: The mentor must be a licensed practicing administrator with a minimum of 3 years of administrative experience.

Name of Mentor _____

Current Administrative Position _____

Name of School & District _____

Number of Years of Administrative Experience _____

Number of Years of Teaching Experience _____

Highest Degree of the Mentor _____

Work Phone _____ Fax _____

Mailing Address _____

Email address _____

I have discussed the administrative internship experience with the above-named intern. I agree the intern may work in our district and I will supervise the intern.

Signature of Mentor

Date

Signature of Intern

Date



APPENDIX F

COLLEGE LIVETEXT PORTFOLIO



College LiveText Portfolio

College LiveText is an electronic portfolio system that is accessible through the internet. College LiveText enables you to demonstrate your development as an aspiring school leader and your leadership knowledge and abilities. Purchase information and student training modules and support for College LiveText are available at <https://college.livetext.com/>. Additional support for LiveText is available at <http://www2.astate.edu/a/education/live/live-text.dot>.

Once you have purchased College LiveText and set up your username and password, you are ready to begin the development of your leadership portfolio. The following directions will assist you in setting up your portfolio in your LiveText site.

1. Click on the **Dashboard** tab located on the left side close to the top of the screen.
2. Scroll down to **My Work** and click on the **+ New Document** icon.
3. In the **Folder** drop box, select the folder **Academic Partnership Portfolios for District Level Education Leader**.
4. In the **Template** drop box, select the template **Academic Partnership Portfolio-District Level Education Leader**.
5. Enter a title for your portfolio (i.e., Isabella Grace – District Level Educational Leader).
6. Enter a description for your portfolio (i.e., completed Fall 2011).
7. Select **Multiple Page Layout**.
8. Select **Arkansas State University Style set**.
9. Click on **Save As New Document**.

Your portfolio is now located in **My Work** on the Dashboard page. Use the **Edit Properties** tab located over the black bar to the left and at the top of the page to change the title or description of your portfolio.

The portfolio should include seven sections plus an **Authorship and FERPA** statement which you should review prior to submitting your portfolio.

Use the links in the black box on the left side of the page to open each section of the portfolio. Click on the titles to open each section.

Section 1 is the table of contents and should not be changed.

Section 2 will include your professional credentials. Click on the **Edit** icon on the right side of the white area to attach your documents. This will open a text box and allow you to write a description of the word document or image you are attaching as documentation. Scroll to the bottom of the white section to attach your word files. It is probable you will need to scan your college transcripts and teaching license and attach the scanned copies. Do not copy and paste your documents into the text box-use the attachment function.

Click on the **Save Changes** or **Save & Finish** icon to save your work in each section. You will be able make changes in each section afterward.

Section 3 is the **District Vision** assignment completed in the School District Administration course.

Attach your work as a word file or PowerPoint.

Section 4 is a final report of your internship that will be completed during the Supervised Internship Course which is the final course in your degree or program of study.

Section 5 is where you will attach documentation of each internship activity completed since your first course. This includes the internship activities completed independently and the course-embedded activities. You will have two documents for each of the 35 activities – the reflective summary and the artifacts.

Section 6 is where you will attach **Program Artifacts**. You will select at least one assignment completed in each of your courses. This would include case studies, papers, tests, discussions, etc. Attach your work as word files. Ten program artifacts should be included in Section 10. The activities you included in Section 5 are not included in Section 6. You will complete a reflective summary for each program artifact included in Section 6.

Section 7 is the **Closing Reflection** that will be completed at the end of the Supervised Internship Course. Attach your work as a word file.

The **Authorship and FERPA** statement should be read carefully prior to submission of the portfolio for review.

Upon completion of your portfolio, you will submit the portfolio by clicking on **Submit** . At that point, your instructor will be able to view and assess your portfolio.