

**ELAD 6593 Supervised Internship-Building Principal**

**ELCI 6493 Supervised Internship-Curriculum/Program Director**

**Special Education Director**

**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 cover information **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 along with 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 prior to the beginning of the internship course.
* The candidate and the site mentor will 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.).**

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| **ELCC Standard** | **Description of Activity** | **Projected Completion Date**  **(Month/Year)** | **Actual Completion**  **Date**  **(Month/Day/**  **Year)** |
| **ELCC Standard 1**  A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continued and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. | | | |
| **ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.** | | | |
| 1.1 | Develop a PowerPoint presentation appropriate for faculty, community, staff, and mature students that summarizes your vision of learning for a school. Present your plan to stakeholders. | *Activity embedded in ELAD 6103 Ethical Leadership* |  |
| 1.1 | Facilitate the planning of parent organization activities with the president/executive team of the parent organization. Align activities of the organization for the coming year with the school’s goals. Present the plan to stakeholders. |  |  |
| 1.1 | Implement the plan for revising the school’s vision statement. Submit the revised vision to the school leadership team. |  |  |
| 1.1 | Participate in planning the Back to School orientation/activities for students. Include age-appropriate information regarding the school goals and plans for implementation on the goals. Present the plan to stakeholders. |  |  |
| 1.1 | Participate in the development of the school announcements to articulate the vision of the school to the students. |  |  |
| 1.1 | Assist in the preparation and delivery of presentations for incoming or new students. (Beginners day, Kindergarten Orientations, Middle School Transitions, In-Coming Freshman meetings) |  |  |
| 1.1 | Update the plans to achieve school goals on the school’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 school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.** | | | |
| 1.2 | Develop and articulate a school-based curricular reform plan that incorporates a shared vision of the school. Submit the plan to the school leadership team. | *Activity embedded in ELCI 6423 Middle*  *School Curriculum and ELCI 6063 Curriculum Management* |  |
| 1.2 | Gather and analyze information from a school board member on how test data is used in the school and district assessment process. | *Activity embedded in ELCI 6063 Curriculum Management* |  |
| 1.2 | Address and implent an authentic academic problem and implement |  |  |
| 1.2 | Administer the Effective Schools Survey in your building. Write a report that explains the extent to which your school’s faculty, not district, values and practices the criteria in the “Effective Schools Survey.” | *Activity embedded in ELAD 6103 Ethical Leadership* |  |
| 1.2 | Attend a district budget hearing. Document correlation between budget allocations and the achievement of the school goals. |  |  |
| **ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.** | | | |
| 1.3 | Plan school-wide professional development program to improve curricula/instruction. | *Activity embedded in ELCI 6063 Curriculum Management*  *or*  *ELCI 6423 Middle School Curriculum* |  |
| 1.3 | Examine the past year’s professional development plan and evaluate its effectiveness. Evaluate the impact the plan has made on staff and student learning. Using school data, work with the principal to develop and/or plan the school’s professional development for the coming year. |  |  |
| 1.3 | Organize, supervise, and evaluate a school event that supports the school goals for school improvement (i.e., a science fair, math fair, language arts festival, assembly, or career day.) |  |  |
| **ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.** | | | |
| 1.4 | School assessment project  Working with a team of 3-5 colleagues, complete the school assessment questionnaire to identify a specific student achievement to be improved, Develop an intervention including the focus and goals, teacher training requirements, a plan for training, implementation, and monitoring student progress. | *Activity embedded in ELCI 6323 Elementary School Curriculum* |  |
| 1.4 | Review parent survey data to determine areas of needed improvement. Design and implement an activity to address one of the identified concerns by involving parents in the decision making process. | *Activity embedded in ELLCI 6423 Middle School Curriculum* |  |
| 1.4 | Monitor the success of the School Improvement Plan and make recommendations for adjustments/direction for the coming year. Document the effectiveness of the school leadership team in the implementation of the plan. |  |  |
| 1.4 | Participate in or facilitate the process of writing/modifying and sharing the school improvement plan. Specify how the school vision and use of data drive this plan. |  |  |
| 1.4 | Attend a minimum of two school site leadership meetings to observe the structure and decision making procedures. Document the communication skills of the principal in these meetings, with attention given to promoting the goals of the school, evaluating school goals and revising school plans to achieve the goals. Document the principal’s effort to build shared commitment from the leadership team. Assist the principal in following up on agenda items. |  |  |
| 1.4 | Gather a small focus group or data team to analyze a particular school need. Lead the discussion as participants study the data to clearly understand the problem and brainstorm solutions. Compile the feedback and suggestions in a report for the principal. |  |  |
| 1.4 | Hold a focus group of parents and/or community partners to review the school’s current vision, mission and improvement plan. Document the suggestions to promote the vision, mission and improvement plan. Share results with the principal. |  |  |
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| **ELCC Standard 2**  A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. | | | |
| **ELCC Standard Element 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.** | | | |
| 2.1 | Design a program for a middle school advisory program and submit to school leadership team. | *Activity embedded in ELCI 6423 Middle School Curriculum* |  |
| 2.1 | 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. |  |  |
| 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 | Meet with a school committee to discuss school climate. Based on the discussion, develop strategies to improve relationships between diverse groups in the school. (Staff or students) |  |  |
| 2.1 | Develop, plan and implement one strategy that will help substitute teachers promote a positive school culture, capitalizing on the diversity and exceptionalities of the school. |  |  |
| **ELCC Standard Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.** | | | |
| 2.2 | Conduct a full clinical supervision cycle on a practicing teacher (preconference, observation, analysis and interpretation, post conference, and critique). | *Activity embedded in ELLCI 6083 Supervision and Evaluation of Teaching* |  |
| 2.2 | Review the curriculum standards for one area of the curricula (i.e., language arts, science, social studies, mathematics, media, arts, physical education or music.) Conduct a walk through in the selected area. Analyze observation data for student engagement, alignment to the standards, and rigor. Present your finding to the principal with suggestions for improvement. | *Activity embedded in ELLCI 6423 Middle School Curriculum* |  |
| 2.2 | Facilitate activities with teachers to develop goals, objectives, and authentic tasks in one curriculum area. | *Activity embedded in ELCI 6063 Curriculum Management* |  |
| 2.2 | Identify students retained the previous year, and examine the interventions being used to ensure student success. Meet with receiving teacher(s) to discuss individual plans for improvement. |  |  |
| 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 horizontally and 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 | Establish a schedule for teacher evaluation process within the school, including both formal and informal observations. |  |  |
| 2.2 | Working with a team at the school, plan and develop a summer school program to address specific academic needs. |  |  |
| **ELCC Standard Element 2.3: Candidates can understand and can develop and supervise the instructional and leadership capacity of school staff.** | | | |
| 2.3 | 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. | *Activity embedded in ELCI 6063 Curriculum Management* |  |
| 2.3 | Observe a classroom, collect data, and write a reaction paper on the observational technique used. | *Activity embedded in ELLCI 6083 Supervision and Evaluation of Teaching* |  |
| 2.3 | Examine a teacher assessment/evaluation instrument. Then create an electronic presentation to be shared with other teachers. Review the instrument congruent with the principles of supervision and evaluation useful for the refinement of the teaching/learning environment. | *Activity embedded in ELLCI 6083 Supervision and Evaluation of Teaching* |  |
| 2.3 | Conduct three “walk-throughs” in the classroom of a beginning teacher to identify strengths and needs. Coach this teacher by helping in the creation of lesson plans, organization of classroom management, and monitoring of student progress over a period of four to six weeks. |  |  |
| 2.3 | Collect and review lesson plans for three different grade levels or departments. Note alignment, rigor, and teacher strategies. Analyze findings and make recommendations for improvement to the principal. |  |  |
| 2.3 | Evaluate the mentoring plan for new teachers implemented in the school during the past year and interview at least 2 new teachers and at least 2 mentors about the school’s program. Use this information to refine the mentoring program for the upcoming year. |  |  |
| 2.3 | Assist with conducting a thorough curriculum needs assessment including community members, students, parents, and staff/faculty. |  |  |
| 2.3 | Review teacher evaluation scores/files to determine areas of need, possible improvement activities and accountability for determining and documenting process. |  |  |
| 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 | Observe 2 different special education 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 made. |  |  |
| 2.3 | Work with a group of teachers in a specific subject area to develop common assessments that align curriculum standards vertically from grade level to grade level. |  |  |
| 2.3 | Facilitate a staff development session to improve curricula/instruction. |  |  |
| 2.3 | Gather feedback from teachers and use it to evaluate a staff development session |  |  |
| 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 principal do to support the teacher and/or 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 developing a special education needs assessment (instructional) for both SPED and general education staff |  |  |
| 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 | Design a professional growth plan for a beginning special education teacher. |  |  |
| **ELCC Standard Element 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.** | | | |
| 2.4 | Facilitate activities with teachers to differentiate curricula/instruction to incorporate technology into curricula. |  |  |
| 2.4 | Interview the person(s) responsible for the use of technology in instruction. In addition, interview three teachers to determine the extent in which the technology is being used. Explore other sources of data to indicate the effectiveness of technology in the school’s program. Develop a plan that will take the curriculum technology utilization to the next level. |  |  |
| 2.4 | With the support of the school administrator, supervise a teacher with respect to curriculum implementation. |  |  |
| **ELCC Standard 3**  A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. | | | |
| **ELCC Standard Element 3.1: Candidates understand and can monitor and evaluate school management and operational systems.** | | | |
| 3.1 | Analyze quarter absentee and tardy records for one quarter and research intervention strategies for improvement. Present this information to the principal and/or staff, and implement at least one strategy recommended by the teachers. |  |  |
| 3.1 | Review student attendance issues identifying patterns, frequency, and relationship to individual student achievement. Create a plan that addresses these issues. |  |  |
| 3.1 | Project the enrollment of students using the cohort survival method. Write a staffing plan that would reflect the information discovered. |  |  |
| 3.1 | Project the enrollment of students using the cohort survival method. Write a staffing plan that would reflect the information discovered. |  |  |
| 3.1 | Review the district guidelines for managing bus accidents. Interview district legal personnel about the principal’s role in this process. |  |  |
| 3.1 | Research policies and regulations for purchasing materials and supplies. Fill out and submit orders for curricular materials and supplies. Receive, gather, and deliver resources to teachers. |  |  |
| 3.1 | Participate in annual December Child Count (to determine number of students eligible for federal funding) |  |  |
| 3.1 | Participate in and demonstrate knowledge of the requisition process for SPED materials and supplies. |  |  |
| 3.1 | Analyze and review school’s designated and contracted transportation for students with IEPs and/or 504 Plans. |  |  |
| **ELCC Standard Element 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.** | | | |
| 3.2 | Budgetary Proposal for New Classroom -develop a formal proposal and budget to add a new class in your school. This proposal will be presented to the superintendent and the school board for their approval. | *Activity embedded in ELAD 6053 Planning and Resource Allocation* |  |
| 3.2 | District and School Building Budgeting & Expenditures -analyzing the school-site budget; interviews with district chief fiscal officer and site principal. | *Activity embedded in ELAD 6053 Planning and Resource Allocation* |  |
| 3.2 | Conduct a space utilization survey and share results with administrators. Assist with planning that will accompany any changes for the upcoming year. |  |  |
| 3.2 | Investigate and demonstrate knowledge of funding for SPED from federal, state and local sources in the district’s budget. |  |  |
| 3.2 | Participate and demonstrate knowledge of constructing a SPED budget including salaries, materials, supplies, and travel for staff development. |  |  |
| 3.2 | Demonstrate knowledge of completing an Excess Cost Form (federal form to determine excess cost of SPED). |  |  |
| 3.2 | Research and demonstrate knowledge of a Maintenance of Fiscal Effort Form (federal entitlement). |  |  |
| **ELCC Standard Element 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.** | | | |
| 3.3 | Evaluate the school crisis plan according to the components identified in *the Crisis Management Plan Checklist.* Analyze the results of the evaluation and make recommendations for addressing components not fully in place with the building level principal or person designated as the crisis management leader. | *Activity embedded in ELAD 6003 School and Community Relations* |  |
| 3.3 | Review discipline referrals from the previous year and summarize the areas needing attention. Make recommendations to the principal for improvements for the coming year. |  |  |
| 3.3 | Research rules and regulations for student safety on busses. Conduct and evaluate a bus evacuation. |  |  |
| 3.3 | Supervise morning and afternoon bus duty for one week and manage the discipline referrals for that week. Discuss with an administrator the primary issues that have occurred, and what interventions will be implemented to prevent the reoccurrence of these behaviors. |  |  |
| 3.3 | Supervise 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. |  |  |
| 3.3 | Review transportation routes. Ride the school neighborhoods. Plan an opening meeting/presentation for the principal to use as he/she sets expectations bus drivers at the beginning of the year. |  |  |
| 3.3 | Interview school nurse regarding the protocol for dispensing ADD/ADDHD and other medications in the school setting. |  |  |
| **ELCC Standard Element 3.4: Candidates understand and can develop school capacity for distributed leadership.** | | | |
| 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. Determine how the SPED director and staff are involved in decision making. |  |  |
| 3.4 | Work with curriculum materials/textbook representatives as part of a process to choose curricular materials. |  |  |
| 3.4 | Shadow 2 assistant principals 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 to the principal, their responsibilities with staff morale and school climate and get their perceptions of the effectiveness of the school’s organizational structure and parent. |  |  |
| 3.4 | Work with the administrators to appoint a textbook/curriculum committee and work with the committee to evaluate and select textbooks and materials. |  |  |
| 3.4 | Meet with the school principal to discuss how the school budget is prioritized, what role the teachers had in the budget process, and how the budget addresses the school’s improvement plan. Document ways the budget creatively seeks new resources to facilitate learning. |  |  |
| 3.4 | Document the process used by the principal to appoint school committees, including Data Teams, School Leadership Committees, School Improvement Teams, and Parent Advisory Councils. |  |  |
| **ELCC Standard Element 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.** | | | |
| 3.5 | Research laws and regulations for extended school year activities for SPED students. Interview the SPED director and analyze the extended year activities in your school. |  |  |
| 3.5 | Meet with the principal and the key persons responsible for creating the master schedule to determine the criteria used to design the schedule. How does it affect instruction? Does it allow for teacher collaboration? How? Then actively participate in the continuing development of the master schedule |  |  |
| **ELCC Standard 4**  A building 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 on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. | | | |
| **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 school’s educational environment.** | | | |
| 4.1 | Gather and analyze data from parents and teachers on the middle school concept of “looping” and submit of your findings to the school leadership team. | *Activity embedded in ELCI 6423 Middle School Curriculum* |  |
| 4.1 | Plan a school celebration, activity, or ceremony involving the parents and/or community organizations that will communicate progress toward the realization of the school’s vision | *Activity embedded in ELCI 6423 Middle School Curriculum* |  |
| 4.1 | Using print and online sources and interviews, construct a sociological inventory of the makeup of the school including a description of the economic factors that shape the local community, the effects of the economic factors on the schools, and the cultural diversity within the school community. | *Activity embedded in ELAD 6003 School and Community Relations* |  |
| 4.1 | Evaluate the local website using the *Web Site Evaluation Tool* and compare the local school website to three award winning school websites. Look for information regarding the school improvement goals. Compose a list of recommendations for improving the local school website in order to improve communications with all school stakeholders and to engage the community in supporting the local school. | *Activity embedded in ELAD 6003 School and Community Relations* |  |
| **ELCC Standard Element 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.** | | | |
| 4.2 | Review the vocational/career education plan for the school and make recommendations for utilizing community resources to support students. |  |  |
| 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 school improvement efforts. |  |  |
| 4.2 | Assist in conducting a workshop for parents in an area of critical need. |  |  |
| 4.2 | Document the district process for writing and acquiring outside resources. Work with a team to apply for funding locally, through grants, or national foundations. |  |  |
| 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 | Review the district guidelines for the involvement of the Division of Children and Family Services (DCFS). Meet with the counselor or social worker to discuss the results of a case that was referred to DCFS. 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 schools relationships with families and caregivers.** | | | |
| 4.3 | Community Survey on School Funding & Allocation of Resources  Face-to-face interviews with six taxpayers in your school community regarding their attitudes and understanding of school funding and how schools spend money. | *Activity embedded in ELAD 6053 Planning and Resource Allocation* |  |
| 4.3 | Plan and implement an activity that recognizes school volunteers for their support during the school year. |  |  |
| 4.3 | Design a newsletter to be sent to the home of children with disabilities. Include information regarding policies, laws, and procedures for accessing services. |  |  |
| **ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.** | | | |
| 4.4 | Research local rules and regulations and interview a school official about the school’s policies and procedures for establishing relationships between the school and the community. Construct a report of findings and make recommendations for improving the involvement of stakeholders in the school’s efforts to establish relationships stakeholder groups in the school community. | *Activity embedded in ELAD 6003 School and Community Relations****.*** |  |
| 4.4 | Identify a relevant school issue and lead a task force composed of members representing the diversity in the community (population, language, disability, gender, race, socio-economic). The task force should include five community leaders, five parents, and five faculty members. The relevance of each member of the task force must be justified relative to his/her her role in addressing the school issue and the segment of the community represented by each member. | *Activity embedded in ELAD 6003 School and Community Relations* |  |
| **ELCC Standard 5**  A building-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 school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. | | | |
| **ELCC Standard Element 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.** | | | |
| 5.1 | Interview a school administrator regarding current student discipline, policies and legal guidelines of due process at the school. Survey the types of security measures currently being used to prevent disruptive behaviors. Collect, analyze and disaggregate student discipline data by offense, ethnicity, gender and age. Summarize the findings and develop a plan to present to school administration on how to reduce the number of suspensions and expulsions and prevent bullying and school violence in school. | *Activity embedded in ELAD 6073 School Law* |  |
| 5.1 | Compare the achievement on your state’s mandated criterion-reference test of the economically disadvantaged students with that of the non-economically disadvantaged students in your building. | *Activity embedded in ELAD 6103 Ethical Leadership* |  |
| **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 school.** | | | |
| 5.2 | Gather data on actual supervisory behaviors by informally observing others in leadership roles. Complete the Supervisory Interpersonal Behavior Assessment to determine what interpersonal skills are valued by supervisors in reality and compare these practices to the extent that these behaviors should be valued by a school leader. | *Activity embedded in ELLCI 6083 Supervision and Evaluation of Teaching* |  |
| 5.2 | Participate with your school administrator in 2 formal teacher observations. Attend pre and post conferences with the administrator. Discuss findings and write up the first draft of the observation reports for the administrator. In your reflection, detail ways that you utilized ethical and legal principals. |  |  |
| 5.2 | Report on the resolution of a dispute between a parent and the school in regard to a SPED issue. Identify matters that address transparency, equity, and diversity issues. |  |  |
| **ELCC Standard Element 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.** | | | |
| 5.3 | Analyze and provide a solution to a diversity-related school-based case study. |  |  |
| 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 school.** | | | |
| 5.4 | Prepare and present a professional development seminar for faculty and staff regarding laws that affect the instructional program or school attendance. | *Activity embedded in ELAD 6073 School Law* |  |
| 5.4 | Identify three actual situations in which you have been involved or actions you have witnessed that have ethical implications. Describe the situations and note the ethical ramifications inherent in each scenario. | *Activity embedded in ELAD 6103 Ethical Leadership* |  |
| **ELCC Standard Element 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.** | | | |
| 5.5 | Form a committee that involves school administrator(s), resource officer(s), counselor(s) and teacher(s). The committee will write a memorandum of understanding outlining the role of a school resource officer(s) in their school or district. Include the officer’s role in education, counseling, and enforcing school rules and policies. The memorandum should specifically address when and under what circumstances the officer will be involved in the search of students. | *Activity embedded in ELAD 6073 School Law* |  |
| 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.) |  |  |
| 5.5 | 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.) |  |  |
| **ELCC Standard 6**  A building 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 through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. | | | |
| **ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.** | | | |
| 6.1 | Interview the principal regarding the relationships between central office administrators/supervisors, the school and the parents. Research and make a report describing the policy-making process in the school and the role of the principal in serving as a spokesperson for students and families in the school. |  |  |
| 6.1 | Attend 2 school assistance team meetings to document the IDEA child find process. Note the responsibility of the Special Education Director in advocating for students and families. |  |  |
| 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. Determine the role of the principal or other school personnel in advocating for students. |  |  |
| **ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.** | | | |
| 6.2 | Visit a successful school and observe examples of effective leadership, communication, instruction, and other factors that researchers have found to be present in successful school environments. In a memo to the principal, advocate for a change within your school to promote student success. | *Activity embedded in ELLCI 6083 Supervision and Evaluation of Teaching* |  |
| 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 | Attend 2 school assistance team meetings to document the IDEA child find process. Note the responsibility of the principal in this process. |  |  |
| 6.2 | Present a report at a school board meeting regarding a curricular topic or issue. |  |  |
| 6.2 | Present a report at a school-wide parent meeting regarding a curricular topic or issue. |  |  |
| 6.2 | Develop a plan for disseminating the implementation of a new school law or regulation that affects student learning. |  |  |
| 6.2 | Participate in conducting the district’s awareness activities for SPED as mandated by IDEA. |  |  |
| **ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.** | | | |
| 6.3 | Interview the school special education compliance officer and in a report detail his/her duties. Determine the emerging issues facing your school in providing equitable learning opportunities for all students. |  |  |
| 6.3 | Determine how your district complies with the FERPA requirements of IDEA and protects personally identifiable information. Develop a bulletin or other communication to disseminate to parents on FERPA requirements. |  |  |

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Candidate’s Signature Date

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Site Mentor’s Signature Date