**EDL 750/760 Building Level Internship   
Field Experience Handbook**

**Addendum Documents: (Letters and Forms, Syllabus, Assessments, Rubrics, Other Templates)**

TABLE OF CONTENTS:

**Internship Contract** (**Internship Mentor and Candidate Contract /Information) 3**

**Memorandum of Understanding (MOU) 8**

Mentor Final Internship Feedback and Scoring Guide 14   
  
Syllabus 20

ELCC Standards, Elements, and Descriptors 24

**Course Objectives 49**

**Internship Defined 50**

**Mentor and Supervisor Roles 52**

**Resources 53**

**Course Grading 55**

**Field Experience Options (Required, Essential, Recommended, and Other) 58**

**Course Pacing Guide 89**

Required Assessments/Assignments and Accompanying Rubrics: 92

**Internship 1: ELCC Assessment 4.1: Vision Assessment and Renewal Plan 94   
 Internship 2: ELCC Assessment 4.3: Advocacy and Policy Project and   
 Presentation (however, *initial work* on Assessment 4.3 project done   
 in Internship 1 105  
  
 Internship 2: EEDA Assessment: Analyzing Student Support Services 119**

**Internship 2: ELCC Assessment 4.2: Technology and Learning Analysis 124**

Both Internships:

**Candidate Needs Assessment and Aligned PDP**

**Electronic Log of Activity Completion: Summaries and Accompanying Reflections**

**Corresponding Artifacts Collection**

**Sample PDP Template**

TABLE OF CONTENTS, Continued:

Required Assessments/Assignments and Accompanying Rubrics for Both Internships:

**Portfolio 132   
 Needs Assessment/PDP/Action Plan Rubric 132**

**Electronic Log/Individual Activity Rubric 136**

**Electronic Log/Overall Standard Reflection; Internship Reflection Rubric 139**

**Artifacts Rubric 140**

**Sample PDP 142**

**Internship Mentor and Candidate Contract /Information**



Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal/Mentor),

Thank you for agreeing to serve as a site mentor for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student) enrolled in the Clemson University Master of Educational Leadership/Educational Specialist program leading to building level licensure.

Interns are asked to complete a minimum of 100 hours each semester of internship experiences aligned with building level ELCC Standards as well as their professional strengths and areas for growth as a future principal. Clemson University’s internships are fundamentally designed to be competency-based, field experiences where interns are provided opportunities to observe, participate actively, and to lead real activities under your supervision, some of which may happen before or after school or on weekends. Naturally, for the student to learn what it is like to be a school leader—the student needs your guidance, support, and constant feedback.

Hours are accrued based on the completion of a specific and diverse range of experiences that we agree upon in advance as most appropriate for the individual interns. Across the internships, candidates are expected to gain a broad perspective on school leadership by engaging in leadership experiences that you assign that align with the building level ELCC standards and which relate to the following understandings and demonstrated skills:

ELCC Standard 1.0: 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 continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: 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 3.0: 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, 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;

FACULTY OF, EDUCATIONAL & ORGANIZATIONAL LEADERSHIP DEVELOPMENT

Clemson University

330 Tillman Hall

Clemson, SC

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F 864-656-1322

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.

[*www.clemson.edu/education*](http://www.clemson.edu/education)

ELCC Standard 4.0: 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 5.0: 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 6.0: 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.

Together in collaboration with the candidate, the mentor and the instructor, a **Professional Development Plan (PDP)** should be developed for the intern which specifies the activities in which the intern will engage- activities selected based on the candidate’s strengths and areas for growth and chosen to maximize the intern’s preparation for building level leadership. As a part of these activities, the candidate should complete 30 hours of core activities each semester and should provide you with a list of possible core activities. Together in collaboration with the candidate and with the instructor, a Professional Development Plan (PDP) should be developed for the intern which specifies the activities in which the intern will engage- activities selected to maximize the intern’s preparation for building level leadership.

**Basic Candidate Responsibilities** include the following:

1. Work in collaboration with you and the course instructor to assess his/her leadership strengths and needs for growth and to craft a plan for professional growth experiences and activities (PDP) in which he/she will participate throughout the internships
2. Complete a number of “core activities” from a provided list during each internship
3. Take initiative to model responsible leadership and take advantage of leadership opportunities suggested by you and by his/her instructor
4. Work collaboratively with members of the school leadership team
5. Learn by working with mentor principals (and other administrators) to denoted growth experiences, core internship activities, and other activities
6. Initiate regular meetings with you- the Mentor- to reflect on activities and experiences and to receive feedback
7. Maintain an accurate and up-to-date reflection/activity log and accompanying artifacts collection in accordance with expectations provided by the instructor
8. Exhibit professionalism at all times, follow all school/district policies and procedures, and honor confidentiality standards.

**Mentor Principal Responsibilities** include the following:

1. Meet with the candidate to review his needs assessment results, the ELCC standards and possible aligned experiences you would recommend, and the list of core activities. Together and in collaboration with the instructor craft a flexible Professional Development Plan for the semester.
2. Introduce the intern to the faculty and staff of the school at the first opportunity, explaining the intern’s role and responsibilities.
3. Allow the student to observe and shadow you, when possible (Students learn by watching you in action and by hearing you talk about what you do and why.) Recommend other leaders on your leadership team whom the student should also shadow, given the activities and standards in their internship.
4. Provide many varied experiences for the intern, including special meetings, planning sessions, routine administrative activities, and conferences.
5. To do the degree possible include the candidate in leadership activities, such as leadership team, principal, and school improvement council meetings. etc...
6. On a regular basis set aside time to meet with the intern to discuss and reflect on current school leadership issues and activities of the internship experience and to provide feedback and suggestions for consideration for next steps. Thirty minutes each week is recommended.
7. Balance support with freedom. In some cases interns will need support and direction and at other times they will need freedom to discover things on their own.
8. Monthly or bi-monthly, review and sign off on the Activities Record Sheet, reflecting with the intern on selected activities that you see as beneficial for the intern’s development.
9. In the middle of the semester, meet for 20 minutes with instructor/supervisor and the candidate at your office to review the student’s mid-semester progress.
10. At the end of the course, complete an evaluation with the intern and assist him/her in goal setting for the next internship.

Your role as a mentor principal is crucial in preparing tomorrow’s school leaders. We are genuinely grateful for your assistance. Please let us know if there is something we can do to support your efforts with our candidates and with your own staff.

**Clemson University Supervisor** Responsibilities:

1. Support the Mentor and candidate in identifying appropriate opportunities, activities, and experiences that align the **building level ELCC standards** and the **candidate’s professional strengths and areas for growth** as reflected in the candidate’s **Professional Development Plan** so that the candidate is provided continuous opportunities to practice leadership and receive feedback. Work with the mentor to align specific activities and experiences with those needs.
2. Become familiar with the unique culture, strengths, and challenges of the school
3. Support the candidate in determining an appropriate diverse placement
4. Support the candidate by encouraging the candidate to take full advantage of leadership opportunities that become available through the base internship as well as the diverse placement contexts
5. Support the candidate in reflecting deeply and getting the most out of each leadership activity, experience, and placement
6. Serve as a point of contact for both the mentor and intern for any concerns or special needs during the time of placement; monitor the intern’s progress; provide feedback and intervention as needed; maintain ongoing communication with both the intern and the mentor.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Candidate signature Candidate name (print) Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Mentor signature Mentor name (print) Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_**

**Supervisor signature Supervisor name (print) Date**

**Memorandum of Understanding (MOU)**



**MEMORANDUM OF UNDERSTANDING**

The purpose of this agreement is to outline relevant policies and current operational procedures that exist between the Clemson University College of Education and the School District in providing field experiences and internships for university students (university students hereafter referred to in this memorandum of understanding as “candidates”) in the Teacher Education Program, the School Counselor Education Program, and the Administration and Supervision Program.

The parties represented in the Memorandum of Understanding (MOU) are the Office of Field Experiences, the District/School Level Administrator, and the University

Supervisor/Liaison, the School Site Mentor1, and the College of Education Candidate. The agreement is effective for the 2015-2016 school year.

While each party has a role, selection of a site and placement of a candidate is a collaborative effort. The College of Education in partnership with school districts and schools will identify highly qualified school site mentors and will match university candidates with school site mentors. These intentional placements will help ensure successful relationships and quality candidate experiences. The role of each party is critical:

**Office of Field Experiences**

Effective development and implementation of the MOU requires collaborative planning, coordination, and communication of all program goals and activities. Questions or concerns related to policies should be directed to the Office of Field Experiences. The Office of Field Experiences Coordinator or a program area designee agrees to:

1. Coordinate with district representatives for school site/placement selection;

2. Clearly communicate program goals and objectives to school site mentors;

3. Identify and assign [highly qualified university supervisors](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/criteria_for_high_quality_supervisors.docx);

4. Require that candidates comply with all policies, procedures, rules and regulations of the school districts;

5. Ensure candidates have completed applicable State and District requirements for background/SLED check/medical clearances.

**District/School Level Administrator**

The District or School Administrator agrees to:

1. Assist in the selection of high quality school site mentors;

2. Assist in communication of school culture and expectations for the candidates;

3. Serve as a liaison with the school site and university.

**University Supervisor/Liaison**

The University Supervisor/Liaison agrees to:

1. Clearly communicate objectives, requirements and policies to candidates and school site mentors;

2. Work effectively one-on-one to foster growth and development of knowledge, skills and professional dispositions for student learning;

3. Clearly communicate time lines for candidate expectations;

4. Based on program expectations, conduct observations and provide continual and timely feedback and documentation of candidate progress.

**School Site Mentors**

In the College of Education, school site mentors are selected for the Teacher Education Program, the Administration and Supervision Program, and the School Counseling Program according to the College of Education [highly qualified school site mentor](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/criteria_for_high_quality_school_mentors.docx) criteria. In each program, school site mentors agree to:

1. Clearly communicate with the university liaisons (Office of Field Experiences, university supervisor, and/or program coordinators) to facilitate effective program implementation;

2. Assist candidates in meeting expected outcomes;

3. Model professional dispositions for candidates;

4. Explain rationale for professional decisions to candidates;

5. Engage candidates in critical thinking to determine strategies for accomplishing desired outcomes with students;

6. Provide opportunities of increasing responsibility for working with students;

7. Assist candidates in becoming reflective professionals who are ready to assume responsibility;

8. Based on program expectations, conduct observations and provide continual and timely feedback and documentation of candidate progress.

9. Observe candidates and provide continual and timely feedback to facilitate professional growth as described in contracts, handbooks, and/or field requirements.

**College of Education Candidate**

Each candidate is required to have a set of varied school experiences throughout his/her program and must be assigned to a site which will have met the necessary requirements for placement. Candidates are expected to exhibit professional dispositions and behaviors, actively participate in school district and university professional development opportunities as appropriate, and demonstrate commitment to professional goals and follow the field experience guidelines.

RESOURCES LINKS

[Teacher Preparation Professional Dispositions](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/teacher_prep_prof_dispositions.docx)

[Student Teaching Roles and Responsibilities Handbook](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/st_roles_responsibilities_handbook.docx)

[Administration & Supervision Principal Program Field Experience Handbook](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/admin-super_principal_field_exp_handbook.docx)

[Administration & Supervision School Site Mentor Contract](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/admin-super_internship_contract.docx)

[Administration & Supervision Superintendent Program Field Experience Handbook](http://media.clemson.edu/hehd/soe/fieldclinicalexperience/admin-super_superintendent_field_exp_handbook.docx)

[Counselor Education Field Experience Handbook](http://www.clemson.edu/hehd/departments/education/documents/SC-field-experience-manual.pdf)

1 *School counseling programs use the term “site supervisors”. However, in this document we use the term “school site mentors” as a term for all school personnel serving in the mentor role for our teacher, school counselor, principal and superintendent preparation programs*

All professionals involved acknowledge the policies and procedures in the attached agreement.

Agreement acknowledged by:

George J. Petersen District Superintendent/Designee

Founding Dean

College of Education

Clemson University School District

Date Date

Mentor Final Internship Feedback and Scoring Guide

**Internship Mentor Principal Final Internship Feedback Scoring Guide**

**Clemson University**

Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
Date\_\_\_\_\_\_\_\_\_\_\_\_

What are the intern’s strengths as a future school leader?

What is the most important area where the intern still needs growth or experience?

Do you have suggestions for us at Clemson for improving our internship or leadership program? If so, please write your suggestion(s).

**Please score the candidate on the degree to which they have shown achievement on the ELCC standards. If you are not able to make an accurate assessment at this point in time, please use NO (not observed).**

**SCORING:**

**4= Exemplary (ready for job entry/ exceeds expectations for new administrator),**

**3- Target (ready for job entry),**

**2- Acceptable (almost ready but still growing),**

1. **Needs Growth (needs significant growth to be job ready)**

ELCC Building Level Standards and Elements

**NO – Not observed.** Not every element of every standard will be observed in each internship. If you do not feel like you can provide an accurate rating, please use NO.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Element | 1 | 2 | 3 | 4 | NO |
| 1.1 | Candidates understand and can **collaboratively develop, articulate, implement, and steward a shared school vision** of learning for a school. |  |  |  |  |  |
| 1.2 | Candidates understand and can **collect and use data** to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals. |  |  |  |  |  |
| 1.3 | Candidates understand and can **promote continual and sustainable school improvement.** |  |  |  |  |  |
| 1.4 | Candidates understand and can **evaluate school progress and revise school plans** supported by school stakeholders. |  |  |  |  |  |
| 2.1 | Candidates understand and can **advocate, nurture, and sustain a school culture** and instructional program conducive to student learning through collaboration, trust, and **a personalized learning environment** with high expectations for students. |  |  |  |  |  |
| 2.2 | Candidates understand and can **create and evaluate a comprehensive, rigorous, and coherent curricular and instructional** school program. |  |  |  |  |  |
| 2.3 | Candidates understand and can **develop and supervise the instructional and leadership capacity** of school staff. |  |  |  |  |  |
| 2.4 | Candidates understand and can promote the most effective and appropriate **school technologies** to support teaching and learning in a school environment. |  |  |  |  |  |
| 3.1 | Candidates understand and can **monitor and evaluate** school management and operational systems. |  |  |  |  |  |
| 3.2 | Candidates understand and can **efficiently use human, fiscal, and technological reso**urces to manage school operations. |  |  |  |  |  |
| 3.3 | Candidates understand and can promote school-level policies and procedures that protect the **welfare and safety of students and staff** within the school. |  |  |  |  |  |
| 3.4 | Candidates understand and can develop school capacity for **distributed leadership**. |  |  |  |  |  |
| 3.5 | Candidates understand and can ensure **teacher time** focuses on supporting high-quality school instruction and student learning. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| 4.2 | Candidates understand and can **mobilize community resources** by **promoting understanding, appreciation, and use of the diverse cultural, social, and intellectual resources** within the school community. |  |  |  |  |  |
| 4.3 | Candidates understand and **can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.** |  |  |  |  |  |
| 4.4 | Candidates understand and can **respond to community interests and needs by building and sustaining productive school relationships with community partners** |  |  |  |  |  |
| 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.** |  |  |  |  |  |
| 5.2 | Candidates understand and can **model principles of self-awareness, reflective practice, transparency, and ethical behavior** as related to their roles within the school. |  |  |  |  |  |
| 5.3 | Candidates understand and can **safeguard the values of democracy, equity, and diversity** within the school. |  |  |  |  |  |
| 5.4 | Candidates **understand and can evaluate the potential moral and legal consequences** of decision making in the school. |  |  |  |  |  |
| 5.5 | Candidates understand and can promote **social justice** within the school to ensure individual student needs inform all aspects of schooling. |  |  |  |  |  |
| 6.1 | Candidates understand and can **advocate for school students, families, and caregivers**. |  |  |  |  |  |
| 6.2 | Candidates understand and can act to **influence local, school, state, and national decisions** affecting student learning in a school environment. |  |  |  |  |  |
| 6.3 | Candidates understand and can **anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.** |  |  |  |  |  |

**Syllabus**



**Elementary and Secondary Principal and Supervisor Field Experience (Internship)**

**Updated 10/25/2015**

**EDL 7500/7550 and 7510/7560**

**3 credits per course**

**Fall 2015 for EDL 7500/EDL 7560**

# Thursdays as Scheduled: 5:00-7:00 pm

Greenville Center: Room 302; alternate room occasionally for Dr. Reynolds: 409

EDL 7500 (to be followed by 7550- elementary/middle internship- seeking K-8 certification)

Instructor: Dr. Beth P. Reynolds

Office location: 308-F Tillman Hall; Office L at UC in Clemson Suite

Phone: 770-262-8131

Email: breyno2@clemson.edu

Office hours: By appointment

EDL 7510 (to be followed by 7560: secondary internship- seeking secondary certification)

Instructor: Dr. Mike Campbell

Office location: 318 Tillman Hall; Office L at UC in Clemson Suite

Phone: 864-378-6301

Email: campbe6@clemson.edu

Office hours: By appointment

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with   
emphasis on underperforming schools and underserved communities across the state and nation.

Academic Integrity Policy

"As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."  Please refer to the “Academic Integrity Policy” on for Graduate Students including these URLs for the Grad School Philosophy and policy:

[http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy](https://xmail.clemson.edu/owa/redir.aspx?C=7d2ceac7a5b84536a1f589fd97aab056&URL=http%3a%2f%2fgradspace.editme.com%2fAcademicGrievancePolicyandProcedures%23integrityphilosophy)

And [http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity](https://xmail.clemson.edu/owa/redir.aspx?C=7d2ceac7a5b84536a1f589fd97aab056&URL=http%3a%2f%2fgradspace.editme.com%2fAcademicGrievancePolicyandProcedures%23integrity)

**Accommodations for Students with Disabilities:**

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class.

Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at [www.clemson.edu/ads](http://www.clemson.edu/ads).

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."

***Students*** *at Clemson are expected to wait 15 minutes if an instructor is late.*

Please Note: Products from your work in this class may be included as evidence in the College of Education Assessment System.

**Commitment to Diversity**  
The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences.  It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

**Requirements for Use of Clemson-Assigned Student Email Accounts**

All students are automatically assigned a Clemson University email account and web space upon receiving their userid and password.  Your university email address is [USERID@CLEMSON.EDU](mailto:USERID@CLEMSON.EDU).    
This Clemson email account is the primary medium for all pertinent and official information from professors, courses, program, and the university.  If you prefer to receive your email through another personal or work account, you may forward your Clemson email to that specific account using the [Email Forwarding](http://dcit.clemson.edu/) function located at the [CCIT website](http://dcit.clemson.edu/) [<http://www.clemson.edu/ccit/>]. Be aware, however, that other email systems may not allow mail to be successfully retrieved due to firewalls, size of attachments, etc. If your preferred email moves Clemson forwards to junk mail or quarantine, no one at Clemson can help you retrieve it; only you and/or your preferred email account provider can do this. In other words, you choose to forward email from your Clemson account at your own risk of missing important advisor, program, course, and university correspondence. Additionally, failure to check your Clemson email account on a regular (weekly, if not daily) basis also may cause you to miss requirements and deadlines from your courses, program, and the university. In short, the title of the section is quite explicit- use of your assigned Clemson email account is ***required***.

**Course prerequisite:** None

**Course Catalogue Descriptions**:

**Initial Internship: EDL 7500 Elementary Principal and Supervisor Field Experience I 3 (1)** First practicum in a series of two with an experienced elementary/middle (pre-K-8) school principal or supervisor. EDL 7500 and 7510 must be taken in a sequence in a single academic year. *Preq:* EDL 7050. *Coreq:* EDL 7501.   
  
**Final Internship: EDL 7510 Elementary Principal and Supervisor Field Experience II 3 (1)** Second practicum in a series of two with an experienced elementary/ middle (pre-K-8) school principal or supervisor. EDL 7500 and 7510 must be taken in a sequence in a single academic year. *Preq:* EDL 7500.

OR

**Initial Internship: EDL 7550 Secondary Principal and Supervisor Field Experience I 3 (1)** First practicum in a series of two with an experienced secondary (grades 7-12) principal or supervisor. EDL 7550 and 7560 must be taken in a sequence in a single academic year. *Preq:* EDL 7050. *Coreq:* 7551.

**Final Internship: EDL 7560 Secondary Principal and Supervisor Field Experience II 3 (1)** Second practicum in a series of two with an experienced middle/high school (grades 7-12) principal or supervisor. EDL 7550 and 7560 must be taken in a sequence in a single academic year. *Preq:* EDL 7550. *Coreq:* EDL 7561.

**EDL 7500/7510 and 7550/7560 Internship Rationale and ELCC Standards:**

The internship provides opportunities for candidates to hone leadership and administrative skills and demonstrate and provide evidence of knowledge and skill in each of the six ELCC standards. It also allows for students to focus on special projects and to intentionally build capacity in different ELCC and PADEPP standards. The six building level ELCC standards are described below:

**ELCC BUILDING LEVEL STANDARDS, ELEMENTS, AND ACCEPTABLE PERFORMANCE EXAMPLES**

**ELCC Standard 1.0:** 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 continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**ELCC STANDARD ELEMENTS:**

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

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

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

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

**RESEARCH SUPPORT FOR ELCC STANDARD 1.0:**

Research evidence confirms that a building- level education leader must have the knowledge to promote the success of every student through understanding principles for developing, articulating, implementing, and stewarding a school vision of learning. This includes knowledge of the importance of shared school vision, mission, and goals for student success that is documented in the effective schools literature and school improvement literature. It includes the knowledge that when vision, mission, and goals are widely shared, student achievement usually increases.

|  |  |
| --- | --- |
| **Acceptable Candidate Performance for**  **ELCC Building Level Leadership Standard 1.0** | |
| **ELCC Standard Element 1.1:** Candidates understand and can collaboratively develop,  Articulate, implement, and steward a shared vision of learning for a school. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ collaborative school visioning;  ♦ theories relevant to building,  articulating, implementing, and   stewarding a school vision;  ♦ methods for involving school stakeholders in the visioning process. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ design and support a collaborative process for developing and implementing a school vision;  ♦ articulate a school vision of learning  Characterized by a respect for students and their families and community partnerships;  ♦ develop a comprehensive plan for  communicating the school vision to appropriate school constituencies;  ♦ formulate plans to steward school vision  statements. |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦the design and use of assessment data for learning;  ♦organizational effectiveness and learning strategies;  ♦tactical and strategic program planning;  ♦implementation and evaluation of School improvement processes;  ♦variables that affect student achievement. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ develop and use evidence-centered research strategies and strategic planning processes;  ♦ create school-based strategic and tactical goals;  ♦ collaboratively develop implementation plans to achieve those goals;  ♦ develop a school improvement plan that aligns to district improvement plans. |

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| **ELCC Standard Element 1.3**: Candidates understand and can promote continual and sustainable school improvement. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ continual and sustained improvement models and processes;  ♦ school change processes for continual  and sustainable improvement;  ♦ role of professional learning in  continual and sustainable school  improvement. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;  ♦ design a transformational change plan at  the school-building-level;  ♦ design a comprehensive, building-level  professional development program. |

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| **ELCC Standard Element 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ develop a school plan to monitor program development and implementation of school goals;  ♦ construct an evaluation process to assess the effectiveness of school plans and programs;  ♦ interpret information and communicate  progress toward achievement of school  vision and goals for educators in the  community and other stakeholders. |

**ELCC Standard 2.0:** 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 ELEMENTS:**

ELCC 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.

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

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**RESEARCH SUPPORT FOR ELCC STANDARD 2.0:**

Research evidence confirms that a building-level education leader must know principles for sustaining a school culture and instructional program conducive to student learning and staff professional growth. This includes knowing the elements of school culture and ways it can be influenced to ensure student success; human development theories; proven learning and motivational theories; how diversity influences the learning process; effective leadership practices, including those characterized as instructional leadership, transformational leadership, or leading learning; and models of change processes.

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| **Acceptable Candidate Performance for**  **ELCC Building Level Leadership Standard 2.0** | |
| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ theories on human development behavior, personalized learning environment, and motivation;  ♦ school culture and ways it can be  influenced to ensure student success. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ collaborate with others to accomplish school improvement goals;  ♦ incorporate cultural competence in development of programs, curriculum, and instructional practices;  ♦ monitor school programs and activities to ensure personalized learning opportunities;  ♦ recognize, celebrate, and incorporate  diversity in programs, curriculum, and  instructional practices;  ♦ facilitate the use of appropriate content- based learning materials and learning strategies;  ♦ promote trust, equity, fairness, and respect among students, parents, and school staff. |
| **ELCC Standard Element 2.2:** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦curriculum development and instructional delivery theories;  ♦measures of teacher performance;  ♦multiple methods of evaluation,   accountability systems, data collection,  and analysis of evidence;  ♦school technology and information systems to support and monitor student learning. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ collaborate with faculty to plan,   implement, and evaluate a coordinated, aligned, and articulated curriculum;  ♦ use evidence-centered research in making curricular and instructional decisions;  ♦ interpret information and communicate   progress toward achievement;  ♦ design evaluation systems and make  school plans based on multiple measures   of teacher performance and student   outcomes, and provide feedback based  on evidence. |

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| **ELCC Standard Element 2.3**: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ high-quality professional development for school staff and leaders;  ♦ instructional leadership practices;  ♦ leadership theory, change processes, and evaluation;  ♦ standards for high-quality teacher, principal, and district practice. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ work collaboratively with school staff to improve teaching and learning;  ♦ design the use of differentiated  instructional strategies, curriculum   materials, and technologies to maximize   high-quality instruction;  ♦ design professional growth plans to   increase the capacity of school staff and   leaders that reflect national professional   development standards. |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ technology and its uses for instruction within the school;  ♦ infrastructures for the ongoing support,  review, and planning of instructional  technology. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ use technologies for improved classroom instruction, student achievement and continuous school improvement;   1. Monitor instructional practices within the school and provide assistance to teachers 2. Use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting |

**ELCC Standard 3.0:** 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 ELEMENTS:**

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

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological   
resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that   
protect the welfare and safety of students and staff within the school.

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

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality   
school instruction and student learning.

**RESEARCH SUPPORT FOR ELCC STANDARD 3.0:**

Research evidence confirms that a building-level education leader must have knowledge of best practices regarding management of a school organization, operations, and resources for a safe, efficient, and effective learning environment. This includes knowledge of effective management   
and effective leadership that are associated with improved school conditions and subsequent   
school outcomes. It also includes knowledge of human resource issues such as educator work redesign; educator recruitment and selection; educator induction, mentoring, and professional development; educator appraisal, supervision, and evaluation; and educator compensation.

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| **Acceptable Candidate Performance for**  **ELCC Building Level Leadership Standard 3.0** | |
| **ELCC Standard Element 3.1:** Candidates understand and can monitor and evaluate school management and operational systems. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ school management of organizational, operational, and legal resources;  ♦ school management of marketing and public relations functions. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦ analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school;  ♦ develop school operational policies and  procedures;  ♦ develop plans to implement and manage  long-range plans for the school. |

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| **ELCC Standard Element 3.2:** Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦ methods and procedures for managing school resources, including the  Strategic management of human capital,  School operations, and school facilities;  ♦ alignment of resources to building  Priorities and forecasting resource requirements for the school;  ♦ technology and management   systems. | ***Professional Skills***  Evidence that candidates demonstrate skills required to  ♦ develop multi-year fiscal plans and annual budgets aligned to the school’s priorities and goals;  ♦ analyze a school’s budget and financial status;  ♦ develop facility and space utilization plans for a school;  ♦ project long-term resource needs of a school;  ♦ use technology to manage school  operational systems. |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations;  ♦school strategies supporting student development of self-management, civic literacy, and positive leadership skills;  ♦school-based discipline management policies and plans. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment;  ♦plan an aligned building discipline management policies and plan;  ♦evaluate and implement discipline management plans. |
| **ELCC Standard Element 3.4:** Candidates understand and can develop school capacity for distributed leadership. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦the meaning of distributed leadership in a school environment and how to create and sustain it. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦identify leadership capabilities of staff; ♦model distributed leadership skills; ♦involve school staff in decision-making   processes. |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning;   * Management theories on effective school time, priorities, and schedules | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦develop school policies that protect time and schedules to maximize teacher instructional time and student learning   * Develop a school master calendar. |

**ELCC Standard 4.0:** 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 ELEMENTS:**

ELCC 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.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding,   
appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

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

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

**RESEARCH SUPPORT FOR ELCC STANDARD 4.0:**

Research evidence confirms that a building-level education leader must know strategies for collaborating with   
faculty and community members; diverse community interests and needs;   
and best practices for mobilizing community resources. This includes knowing how to collect   
and analyze information pertinent to the school educational environment, and understanding  
 the needs of students, parents, and caregivers in order to develop collaboration strategies.

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| **Acceptable Candidate Performance for ELCC Building Level Leadership Standard 4.0** | |
| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦collaboration and communication   techniques to improve the school’s  educational environment;  ♦information pertinent to the school’s   educational environment. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦use collaboration strategies to collect,  analyze, and interpret school, student,   faculty, and community information;  ♦communicate information about the   school within the community. |

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| **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. | |
| ***Content Knowledge*** Evidence of candidate knowledge of  ♦identify and mobilize effective community resources;  ♦school-based cultural competence;   ♦diverse cultural, social, and intellectual   community resources. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦identify and use diverse community resources to improve school programs. |
| **ELCC Standard Element 4.3**: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. | |
| ***Content Knowledge*** Evidence of candidate knowledge of  ♦the needs of students, parents or caregivers; | ***Professional Leadership Skills*** Evidence that candidates demonstrate skills required to  ♦conduct needs assessments of families and caregivers; |

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| ♦school organizational culture that promotes open communication with families and caregivers;  ♦school strategies for effective oral and written communication with families and caregivers;  ♦approaches to collaboration with families and caregivers. | ♦develop collaboration strategies for  effective relationships with families and caregivers;  ♦involve families and caregivers in the decision-making processes at the school. |
| **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. | |
| ***Content Knowledge*** Evidence of candidate knowledge of  ♦the needs of school community partners;  ♦school organizational culture that promotes open communication with community partners;  ♦school strategies for effective oral and written communication with community partners;  ♦collaboration methods to develop and sustain productive relationships with community partners. | ***Professional Leadership Skills*** Evidence that candidates demonstrate skills required to  ♦conduct needs assessment of community partners;  ♦develop effective relationships with a variety of community partners;  ♦involve community partners in the decision-making processes at the school; |

**ELCC Standard 5.0:** 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 ELEMENTS:**

ELCC 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.

ELCC 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.

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

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

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

**RESEARCH SUPPORT FOR ELCC STANDARD 5.0:**

Research evidence confirms that a building-level education leader must know how to act with integrity, fairness, and engage in ethical practice. This includes understanding democratic values, equity, and diversity; knowing about current ethical and moral issues facing education, government, and business; and understanding the relationship between social justice, school culture, and student achievement.

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| **Acceptable Candidate Performance for ELCC Building Level Leadership Standard 5.0** | |
| **ELCC Standard Element 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦practices demonstrating principles of integrity and fairness;  ♦federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice. | ***Professional Leadership Skills*** Evidence that candidates demonstrate skills required to  ♦act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success  ♦create an infrastructure that helps to monitor and ensure equitable practices |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦the basic principles of ethical behavior established by legal and professional organizations;  ♦the relationship between ethical behavior, school culture, and student achievement;  ♦the effect of ethical behavior on one’s own leadership. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦formulate a school-level leadership platform grounded in ethical standards and practices;  ♦analyze leadership decisions in terms of established ethical practices. |

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| **ELCC Standard Element 5.3**: Candidates understand and can safeguard the values of democracy, equity, and diversity. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦democratic values, equity, and diversity. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues;  ♦develop appropriate communication skills to advocate for democracy, equity, and diversity. |
| **ELCC Standard Element 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. | |
| ***Content Knowledge*** | ***Professional Leadership Skills*** |

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| Evidence of candidate knowledge of  ♦moral and legal consequences of decision making in schools;  ♦strategies to prevent difficulties related to moral and legal issues. | Evidence that candidates demonstrate skills required to  ♦formulate sound school strategies to educational dilemmas;  ♦evaluate school strategies to prevent difficulties related to moral and legal issues. |

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| **ELCC Standard Element 5.5:** Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦the relationship between social justice, school culture, and student achievement;  ♦theories of efficacy. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;  ♦develop the resiliency to uphold core values and persist in the face of adversity. |

**ELCC Standard 6.0:** 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 ELEMENTS:**

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

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

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt   
school-based leadership strategies.

**RESEARCH SUPPORT FOR ELCC STANDARD 6.0:**

Research evidence confirms that a building-level education leader must know how to respond to and influence the   
political, social, economic, legal, and cultural context within a school and district. This includes knowing policies,   
laws, and regulations enacted by state, local and federal authorities; knowing how to improve the social opportunities   
of students, particularly in contexts where issues of student marginalization demand proactive leadership; and   
understanding how culturally responsive educational leadership can positively influence academic achievement   
and student engagement.

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| **Acceptable Candidate Performance for ELCC Building Level Leadership Standard 6.0** | |
| **ELCC Standard Element 6.1:** Candidates understand and can advocate for school students, families, and caregivers. | |
| ***Content Knowledge)***  Evidence of candidate knowledge of  ♦policies, laws, and regulations enacted by state, local, and federal authorities that affect schools;  ♦the affect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦analyze how law and policy is applied consistently, fairly and ethically within the school;  ♦advocate based on an analysis of the complex causes of poverty and other disadvantages;  ♦serve as a respectful spokesperson for students and families within the school. |

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| **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. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦the larger political, social, economic, legal, and cultural context;  ♦ways that power and political skills can influence local, state, or federal decisions. | ***Professional Leadership Skills*** Evidence that candidates demonstrate skills required to  ♦advocate for school policies and programs that promote equitable learning opportunities and student success;  ♦communicate policies, laws, regulations, and procedures to appropriate school stakeholders. |

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| **ELCC Standard Element 6.3**: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | |
| ***Content Knowledge***  Evidence of candidate knowledge of  ♦future issues and trends that can affect schools (e.g., entrepreneurial approaches);  ♦contemporary and emerging leadership strategies to address trends. | ***Professional Leadership Skills***  Evidence that candidates demonstrate skills required to  ♦identify and anticipate emerging trends and issues likely to affect the school;  ♦adapt leadership strategies and practice to address emerging school issues. |

**ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of  
 every student through a substantial and sustained educational leadership internship experience that   
has school-based field experiences and clinical internship practice within a school setting and is monitored  
 by a qualified, on-site mentor.**

# Overview and Philosophy of the Internship Experience

Field experiences serve as critical anchor points for learning and leadership development. While technical knowledge, reflection, and values clarification are essential components of leadership development; these elements become   
internalized through consistent action and experience in the field.

Course Objectives: In this course, students will engage in fieldwork that is aligned with each of   
the six ELCC standards (see standards below these 6 objectives).

* To understand the role and function of the school principal through fieldwork   
  experiences that focus on school improvement for P-12 student benefit.
* To build initial leadership skills and knowledge by integrating theory and   
  effective school practices under the supervision of a principal.
* To learn about school organizations and gain insight into the coordination of various aspects of the school program and systems by making application of competencies acquired during the principal preparation coursework.
* To understand and begin applying situational leadership styles appropriate for school contexts.
* To expand awareness of school operations by attending semi-monthly seminars that involves simulations, exercises, and field-based speakers.

# The Candidate Professional Development Plan and Aligned Field Experiences and Clinical Internship Activities as a Continual Process of Application:

Field experiences linked to the candidate’s needs assessment and professional development plan (PDP) through clinical   
internships provide a wide range of opportunities for candidate responsibility in leading, facilitating, and making   
decisions typical of those made by educational leaders within a school environment. The intent is to involve candidates   
in many direct interactions with school staff, students, parents, and school community leaders. The concentrated   
internship experiences under the direction and supervision of an on site mentor and a University instructor enables the candidate to participate in targeted and authentic field experiences and clinical internship practice within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the six (6)   
ELCC *Educational Leadership Building-Level Program Standards.*

While the clinical internships are designated as consisting of EDL 7500/7510 (Elementary) or 7550/7560 (secondary),  
 the fact is that candidates often have been engaging in field experiences throughout their program of studies. In order to acknowledge and encourage this reality, many field experiences are aligned with work that may have been imbedded   
within courses. While interns are expected to complete a minimum of 100 hours of field experiences during each of   
the two internships, candidates are also expected to complete an initial 20 hours of field experiences prior to beginning  
 the internship. These 20 hours are in addition to hours completed for the internships and should be logged throughout  
 the program of studies and submitted to the internship supervisor in 7500 or 7550 (the initial/first internship) at the beginning of the initial internship. These hours must be approved by the instructor but may come from field experiences completed as part of or in addition to previous or ongoing program coursework.

Thus, the internship experience technically consists of four distinct sections, although pre-internship requirements for  
 Section 1 can be completed simultaneously by students recently enrolled in the internship.

1. **Section 1: Pre-intern experiences for students beginning program January 1, 2016 or after**: Requires 20 hours   
   of field experiences completed as part of or along with specific courses throughout the program, but **prior to beginning  
    the internship**. These hours are exclusive of the 200 hours associated with the two internships (making a total of 220  
    hours of internship field experiences). These 20 hours must be hours for activities agreed upon by both the intern and  
    the instructor and approved by the instructor.
2. **Section 2: Initial Internship**: Internship EDL 7500/7550 (Intern I). Requires a minimum of 100 hours of pre-approved   
   field experiences- determined in collaboration with the candidate’s mentor and instructor and based primarily upon a needs assessment of the candidate’s strengths and areas for growth as a future building level leader. Hours include required assessments. Typically this needs assessment is administered at the beginning in the initial internship. The candidate’s Professional Development Plan is built collaboratively with the candidate, mentor, and the instructor to include appropriate experiences for the candidate to grow professionally during the internship. While the majority of the field-based activities should be directly tied to the PDP, other activities are definitely allowable if tied to the ELLC standards and approved   
   by the instructor and mentor. Field experiences should be a combination of essential, recommended, and principal   
   designated, primarily derived from the candidate’s approved PDP based upon his/her needs assessment data and work   
   that the mentor designates as prime experiences for the candidate.
3. **Section 3: Final Internship**: Internship EDL 7510/7560 (Intern II). Requires a minimum of 100 hours of additional   
   approved field experiences- again determined in collaboration with the candidate’s mentor and instructor and based   
   primarily upon the initial and on going needs assessment of the candidate’s strengths and areas for growth as a future   
   building level leader. Hours include work done on required assessments. While the initial needs assessment is   
   administered at the beginning in the initial internship, ongoing feedback, assessment, and reflection can also result   
   in modifications in the candidate’s PDP. The candidate’s Professional Development Plan is built and constantly   
   tweaked to provide appropriate experiences for the candidate to grow professionally during the internship. While the   
   majority of the field based activities should be directly tied to the PDP, other activities are allowable is tied to the ELLC standards and approved by the instructor and mentor. Field experiences should be a combination of required, essential,   
   recommended, and principal designated, primarily derived from the candidate’s approved PDP based upon   
   his/her needs assessment data.
4. **Section 4: Diverse Placement**: A total of 20 hours of field experiences must be completed   
   in a [diverse placement](#_Diverse_Placement_Definition). The diverse placement selected must be approved by the  
   instructor and meet the established criteria for diverse placement. These 20 hours may  
   be counted towards any part of the 220 total hours required by the program. ***There are specific field  
    experiences attached to this section***. Candidates are encouraged to   
   complete additional field experiences if opportunities exist. Some field experiences completed in the diverse  
    setting could be identical to field experiences completed in the primary placement. Because of the differences   
   between the schools, this would not be considered double dipping. These field experiences may be completed   
   prior to beginning the internship, but the candidate needs to get the diverse placement approved  
   by his/her advisor or the program coordinator prior to beginning any field experiences.

**Banking Field Experiences and Hours**

Candidates who wish to explore the option of banking hours prior to the actual start date of the initial internship are encouraged to seek guidance from the assigned instructor on completion of the needs assessments and professional development plan prior to initiating any substantial fieldwork to insure that activities selected predominantly align to the needs identified for the candidate’s growth during the internship.

In terms of banking, in the semester prior to beginning the first internship, candidates may create a draft of some proposed Intern I activities and, if approved by the candidate’s instructor/supervisor, may begin working on these field experience activities. These field experiences (and their hours) may then be used to fulfill part of the field experiences requirement for Intern I, depending upon their correlation to the findings of the candidate’s needs assessment and the corresponding professional development plan. Again, candidates who wish to explore the option of banking hours are encouraged to seek guidance on completion of the needs assessment prior to initiating any substantial field work to insure that activities selected align to the needs identified for the candidate’s growth during the internship.

A maximum of 50 hours of field experiences may be banked and only during Internship 1. Banking is especially helpful for candidates who are not scheduled for a summer internship. **Please adhere to the following guidelines for banking field experiences and hours:**

1. Only field experiences that are part of **an approved PDP** can be banked.
2. **Field experiences completed, as a part of coursework may not be banked**.
3. A **maximum of 50 hours** may be banked.
4. **Banking only counts for Internship I**, unless special conditions apply and are approved in writing by the instructor.

# Mentors and Supervisor

Candidates beginning the program (not the internship) in the summer of 2015 and from that point forward are required to work with the district and university to identify a mentor during the first semester in the program. This person should be a building administrator, ideally a principal. When beginning the internship, candidates will work with the district and university to identify two people to serve as co-mentors. One of these mentors may be the mentor chosen at the beginning of the program. One of the mentors must be in the candidate’s school/building. One of the mentors must meet the criteria for being a Highly Qualified Mentor (criteria contained in the MOU).

When candidates begin their internships, they will be assigned a **Supervisor/Instructor** from Clemson University (this should be the person who is teaching the course). The Supervisor will work with each candidate to develop or refine and coordinate the **Professional Development Plan** to meet with his/her mentors, to conduct building walk-throughs with the candidate, and to provide on going feedback to the candidate in response to the candidate’s submitted and observed work. The supervisor will also schedule and coordinate routine meetings of all intern candidates as appropriate.

**Required text/materials:**

None

**Recommended/Suggested Resources (not required!)**:

* ***Closing the Gap: Turning Data Into Action Program:*** The Closing the Gap Program gives educators the resources they need to turn data into action, to strengthen instructional practices and to improve student achievement. Resources include [PD Toolkit](http://www.aasa.org/content.aspx?id=37266)  |  [Case Studies](http://www.aasa.org/content.aspx?id=37273)  |  [Guides/Templates](http://www.aasa.org/content.aspx?id=37275)  |  [Reports](http://www.aasa.org/content.aspx?id=37274)  |  [Digital Toolbox](http://www.aasa.org/content.aspx?id=37276) |)[***http://www.aasa.org/content.aspx?id=37259***](http://www.aasa.org/content.aspx?id=37259)

**The Wallace Foundation Reports:**

* **How Leadership Influences Student Learning: Review of Research**

[*http://wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx*](http://wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx)

* **Making Time for Instructional Leadership**

[*http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Pages/Making-Time-for-Instructional-Leadership.aspx*](http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Pages/Making-Time-for-Instructional-Leadership.aspx)

* [**Learning From Leadership: Investigating the Links to Improved Student Learning ›**](http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx) **July 2010**

[*http://www.wallacefoundation.org/knowledge-center/school-leadership/keyresearch/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx*](http://www.wallacefoundation.org/knowledge-center/school-leadership/keyresearch/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx)

* [**VIDEO: Great School Leadership in Action ›**](http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx)**April 2013**

What makes for an effective principal? Five practices, done really well. Listen as 13 school leaders talk about how they have put those practices to work.

[*http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx*](http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx)

* **National Network of Partnership Schools- Johns Hopkins University:**

[**http://www.csos.jhu.edu/p2000**](http://www.csos.jhu.edu/p2000)

**Other Recommended Resources:**

Theoharis, G, and Brooks, J.S. *What Every Principal Needs to Know to Create Equitable and Excellent Schools.* Columbia University, New York: Teachers College Press.

Sharratt, L., Fullan, M. *Putting Faces on the Data: What Great Leaders Do! (2012). Thousand Oaks, CA: Corwin Publishing.*

Reeves, D.B*. The Learning Leader: How to Focus School Improvement for Better Results (2006). Alexandria, VA: ASCD. Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Marzano, R.J., Warrick, P., Simms, J. *A Handbook for High Reliability Schools: the Next Steps in School Reform. (2014). Bloomington, ID: Marzano Research Laboratory.*

Hargreaves, A., Fullan, M. What’s Worth Fighting for Out There. Columbia University, New York: Teachers College Press.

Hattie, J. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (2007). Thousand Oaks, CA: Corwin Publishing.*

Epstein, J.L. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 2nd Ed. Boulder, CO: Westview Press.

Dufour, R., Marano, R.J. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, Indiana: Solution Tree Press.

Chenoweth, K., Theokas, C*. Getting It Done: Leading Academic Success in Unexpected School****s*** *(2012,   
 2nd Printing).* Cambridge, MA: Havard Education Press.

Barr, R.D., Parrett,W.H. *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*.  
 Bloomington, IL: Solution Tree Publishing.

**Technology, equipment, or skills required**: Students enrolled in EDL 9650 will be required to   
access electronic materials on blackboard. Additionally, students will be required to complete   
some required assessments as well as to maintain an up to date reflection log of activities and corresponding artifacts.

Although EDL 7500/7560 is primarily driven by student ownership and initiative of implementation of their approved plan, the internship still will be conducted as a masters /educational specialist level course. Students are expected to be active learners  
by coming to class prepared to discuss progress to date, issues encountered, and any assigned readings and class topics as well as to independently read as widely as possible from ancillary materials to supplement individual knowledge bases aligned to their professional development plan. Students are also expected to actively participate in class discussions. Students are expected to stay in routine contact with both his/her mentor and instructor in terms of progress in the agreed upon internship activities. Class meeting dates and assignments are paced so as to provide time for participants to complete activities in the field and to reflect upon progress routinely.

**Evaluation: Your overall course grade will be based on the following:   
   
Initial Internship: (Internship 1)**

**Attendance, participation, timely completion of work and tasks 10%**

**Professional Development Plan 15%**

**Log of Activities/ Reflections 30%**

**Artifacts for Major Work 15%**

**Required ELCC Assessments (4.1, a and b) 20%**

**Mentor and Instructor Evaluations 10%  
 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total 100%**

**Final Internship: (Internship 2)**

**Attendance, participation, timely completion of work and tasks 5%**

**Professional Development Plan 10%**

**Log of Activities/ Individual Activity Reflections 30%**

**Artifacts for Major Work/Overall Standard Reflections and Internship   
Reflections 10%**

**Required ELCC Assessments (4.2; 4.3; EEDA) 35%**

**Mentor and Instructor Evaluations 10%**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total 100%**

See descriptions or email professor for specific guidance on completing assessments/assignments in order to receive and take advantage of sufficient feedback to accomplish the tasks. Rubrics for all assignments are provided to students in advance. A full description of each assignment will be posted on blackboard to help guide your work.

**Grading policy: A letter grade will be assigned based on the following scale:**

**A= 100-90 B= 89-80 C= 79-70 D= 69-60 F= 59-0**

Course credit: each internship earns three graduate hours.

Students will receive feedback throughout the course. Frequent and timely feedback is an essential component in learning and successful communication. Due dates are set for some specific assignments in order to assure ample time for internship and project completion. The instructor reserves the right not to accept work that is submitted late without satisfactory evidence substantiating that an unforeseen circumstance required this to occur. Grades may be lowered according to the time lapse from assignment due date to receipt of the final work/portfolio (required assessments, electronic log, reflections, artifacts, professional development plan, etc.). Each assignment should reflect the highest level of graduate work. Consistent and proper use of grammar and sentence/paragraph structure, appropriate spelling and acceptable flow of thought reflective of the highest caliber of research and critical thinking will be weighed heavily in determining grades.

**Attendance policy**: Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. Students who need to be absent from class are expected to notify the instructor in advance by telephone or e-mail.

**Time Commitment and Weekly Interaction Requirements:**

To be successful in this course, you must be willing to allocate sufficient time to access course materials, participate in classes, complete all required assignments and assessments, and assume responsibility and initiative for accomplishing all agreed upon activities in your approved plan for development. Students should budget at least 9 to 15 hours each week for a 3-credit course.

# Appendix 1: List of Required and Also Other Possible Field Experiences for Plan; Others Ideas Available Through Performance Listing beginning on Page 5 of this syllabus as well as noted in Principal Evaluation Instrument (PAEDPT). Candidates are encouraged to work with mentor and instructor in choosing field activities that best support their needs assessment findings and needs of the school.

**R= Required; E = Essential; R = Recommended; O = Optional**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FE #  ELCC | Core Activity | Why chosen | | Other Course Alignment as Well as Internship Suggested Alignment | Hours Anticipated (Initial plan) |
| Required Field Experiences | | | | | |
| **R1**  **ALL** | **REQUIRED in Internship 1: Candidate Needs Assessment and Aligned PDP**  Each candidate will work with the mentor and the instructor to complete a needs assessment for the candidate’s leadership strengths and areas for improvement; complete and submit an approved Professional Development Plan that relates to both ELCC and PADEPP standards and is aligned with the needs assessment of the candidate’s leadership strengths and areas for growth.  The Needs Assessment will consist of the Candidate self assessing on a 4 point scale a) knowledge/ comfort level in being prepared to and b) experience in actually leading/engaging in leadership behaviors as delineated in both the ELCC Standards 1-6 (pages 5-21 of this syllabus AND all 8 standards within the current South Carolina principal evaluation system (PADEPP). Once self-assessment is complete, candidate meets with mentor and reviews self- assessment on both instruments. Jointly they draft a PDP that reflects activities in which the intern will engage during the internship- activities of which the majority align with areas identified within the needs assessments as areas for growth for the candidate.  The PDP should explain candidate’s specific goals for their leadership development for the semester and will include a thorough list of purposefully chosen activities totaling 100 or more hours. The list will include essential, recommended, and optional core activities, personally identified activities, and activities developed in collaboration with the candidate’s mentor. The activities should include a balance of opportunities for the candidate to observe, to participate collaboratively, and to lead. Both the Mentor and the Supervisor must approve the plan. |  | **Internship 1** | | Up to 5 hours |
| **R2** | REQUIRED in Internship 1: ELCC Assessment 4.1: Vision Assessment and Renewal Plan **Write-up Required**  The student will practice skills to conduct/analyze a needs assessment, conduct a planning process for a project, and will work to implement and evaluate an instructional leadership project.  Using and analyzing data and goals outlined in your School Improvement Plan (needs assessment) and with the help of your principal, identify one major instructional problem/project. Develop a planning process and an action plan to implement and evaluate it. Your plan should be developed collaboratively with selected teachers and other faculty and should incorporate at least one collaborative professional learning strategy (study group, action research, book study, or other PLC strategy). The site supervisor and professor must give approval. (ELCC 1.4) Note that this activity may encompass other activities in the internship field experiences.  *Include in your plan, but submit write-up as an assignment. See assessment details, instructions, and ELCC and assignment rubric for specifics.* |  | **Internship 1** | | Up to 30 hours |
| **R3** | REQUIRED in Internship 1: *Initial Work* on  ELCC Assessment 4.3: Advocacy and Policy Project (Internship 1). *The candidate will begin work on the ELCC Assessment 4.3 and will present/submit initial work to instructor for feedback in preparation for continued work in Internship 2 when full assessment project and presentation are due.*  *Assessment 4.3:* The candidate will analyze school data to identify areas where specific groups of people are disproportionally represented. The candidate will use research to identify unique needs of the group and to identify school policies and practices that may contribute to disproportionate representation. The candidate will design a policy, or recommend changes to existing policy, that should address the inequity. The candidate will develop a plan to communicate and advocate for the changes with multiple constitutes of the school community. (ELCC 6.1, 6.2)  *See assessment details, instructions, and ELCC and assignment rubric for specifics.* |  | **Internship 1:**  **Initial Work to be presented for feedback from instructor in preparation for continued work in Internship 2** | | Up to 15 hours |
| **R4** | **Required in Internship 2: ELCC Assessment 4.2: Technology and Learning Analysis**  **Write-up Required**  The candidate will identify and analyze multiple technology initiatives in the school, identify complimentary relationships between different technologies, and make recommendations for enhancing the school’s use of technology to support learning.  *Include in your Professional Development Plan, but submit write-up as an assignment also.*  *See assessment details, instructions, and ELCC and assignment rubric for specifics.* |  | **Internship 2** | | 5 hours |
| **R5** | **Required in Internship 2: ELCC 4.3, Parts A and B: Advocacy and Policy Project and Presentation**  **Write-up Required for Final Internship (2)**  **Presentation Required for Final Internship (2)**  The candidate will analyze school data to identify areas where specific groups of people are disproportionally represented. The candidate will use research to identify unique needs of the group and to identify school policies and practices that may contribute to disproportionate representation. The candidate will design a policy, or recommend changes to existing policy, that should address the inequity. The candidate will develop a plan to communicate and advocate for the changes with multiple constitutes of the school community. (ELCC 6.1, 6.2)  *Include in your plan, but submit write-up as an assignment; also prepare presentation to class per assignment instructions*  *See assessment details, instructions, and ELCC and assignment rubrics for specifics.* |  | **Internship 2;**  **Submitted at the end of Intern II** | | 5-10 hours |
| **R6** | Required in Internship 2: EEDA Assessment:Analyzing Student Support Services (EEDA Requirements partially fulfilled in this assessment) Goals: The student will observe activities in a school counseling office or an on-site mental health/family support office. The student will interview the counseling professional and one principal or assistant principal where the program is located and complete a summary report.  Content: The student will examine student services offered by counseling/ mental health/family service professional. Areas to examine include the following:  1) Programs offered including implementation of the EEDA Career Guidance Model and its requirements outlined in the law to include career cluster requirements 2) Degree of student, parent, and staff involvement in student support services 3) The roles, responsibilities, and training of the professionals 4) The use of boards/ committees to guide focus areas for services,  5) The impact of student services on school’s program and improvement 6) The funding / support/ staffing/ oversight for student services 7) Confidentiality implications regarding these services 8) Major job challenges facing professionals  9) The working relationship between administrators and SS professionals.  Evidence of Completion:  Write a report, summarizing the process followed as well as a summary of analysis and findings. Include an explanation of the connections to the ELCC standards as well as a reflection by the candidate in terms of the following:  a) What was learned about the school and impacting student achievement and organizational effectiveness,  b) What was learned about the role of a principal in this arena; and  c) What was learned about herself/himself in terms of her/his professional growth needs as a result of your experiences this activity/assessment  *See assessment details, instructions, and ELCC and assignment rubric for specifics.* |  | **Internship 2** | | Up to 5 hours |
| **R7**  **ALL** | **REQUIRED in BOTH Internship 1 and Internship 2: Core Activity Electronic Log of Activity Completion and Accompanying Reflections**  Each candidate will complete an electronic Core Activity Verification and Reflection Log Entry for activities completed; these activities should be logged on the provided template for the ELCC standard/element to which they align. (Templates are provided in separate documents electronically). Each log entry should include the following:   * A summary of the activity and what was achieved, * An explanation of the connection to the specific ELCC standard(s) and Element(s), * A listing of any artifacts that are connected with this activity and will be included in the portfolio as “artifacts”, and * A reflection by the candidate of what was learned about leadership, about the candidate’s strengths and areas for improvement, and about any ideas the candidate would propose for future professional development.   *See assessment details, instructions, and assignment rubric for specifics.*  Candidates should regularly debrief activities with their mentor and as requested with their instructor and should keep the electronic log up to date for the mentor and instructor to discuss and verify. The log must verify 100+ hours of completed activities and fulfill the expectations of the Professional Development Plan. |  | **Internship 1 AND Internship 2** | | Up to 15 hours in completing write ups and reflections allowed for each internship |
| **R8**  **ALL** | REQUIRED in BOTH Internship 1 and Internship 2: Corresponding Artifacts  Candidates will be expected to maintain artifacts as supporting evidence of meeting each of the ELCC standards. Artifacts (as described in reflections log) will include:   a) a written interpretation of each of the ELCC Building Standards that are the focus for the internship,  b) Multiple artifacts as supporting evidence of meeting each standard, and c) the candidate’s reflection by standard in terms of:   * What was learned *about the school* and impacting student achievement and organizational effectiveness; * What was learned about the role of a principal in this arena; and * What was learned about herself/himself in terms of her/his professional growth needs as a result of your experiences in activities related to this standard.   Candidates are encouraged to maintain a collection of carefully selected examples that represent the student’s work related to the ELCC standards- work requirements that are agreed upon up front by the student and the instructor and the mentor and included in the candidate’s Professional Development Plan and artifact collection/portfolio.  *See assessment details, instructions, and assignment rubric for specifics.* |  | **Internship 1 AND Internship 2** | | Up to 10 hours in completing standard interpretations, reflections, and compilation of artifacts allowed in each internship |
| **Other Possible Essential Field Activities (not exclusive list; others can be added in planning with mentor and/or instructor)** | | | | | |
| E1 | **EEDA:** Review the EEDA Act of 2005 and discuss district guidelines and requirements with the principal. Include the access and opportunities for CTCs for students in your district. |  | | 7150; Internship | 2 hours |
| E2 | **Sensitivity to individual needs:** Write a reflection on an action that illustrates your sensitivity to individual needs with a teacher, student, parent, and one other professional. The reflection must clearly be associated with a leadership perspective. The candidate should also describe how the action forced the candidate to be courageous. |  | | 7000 or Internship | 1-2 |
| E3 | **Student referral observation:** Observe while a member of the administrative team works with a student who has been referred to the principal for disciplinary reasons. Write a brief reflection, including an analysis of how the administrator’s philosophy of discipline and expectations for student behavior were evidenced in his/her handling of the situation. |  | | 7300 or Internship | 2 |
| E4 | **Principal & parent conference:** Observe a principal/parent conference and afterwards discuss the process with principal. Debrief afterwards with the principal in terms of which leadership skills he/she used to successfully direct the conference. |  | | 7150 or Internship | 2 |
| E5 | **Communication mentoring:** Discuss with your principal ways to use your personal strengths to communicate a shared commitment to a vision.  **Then,** work with mentor to choose a group to lead in reaching consensus on a shared vision for activity of your choosing that is ongoing at school. |  | | 7000, 7300, or Internship | 4 |
| E6 | **Testing assistance:** Work with guidance counselor or other person responsible for coordinating the standardized assessment program in your school to *assist*, where appropriate, with multiple types of testing (i.e., participate in training, assist in preparation of materials, communication of testing protocols, monitoring of testing, etc.) |  | | Internship | 1-4 |
| E7 | **Child abuse requirements:** Interview the guidance counselor or other knowledgeable person to understand how to report child abuse/neglect in your school/district as well as how responsibilities and expectations are communicated to school personnel. Write a summary of what you learn to be true about expectations and responsibilities as well as what you learn about how well the requirements are communicated to school personnel. |  | | 7250 or Internship | 1 hour |
| E8 | **Social worker interview:** Interview a social services worker regarding the interaction and support needed for students to be successful in school. Work to develop an understanding of the needs of both the student and family and identify both school and community supports available. |  | | 7150 or Internship | 1-3 Hours |
| E9 | **Principal shadowing:** Shadow and interview a principal at a school/level different than the one at which you are doing your internship and with a different demographic population (potentially principal of diverse placement school). Observe, ask questions, and take notes on leadership roles and leadership behaviors and interactions. Write a summary of what you learn about being a leader in a diverse setting, including a description of elements of the job that you see as being similar and different from your own school. |  | | Internship Diverse Placement | Up to 8 hours |
| E10 | **Communicating school vision**: Develop a comprehensive plan for  communicating the school vision to appropriate school constituencies. Share/Discuss with your mentor and receive feedback and suggestions for improvement.  Make any needed adjustments to the comprehensive plan and submit as an artifact for this activity. |  | | Internship | Up to 5 hours |
| E11 | **Disciplinary hearing:** Assist a certified administrator in the preparation for a major disciplinary hearing (or review a case) such as suspension, expulsion, and Family Court. |  | | Internship | 4 hours |
| E12 | **Managing discipline:** Spend a minimum of 10 hours observing and participating with a certified administrator in managing discipline issues in your school, including the assigning of consequences. In your reflection, include a brief analysis of how the consequences do or do not teach alternative behaviors. |  | | Internship | 10 hours |
| E13 | **Facilities use:** Review the district's policies concerning use of facilities by non-school groups.  Review the last 90 days of facility use records/requests and compile and analyze the data to determine which groups are using the facilities most frequently. Discuss your findings with your mentor. |  | | 7150 or Internship | 2 hour |
| E14 | **School management and operational systems:** A)analyze 2-3 major school processes and operations to identify and prioritize strategic and tactical challenges for the school;B) develop 2-3 school operational policies and procedures that would address some of the strategic/tactical challenges identified for the school;C)develop plan for how to implement and monitor/measure implementation of these policies and procedures;  D) Share all of the above with your mentor and receive feedback. |  | | Internship | 6 hours |
| E15 | **Teacher evaluation:** Following the process described in the South Carolina Teacher Evaluation Process, work with your mentor to conduct a formal observation (at least 45 minutes) of a probationary teacher simultaneously with your mentor. On your own, complete an observation rubric, and write comments citing strengths and areas for improvement, as practice in using this rubric. Meet with your mentor to compare his/her rubric and comments with yours. |  | | 7300 or Internship | 5 hours |
| E16 | **Teacher evaluation training:** Become trained in the current South Carolina or district teaching evaluation system. Assess one teacher using the system and reflect on how the process aligns with the district’s educational goals. Also note changes that you would make. |  | | Internship | Up to 8 hours |
| E17 | **School Improvement Plan Alignment**: Compare the existing school improvement plan to the district improvement plan; determine where alignment does and does not exist.  Determine some strategies/actions that could be added to the school level plan to bring it into tighter alignment with the district improvement plan.  Meet with your mentor and discuss your analysis and recommendations for closer alignment. |  | | Internship | 4-5 hours |
| E18 | **Promote continual and sustainable school improvement:** Identify strategies or practices to build organizational capacity and continuous, sustainable school improvement.  Consider what building level professional growth activities would best enable faculty to learn how to use the strategies/practices.  Meet with your mentor and share both the strategies/practices you identified and your thinking in terms of PD that would best enable/support teachers in implementation of these strategies. |  | | Internship | 6-8 hours |
| E19 | **Classroom walkthroughs:** With at least one other person (e.g., principal, assistant principal, new teacher, mentor) conduct multiple -at least 3 sets- of classroom learning walks, using indicators you develop collaboratively with your partner prior to the learning walks to focus your observations. With your learning walk partner(s), discuss/compare what you observed. Facilitate a reflective discussion with those who participated in this process—observers and the classroom teachers whose classes were visited. Compile a summary report of key trends and patterns of what was observed/found. |  | | 7300 or Internship, and/or Diverse placement | 5 hours (for both internship and for diverse placement IF done twice) |
| E20 | **Teacher professional development:** Develop and implement, if possible, a plan to assist teachers in critically reviewing and understanding a new curriculum expectation (i.e., SLO’s; Read to Succeed Initiative; new state standards, etc.) by developing and leading an appropriate site-based professional development activity/process such as a teacher presentation at a faculty meeting, study group, book study, or other PLC strategy. The activity may also include strategies/needs assessments for determining priority teacher learning needs and developing a PD session based on that need. |  | | Internship | 15 hours |
| E21 | **Principal interview:** Interview your principal during EDL 7000 about what you think is important as a principal (this would be a “pre-interview”.) Then do it again at the end of your internship “post-interview.” Compare the results and assess your growth and principal’s growth as a leader. |  | | 7000; internship | 5 hours |
| E22 | **Evaluation of school curricular and instructional program:**  Collaborate with faculty to evaluate school curriculum and instructional program to determine degree to which: a) it is rigorous, coordinated, aligned, coherent, and articulated  b) it is routinely monitored and ongoing feedback is provided to teachers, and  c) results of progress are interpreted and shared routinely with teachers, staff parents, and community in a transparent fashion.  Summarize findings; meet with mentor to discuss findings for each of the above arising from collaborative meetings with faculty groups. |  | | Internship | 8-10 hours |
| E23 | **Instructional interventions:** A)Attend a meeting of subject area or grade level teachers responsible for instructional interventions when they are discussing instructional issues. Determine what challenges they face and the role of leadership in assisting them in their responsibilities.  B) Research instructional interventions in terms of impact found upon student achievement and determine most impactful interventions.  C) Summarize challenges observed in meeting as well as research findings re: impactful intervention in a brief report.  D) Meet with your mentor and discuss. |  | | Internship | 5 Hours |
| E24 | **Review behavior management plan:** Meet with the special education teacher, guidance counselor, or administrator to review a behavior management plan for a student receiving special education services. |  | | Internship | 5 hours |
| E25 | **SPED placement meeting:** Attend a staffing meeting for the purpose of considering students for initial placement in a special education program. |  | | 7250, 7000, or Internship | 1 hour |
| E26 | **Community leader interview:** Interview a community or business leader regarding his/her view of leadership and his/her perception of public education. Include questions about the role of the community, the role the leader would like to play, and where the leader feels the community and the school could work together more tightly. |  | | 7150 or Internship | 4 hours |
| E27 | **SCR plan review:** Read/analyze the school's community relations plan. Summarize keys strengths and areas for possible improvement. Share your analysis and possible improvement ideas with the principal/your mentor. |  | | 7150 or Internship | 2-3 hours |
| E28 | **Faculty meeting:** Assist the principal in preparing for an upcoming faculty meeting including preparing the agenda, conducting a portion of the meeting, and following up on the decisions made. |  | | 7300 or Internship | 3 hours |
| E29 | **Staff orientation:** Review and analyze (OR develop if not previously developed) the orientation plan/schedule for new faculty and staff members. Make a list of your initial reactions in terms of what you envision adds value to their success and what could possibly be modified or strengthened. Share your analysis and reactions/ideas with your mentor and discuss pros and cons. |  | | 5-7300 or Internship | 5-10 hours |
| E30 | **Student handbook:** Review your school’s student handbook. Make a list of the sections that you would like to see revised/ would recommend be revised with your justifications/your reasons why.  Select one of those sections and revise it with input from others (such as teachers, students, and parents.)  Review and discuss your proposed revisions with your cooperating administrator.  If possible (and applicable), attend the School Board meeting where the student handbook is adopted. |  | | Internship | 10 hours |
| E31 | **Teacher handbook:** Review your school’s teacher handbook. Make a list of the sections that you would like to see revised/ would recommend be revised with your justifications/your reasons why.    Select one of those sections and revise it, seeking input as appropriate.  Review and discuss your proposed revision with your an administrator and seek his/her feedback. |  | | Internship | 5 hours |
| E32 | **Evaluation timelines:** Develop a yearlong schedule that ensures that all timelines are met for both informal and formal observations AND evaluations of all teachers in the school; present the schedule to the leadership team for the school and receive feedback. |  | | Internship | 3-10 hours |
| E33 | **Duty schedule:** Participate in the development of the teacher duty schedule or review the teacher duty schedule with your mentor and discuss the goals and issues in developing the schedule. |  | | Internship | 1-6 hours |
| E34 | **School Budget:** Evaluate and participate, if possible, in the preparation of the school budget and the procedures used to develop it.  **Evaluate**:  A) Analyze the school’s budget and financial status. Determine degree to which budget allocations are aligned to established school goals/priorities. B) Project long-term resource needs of a school.  C) Share and discuss analysis and projections with mentor.  **Participate** in development of annual budget AND/OR interview principal/mentor about how multi-year fiscal plans are developed/ what impacts allocations/specifics of current year’s budget and allocations. |  | | 7450 or Internship | 5 hours |
| E35 | **Distributed Leadership**: Generate ideas for one of the following:  A) A plan to involve school staff in decision making   processes B) a plan to identify leadership capabilities of staff C) a plan to involve either families and caregivers OR community leaders in the decision-making processes at the school.  Share ideas with mentor and receive feedback/ discuss pros and cons. |  | | Internship | 3 hours |
| E36 | **Safeguarding relationship among equity, diversity, and culture of high expectations:** A)Review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school.  B) Recommend 3-5 changes in practice and/or policy that could improve and ensure a more respectful culture and more equitable learning opportunities for all students to succeed.  C) Share/discuss all of above with mentor. |  | | Internship | 8 hours |
| E37 | **Bookkeeper:** Review with the bookkeeper the monthly reconciliation of internal accounts as well as the general accounting procedures used in the school. |  | | 7450 or Internship | 2 hours |
| E38 | **Title I program:** Analyze a Title I program or a funded supplemental program in the school to include the purpose and goals, funding source(s), term, target population, and budget allocations and formula/rationale. Also, review the annual report and any evaluations of the program. (Note: If your school is not a Title I school, you need to complete this activity at your diverse placement.) |  | | 7450 or Internship: primary placement or diverse placement | 3-5 hours |
| E39 | **Master schedule:** Assist in the development of the school's master schedule. This activity may be repeated at the diverse school placement. |  | | Internship | 10 hours |
| E40 | **Principal and transportation:** Discuss with the principal his/her role in managing/supervising the school's transportation operations. |  | | Internship | 1 hour |
| E41 | **Transportation supervisor:** Discuss with the district transportation supervisor the role of the principals in managing/supervising the transportation operations at their respective schools/transportation supervisor. |  | | Internship | 1 hour |
| E42 | **SIC presentation:** Make (or evaluate) a presentation on a specific topic related to the School Report Card to your staff of the SIC. |  | | Internship | 5 hours |
| E43 | **SCR communication:** In consultation with your mentor, identify a school-community relations need. In response to this need, prepare a pamphlet, letter to the newspaper, newspaper article, column, or a web page, or some other product for your school and distribute it.  Collect feedback from a stakeholder group regarding the communication tool’s effectiveness. |  | | 7150 or Internship | 4 hours |
| E44 | **Demonstrate adaptive leadership**: A) Identify and anticipate emerging trends and issues likely to affect the school in the next 1-5 years. Share your list with your mentor; compare notes.  B) Determine list of leadership strategies and practices that could be adapted or used to address emerging school issues/trends (proven strategies). Share your list with your mentor; compare notes. |  | | Internship | 5 hours |
| E45 | **District principal meeting:** Attend a principals' meeting at the district or regional level with your mentor; meet afterwards to debrief the meeting with your mentor. |  | | Internship | 3 hours |
| E46 | **Teacher evaluation for administrators:** Participate in training for administrators in the South Carolina Teacher Evaluation Process. |  | | Internship | 3-8 hours |
| E47 | **School board meetings:** Attend 2 school board meetings and discuss the micro-political implications of the decisions with another student in the program and/or your mentor. If possible, present at one of the meetings; debrief and receive feedback from your mentor afterwards. |  | | Anytime throughout program/ internship | 4 hours |
| E48 | **Classified hiring:** Observe a classified employee selection interview and participate if possible. Discuss the process with your principal. Make notes. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? How were decisions made as to whom to recommend for hire? |  | | Internship | 3-5 hours |
| E49 | **Role of the SRO:** Interview a school resource officer and a principal individually from the same school on their perceptions of the role of the resource officer. Compare their responses. This activity could be done in both your school and the diverse placement. |  | | Internship; and/or Diverse placement | 3 hours for each school |
| E50 | **Teacher hiring:** Observe a teacher selection interview and participate if possible. Make notes in terms of your perceptions of the candidate’s strengths and weaknesses. Discuss/compare notes with your mentor.  Discuss the personnel selection process with your principal. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? How were decisions made as to whom to recommend for hire? |  | | Internship | 3-5 hours |
| E51 | **Head custodian:**  a) Observe the head custodian for at least one hour and then conduct an interview regarding responsibilities, concerns, supervision of others; compare this information with the individual's job description.  b) Tour the school plant with the head custodian and note the location of safety devices and equipment as well as the master switches for major services to the school.  c) Identify a grounds or maintenance process or issue that might be addressed to improve school safety or efficiency.  d) *After* completing the prior requirements (a-c) above, summarize findings from a-c above in brief summary report.  d) Share your report and findings with your mentor. Discuss with your principal his/her perceptions of your findings as well as the head custodian’s duties. |  | | Internship | 2-4 hours |
| E52 | **Teaching applications:** Screen a set of applications for a teaching position in your school. Compile a list of characteristics that applicants should possess that would best align with the school mission and vision and culture as you know it to be.  Share your list of characteristics with your mentor; discuss his/her process for screening applications.  Write a brief summary of what screening applications should entail/ what you learned as practices to remember. |  | | Internship | 3 hours |

## Field Experiences (Recommended)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| F1 | **Code of ethics:** Develop a personal code of ethics (a credo) that includes a mantra and core values that will guide your leadership decisions and actions. |  | 7000, 7250 | 1-2 |
|  |  |  |  |  |
| F2 | **Ethical dilemma:** Determine an ethical dilemma in your school. Write a case study. |  | 7000, 7250 | 1-2 |
|  |  |  |  |  |
| F3 | **Test services analysis:** Evaluate the impact of programs and services on student test scores for students not passing school, district, or state achievement tests. |  | 7400 or Intern | 3 Hours |
|  |  |  |  |  |
| F4 | **Individualized Student Support Plan:** With the help of your principal, counselor, or special education teacher, identify a student who needs support beyond what the classroom teacher can provide and develop a comprehensive plan to address those needs. This process should be related to the identification and/or delivery of services under EDEA or section 504. This activity should be ongoing and conducted over the course of several months. The plan must include the following: a narrative introducing the student’s needs and how he/she came to the staff’s attention; a timeline for delivery of services including action steps, person responsible, evaluation of progress, how parents will be informed/involved, and outside services that may be used. |  | Intern | 3-6 hours |
|  |  |  |  |  |
| F5 | **Student health services:** Review school student health services program and district-level plan. Interview the school health support person regarding effectiveness of the program and suggestions for improvements. |  | 7150 or Intern | 3 hours |
|  |  |  |  |  |
| F6 | **Acceptable use policy:** Discuss the District’s Acceptable Use Policy with the district-level or school technology coordinator or other responsible person. Analyze how well the policy is communicated and applied to multiple forms of technology used in the district. 1 hour to prep; 1 hour to discuss with admin and teachers; 1 discuss with DO who writes policies; 1 hour to discuss with Instructional technologist |  | Intern | 3 hours- |
|  |  |  |  |  |
| F7 | **Facilities ADA compliance:** Research the facilities modification requirements for students with special needs. What would you recommend in order to be compliant with ADA? |  | 7250 or Intern | 3 hours |
|  |  |  |  |  |
| F8 | **Response to Intervention (RTI) process:** Analyze the effectiveness of your school’s Response to Intervention (RTI) process. Include a review of data that shows students referred to RTI and then referred for a full evaluation What are the results with their SPED placements? Discuss your analysis with your mentor. |  | 7400 or Intern | 5 hours |
|  |  |  |  |  |
| F9 | **New student enrollment:** Review the procedures for enrolling a new student with the principal, AP, attendance clerk and/or guidance counselor. Assist with the registration of a new student. |  | 7150 or Intern | 1-2 hours |
|  |  |  |  |  |
| F10 | **Vendors:** Observe a meeting between a vendor and the principal and discuss with the principal his/her philosophy of the role of vendors and their products in achieving the goals of the school. |  | 7150, 7450, or Intern | 1 hour |
|  |  |  |  |  |
| F11 | **Opening of school schedule:** With your principal, develop a schedule for pre-school workshop week and the first week of school, (or the last week of school and school closing), including all meetings with teachers, classified staff, students, parents and all materials and forms to be prepared, disseminated, collected, filed. Meet with your principal/mentor to discuss the effectiveness of the plan and note suggestions for improving the plan for the next year. |  | Intern | 5 hours |
|  |  |  |  |  |
| F12 | **Textbook procurement:** Assist with the procurement, distribution, and accounting of textbooks. |  | Intern | 5 hours |
|  |  |  |  |  |
| F13 | **Work orders:** Complete four work orders to have maintenance activities performed at the school. |  | Intern | 3 hours |
|  |  |  |  |  |
| F14 | **SCR and improvement plan:** Organize and participate in at least one school/community relations activity that involves collaboration with a community agency to address a School Improvement Plan goal. |  | 7150 or Intern | 8 hours |
|  |  |  |  |  |
| F15 | **Food services:**  a) Discuss with the principal his/her role in managing/supervising the school’s food services operation.  b) Discuss with the cafeteria manager the principal’s role in managing/supervising the school’s food services operation.  c) Write a summary comparison, highlighting similarities and differences. |  | Intern | 3 hours |
|  |  |  |  |  |
| F16 | **Get subs:** Obtain substitute teachers for a designated period of time OR review system for obtaining subs in your school OR greet and direct subs upon their arrival at school. |  | Intern | 1 hour |
|  |  |  |  |  |
| F17 | **Safe-T:** Work with the district office to design and or participate in an induction support program for beginning teachers. Include Safe-T Training. |  | Intern | 10 hours |
|  |  |  |  |  |
| F18 | **School grading policy:** Work with an administrator to develop a thorough working knowledge of the school grading policy, its origins, purpose, and implementation. This would be an appropriate activity for both the main and the diverse placement. |  | 7400 or Intern | 3 hours |
|  |  |  |  |  |
| F19 | **Custodial schedule:** Review the effectiveness of the school’s custodial schedule and discuss with the principal |  | Intern | 2 hours |
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## Optional Field Experience Possibilities

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| --- | --- | --- | --- | --- |
| O1 | **Guidance observation:** Observe a small group or individual guidance session provided by the school's guidance counselor. |  | Intern | 1 Hour |
|  |  |  |  |  |
| O2 | **Health document review:** Review the school's health, safety, and first aid programs to determine the comprehensiveness of written documents. |  | Intern | 2 hours |
|  |  |  |  |  |
| O3 | **Emergency preparedness:** Review the school's emergency preparedness plans and take responsibility for coordinating one of the following drills: bus, fire, tornado, or lock down. |  | Intern, 7150 | 2 hours |
|  |  |  |  |  |
| O4 | **Vision:** Review the school's written philosophy & goals and discuss with the principal how they impact the school's instructional program. Discover how the philosophy was developed. |  | 7200, 7400, Intern | 2 hours |
|  |  |  |  |  |
| O5 | **Lesson plan analysis:** Review a random sampling of teachers' lesson plans; discuss one set of plans in all disciplines with a teacher in that grade level or all classes with a subject-area teacher; consider pacing and alignment of objectives, strategies, and test items. |  | 7300, 7400, or Intern | 3 Hours |
|  |  |  |  |  |
| O6 | **Curriculum workshop:** Attend at least one workshop that focuses on curriculum and instruction in an area unfamiliar to you (subject area or grade level). |  | 7400 or Intern | 2 hours |
|  |  |  |  |  |
| O7 | **Instructional materials:** Assist in the selection or review of instructional materials in a discipline or grade level other than the one at which you have the most experience. |  | 7400 or Intern | 2 hours |
|  |  |  |  |  |
| O8 | **Talented and gifted:** Attend a meeting of gifted teachers responsible for instructional interventions when they are discussing instructional issues. Determine what challenges they face and the role of leadership in assisting them in their responsibilities. |  | Intern | 2 Hours |
|  |  |  |  |  |
| O9 | **SPED instructional interventions:** Attend a meeting of special education teachers responsible for instructional interventions when they are discussing instructional issues. Determine what challenges they face and the role of leadership in assisting them in their responsibilities. |  | Intern | 2 Hours |
|  |  |  |  |  |
| O10 | **SCR Teacher interviews:** Interview at least three teachers within your school about the school-community relations. Include a description of how your school has improved school programs through community involvement. 10 hours include the interviews, debriefing, analyzing results, and compiling a personal description. |  | 7150 or Intern | 10 hours |
|  |  |  |  |  |
| O11 | **Discipline philosophy:** What beliefs will guide your approach to student discipline? What are your goals related to student discipline? How will you know whether you are achieving those goals? Prepare a brief statement, including attention to concepts such as punishment, discipline, and consequences. (Use a bulleted list, if you wish.)  Visit with your mentor, principal, or assistant principal about state and district policies on student conduct and discipline.  Summarize your thoughts on these policies and how you might integrate them into your belief system. |  | Intern | 3 hours |
|  |  |  |  |  |
| O12 | **SIP:** Assist in the preparation of the School Improvement Plan. |  | Intern | 3 hours |
|  |  |  |  |  |
| O13 | **SIP report:** Assist in the preparation of the School Improvement Report |  | Intern | 3 hours |
| O14 | **School website:** Find out the role of the principal and assistant principal in monitoring the school website. Discuss any decision making processes that they engage in regarding the school website. |  | Intern | 1 hour |
|  |  |  |  |  |
| O15 | **Admin professional development:** Participate in a professional development program for school leaders sponsored by your school district or a professional organization, such as SCASA, ASCD, SCSDE, or the SC Elementary or Secondary Principals’ Associations. |  | Intern or course aligned with the training | Varies |
|  |  |  |  |  |

**Course Pacing Guide**

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| --- | --- | --- | --- |
| **Class Meeting/ Seminar Dates** | **Face to Face or No Class/Work Independently** | **Topics** | **Activities/Readings in Preparation/ Due Dates (\* is required)** |
| August 27, 2015 | F t F | 1. Class Introduction 2. Course Expectations and ELCC Standards 3. Overview of Internship 4. Discussion of Assignments and Required Assessments |  |
| September 3, 2015 | NO CLASS |  |  |
| September 10, 2015 | F t F | Small Group Discussions to Review:   1. Individual PDP plans to date 2. Clarify Syllabus and Course Expectations 3. Class Introduction 4. Review Revised Course Expectations, Syllabus, and ELCC Standards 5. Overview of Internship 6. Discussion of Assignments and Required Assessments 7. Strategic Professional Development Plan vs. Other Selected Activities 8. Needs Assessment Simulation 9. Templates and Rubrics 10. Next Steps | ***Bring 4 copies of existing up to date PDP to share when presenting in small groups*** |
| September 17 2015 | NO CLASS;  Individual or Small Group Meetings as Scheduled |  |  |
| September 24, 2015 | F to F | 1. Review Revised Course Expectations, Syllabus, and ELCC Standards; respond to questions 2. Overview of Internship 3. Discussion of Assignments and Required Assessments 4. Review of SC Principal Evaluation System and Accompanying Professional Development Plan 5. Needs Assessment Simulation 6. Simulation: Strategic Professional Development Plan vs. Other Selected Activities 7. Templates and Rubrics 8. Next Steps | **Updated Candidate Information Sheet (electronically) due to instructor via email** |
| October 1, 2015 | No Class |  |  |
| October 8th |  | TBA | * **Updated Candidate Information Sheet (electronically) due to instructor via email and hard copy** |
| October 15 | No Class |  | * **Electronic Due Date: Needs Assessments and Updated and Approved Professional Development Plan (electronic copy to be emailed to instructor)** |
| October 22, 2015 |  | Individual Small Group Appointments to Discuss Progress; Review Electronic Log Entries to Date | * **Hard Copy Due Date: Hard copies of Above Needs Assessments and Updated and Approved Professional Development Plan** * **Due Date: Bring Hard Copies of** **All To Date Completed Electronic Activity/ Reflection Log Entries and Artifacts for Debrief Appointments with Instructor (schedules TBA)** |
| October 29, 2015 | NO CLASS |  |  |
| November 5, 2015 |  | TBA | **Due Date: Submission of initial work to date on Assessment 4.3: Advocacy Assessment to instructor for feedback** |
| November 12, 2015 | NO CLASS |  |  |
| November 19, 2015 | FINAL CLASS | Class Presentations and Feedback | **Due Date: Hard Copies and Electronic: Assessment 4.1, Parts A and B (Vision Assessment and Renewal Plan) and Presentations** |
| December 3, 2015 | OPTIONAL CLASS TBA |  |  |

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| **Required Assessments** |  |  |  |
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**Elementary and Secondary Principal and Supervisor Field Experience (Internship)**

**EDL 7500/7550 and 7510/7560**

**Updated 9 30 2015**

**Specifics on 2 Required Assessments for Internships I and II**

**Initial Internship I: Required Assessment 4.1**

**Field Experience #4: Vision Assessment and Renewal Plan**

Description:

This assessment focuses on the ability of the candidate to demonstrate leadership skills associated with the standard. This assessment requires candidates to conduct and analyze a needs assessment, conduct a planning process for a project, and work to implement and evaluate an instructional leadership project.

Alignment:

This project is aligned to ELCC 1.4.

Candidates are required to develop a school plan to monitor program development and implementation of a school project, and evaluate the process to assess its effectiveness (1.4).

**ELCC Standard 1.4 Assessment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. (1.4) | Candidate does not demonstrate an understanding and cannot evaluate school progress and revise school plans supported by school stakeholders. | Candidate demonstrates partial understanding and can evaluate school progress and revise school plans supported by school stakeholders. | Candidate demonstrates a strong understanding and can evaluate school progress and revise school plans supported by school stakeholders. |

**Assessment 4.1: Vision Assessment and Renewal Plan Assignment (4a and 4b)**

**Aligned with ELCC Standard 1.4**

**(Complete in EDL 7500/7550 initial internship/ include project artifacts as part of portfolio entries/ may count up to 20 hours on contract)   Total of 15 points possible**

**Goal:**

A building- level educational leader must have the knowledge to promote the success of every student through understanding principles for developing, articulating, implementing, and stewarding a school vision of learning. This includes knowledge of the importance of shared school vision, mission, and goals for student success that is documented in the effective schools literature and school improvement literature. It includes the knowledge that when vision, mission, and goals are widely shared, student achievement usually increases. (ELCC Standard 1) ELCC Standard 1.4 specifically targets candidates understanding and prepared to evaluate school progress and revise school plans supported by school stakeholders. (ELCC 4.1)

The goal of Assessment/Assignment 4.1 a: Vision and Renewal Plan is to provide the candidate the opportunity to practice skills through an agreed upon instructional leadership project that enables him/her to conduct and analyze data from a needs assessment; to fully develop a complete planning, implementation, and evaluation process for the project (planning phase; implementation phase; monitoring phase; evaluation and next steps phase). Advanced approval for the project must be given by the site supervisor and course instructor and must be tied to the needs assessment data.

**Task A:**   
The candidate will work with the mentor and instructor in choosing and reviewing multiple sources of available data to identify and agree upon an area of need in the school/project where the candidate can be involved as an instructional leader and demonstrate mastery and application of multiple ELCC leadership skills/standards including conducting a needs assessment and analyzing its data as well as other sources of data; collaboratively planning for all phases of implementation of the improvement project; developing the plan and tools for monitoring implementation/collecting multiple sources of data; and developing plan and tools for evaluating results and making decisions in regards to next steps.

*Note: Candidates are encouraged to choose an instructional improvement project that will also enable them to simultaneously address some of ELCC Standard 6.0 if possible (Candidates understand and can advocate for school students, families, and caregivers; candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment; and candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.)*

Specifically in terms of ELCC Standard Assessment/Assignment 1.4, the candidate will:

* Assume the leadership role in developing a school plan and action steps
* Implement and monitor program development and implementation of school goals.
* Map out a well-organized plan and corresponding activities based upon multiple sources of data that the candidate analyzes to identify school instructional needs and to target a school leadership improvement project that the candidate can lead.
* Collaboratively review his/her data analysis with the mentor and the instructor and recommend and gain approval for a preferred course of action.
* Analyze and reference the existing school renewal plan as a resource in developing the plan for this instructional improvement project.
* Develop steps and tools to monitor this project throughout the semester, collecting data along the way to inform the evaluation process.
* Construct an evaluation process and tools to assess the effectiveness of the plans, program, and school progress as well as to revise the school plans based on results
* Develop steps to involve and gain support for the plan from school stakeholders throughout all phases of the project as well as to share results with both internal and external stakeholders.   
    
  Summarize and submit the project in two formats: Summary report and electronic artifacts as delineated in rubric below. Note: The above are listed in the rubric that follows.

**4.1a Vision Assessment and Renewal Plan Project Assignment Checklist/Grading Rubric (used for grading purposes):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Criteria** | **Unacceptable** | **Acceptable/Proficient** | **Distinguished/Target** |
| **Report Detail and Organization** | Introduction and overview of the Vision Assessment and Renewal Plan Project and process followed:   1. Provide a summary of the project and a synopsis of each of the four phases of the plan that was developed (including objectives, timelines, persons involved). 2. Briefly describe the current status of this project in terms of phase it is in, planning vs. actual implementation, data collection and analysis, etc. 3. Describe how the plan and project did or should impact student learning and what forms of evidence were/would be used to measure that impact. 4. Summarize the needs assessment tool(s), the selection of data points, and the data analysis process used to identify the targeted area for instructional improvement. 5. Summarize the data analysis findings, highlighting identified strengths and areas for improvement identified and what specific improvement focus was targeted. Include similarities and differences found during analysis of the current School Improvement/Renewal Plan. 6. Summarize the process followed for development of actual Vision and Assessment Renewal Plan. 7. Summarize the process followed for collaboratively planning phases of the improvement project/plan as well as for selection of tools for monitoring the success of the implementation. What sources of data were targeted? Why? 8. Summarize the process followed for development of an evaluation process and tools to assess the effectiveness of the plan/project and the school’s progress. Discuss the process developed to revise the school plans based on results. 9. Summarize all actions planned or taken to involve and gain support for the plan from school stakeholders throughout all phases of the project. 10. Summarizes your leadership role in each phase of the project and explain and provide examples of which ELCC standards (knowledge and skills) you were able to use/demonstrate as a result of completing this project. |  |  |  |
| **Candidate Leadership Reflection** | 1. Identify what you view as the most important aspect/impact of the Vision Assessment and Renewal Plan Project and process and explain why. 2. Provide evidence of your effectiveness as a leader in roles you assumed during this project. Provide specific examples. Identify your strengths and provide examples of how they made a difference. Provides clear rationale for conclusions as to strengths and areas for improvement. 3. Summarize the top three professional leadership growth goals you would set for yourself as a result of your experience through this project and explain your choices. Present a true indication of your professional growth needs as a result of this activity. |  |  |  |
| **Artifacts** | Attach any artifacts (needs assessment tools; data analysis summaries; School Improvement Plan, etc.) that are referenced in the Project Report. |  |  |  |
| **Organization/ Presentation/ Conventions in Written Report** | 1. Information is well organized with solid introduction and conclusion, well-constructed paragraphs, and appropriately used transitions. Content is accurate and well presented. 2. Uses 12pt. font and produces work that is double-spaced. 3. Produces work that has limited grammatical, punctuation, or spelling errors. |  |  |  |
| **Overall Score (Total of 15 possible points)** | of 15 | | | |
| **Feedback to Candidate** |  | | | |

**Task B- Assignment 4.1b: Initial Internship 1: Vision and Renewal Plan Presentation Assignment: Up to 5 total points**

ON THE DESIGNATED DATE, students will present their plan/project in rounds to select members of the class. (Presentations will be approximately 12-15 minutes long and will be followed by a brief question and answer session from class members who have heard it as well as a time for provision of feedback to the presenter. Feedback will be provided based on the rubric below.)

The purpose of this part of the assignment is to broaden the experiences of class members and to provide practice presenting to professional audiences as well as to share lessons learned with others in terms of developing and presenting vision and renewal plans. Students should prepare a PowerPoint presentation and/or other form of visual aid for their presentation. Presentations should be informative and well presented. The presentation is not included in the separate ELCC assessment report above, but will be included in the course assessment. The instructor will grade PowerPoint’s and/or visual aids that are submitted as well as review feedback from presentations from student peers.

**4.1b Vision Assessment and Renewal Plan Project Assignment Presentation Rubric (used for grading purposes):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable** | **Acceptable** | **Target** |
| **Effective Communication of Ideas/ Engagement** | The presenter did not communicate the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. | The presenter mostly communicated the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. | The presenter consistently communicated the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. |
| **Use of Visual Media** | The presenter’s use of visual media (power point and/or other visual aids) to support presentation is either ineffective or not present | The presenter uses some visual media (power point and/or other visual aids) to support presentation | The presenter effectively uses visual media (power point and/or other visual aids) to support presentation |
| Provides big picture synopsis of initiative and presenter’s leadership role in it: summary of project/ four phases of the plan; how plan/ project impacts student learning; | The presenter’s summary of initiative lacks clarity/comprehensiveness in terms of required initiative points to be addressed.    Leadership role not clearly articulated. | The presenter’s summary/synopsis is adequate/acceptable in terms of required initiative points to be addressed.  Explanation of leadership role is complete. | The presenter’s summary/synopsis effectively conveys a full understanding of the project’s scope and purpose; all of required initiative points are addressed.  Explanation of leadership role is complete and makes connections to course standards and/or to contributions made to the initiative. |
| Shares how data was determined; collected and analyzed, and used (summary of forms of evidence chosen to measure that impact, data analysis process and tools used, and findings; plan for professional learning; system and plan for monitoring evaluation; plan for stakeholder engagement | To a minimal and unacceptable degree, the presenter shares how some data sources/tools were selected/ determined as well as how data was collected, analyzed, and interpreted, and shared. To a minimal and unacceptable degree, the presenter discusses how these data were used to determine the improvement project.  To a minimal and unacceptable degree, the presenter shares how implementation data was collected/monitored and how these data were used for evaluation.  To a minimal and unacceptable degree, the presenter shares how the stakeholders were engaged in the process. | To an acceptable degree, the presenter shares how data sources/tools were selected/ determined as well as how data was collected, analyzed, and interpreted, and shared. To an acceptable degree, the presenter discusses how these data were used to determine the improvement project.  To an acceptable degree, the presenter shares how implementation data was collected/monitored and how these data were used for evaluation.  To an acceptable degree, the presenter shares how the stakeholders were engaged in the process. | To a highly effective degree, the presenter shares the process and strategies used to select/identify, collect, analyze, interpret, and share data and information. To a highly effective degree, the presenter discusses how these analyses were used to determine the improvement project.  To a highly effective degree, the presenter shares how implementation data was collected/monitored and how these data were used for evaluation.  To a highly effective degree, the presenter shares how the stakeholders were engaged in the process. |
| Shares what was learned through project related to leadership and future role as a building leader | The presenter in unable or minimally makes connections between a lesson from this project and leadership’s role in visioning, planning, and involving stakeholders, and/or is unable or minimally makes connections to a future role as a building leader. | The presenter shares a) some lessons learned from this project that connect to concepts related to principal leadership as it pertains to visioning, planning, and involving all stakeholders, and b) something that the presenter learned that would be of value once in a school leadership position. | The presenter clearly and convincingly conveys a) the big take-away lessons learned from this project in terms of concepts related to principal leadership as it pertains to visioning, planning, and involving all stakeholders b) what the presenter learned that would be of value once in a school leadership position. |
| Overall Score (Total of 5 possible points) | | | |
| Feedback to Candidate: | | | |

**Initial Internship and Final Internship Required Assessment (initiated in Internship I and submitted for feedback; finished and submitted for grade in Internship 2- Final Internship) 15 points**

# Assessment 4.3: Advocacy and Policy Project, Part A (Initiated in and submitted for feedback; finalized in Internship II- graded in Internship II)

**Description:**This assessment focuses on the ability of the candidate to demonstrate leadership skills associated with the standard. This assessment requires candidates to analyze school data to identify areas where specific groups of people are disproportionally represented. The candidate will use research to identify unique needs of the group and to identify school policies and practices that may contribute to disproportionate representation. The candidate will design a policy, or recommend changes to existing policy, that should address the inequity. The candidate will develop a plan to communicate and advocate for the changes with multiple constitutes of the school community.

**Alignment:**

This project is aligned to ELCC standards 6.1, 6.2, 6.3

Candidates are required to analyze how law and policy is applied consistently, fairly and ethically within the school. Candidates will advocate for school policies and programs that promote equitable learning opportunities and student success, and communicate these policies to the school community (6.1, 6.2).

Candidates are required to anticipate and assess emerging trends and initiatives in order to adapt school based leadership strategies (6.3).

**ELCC Standard 6 Rubric for Assessment 4.3 (for Clemson Accreditation purposes only- not grading purposes)**

|  |  |  |  |
| --- | --- | --- | --- |
| **TASK** | **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Candidates understand and can advocate for school students, families, and caregivers. (6.1) | Candidate does not demonstrate an understanding and cannot advocate for school students, families, and caregivers. | Candidate demonstrates partial understanding and can advocate for school students, families, and caregivers. | Candidate demonstrates a strong understanding and can advocate for school students, families, and caregivers. |
| Candidates understand and can act to influence local, school, state, and national decisions affecting student learning in a school environment. (6.2) | Candidate does not demonstrate an understanding and cannot act to influence local, school, state, and national decisions affecting student learning in a school environment. | Candidate demonstrates partial understanding and can act to influence local, school, state, and national decisions affecting student learning in a school environment. | Candidate demonstrates a strong understanding and can act to influence local, school, state, and national decisions affecting student learning in a school environment. |
| Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (6.3) | Candidate does not demonstrate an understanding and cannot anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | Candidate demonstrates partial understanding and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. | Candidate demonstrates a strong understanding and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |

**Assessment/Assignment 4.3: Advocacy and Policy Project, Part A (Internship 1 and 2- Submitted in final form in Internship II)**

**Note: Linked to Vision and Renewal Plan Assessment Project (Required Assessment 4.1)  
 Aligned with ELCC Standard 6**

**(Complete in EDL 7500/7550 initial internship/ include project artifacts as part of portfolio entry/ may count up to 20 hours on contract) Total of 20 points possible (up to 15 points on initial assignment and up to 5 points on presentation)**

**Goals:**

A building-level educational leader must know how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities; knowing how to improve the social opportunities of students, particularly in contexts where issues of student marginalization demand proactive leadership; and understanding how culturally responsive educational leadership can positively influence academic achievement, student engagement, and organizational effectiveness. This includes applying 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.

Specifically, ELCC Standard 6.0 requires that the candidate:

* Analyze how law and policy is applied consistently, fairly and ethically within the school (6.1).
* Advocate based on an analysis of the complex causes of poverty and other disadvantages; (6.1)
* Serve as a respectful spokesperson for students and families within the school. (6.1)
* Communicate policies, laws, regulations, and procedures to appropriate school stakeholders. (6.2)
* Advocate for school policies and programs that promote equitable learning opportunities and student success; (6.2)
* Understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)
* Analyze school trend data (3-5 years) to identify areas where specific groups of people are and have been disproportionally represented.   
    
  The candidate will use research to identify unique needs of the group and to identify school policies and practices that may contribute to disproportionate representation. The candidate will design a policy, or recommend changes to existing policy, that should address the inequity for current students as well as for students in future years.. The candidate will develop a plan to communicate and advocate for the changes in the policy and leadership strategies with multiple constitutes of the school community.

**Assignment Task:**

1. The candidate will analyze 3-5 years of multiple sources of available and appropriate data (i.e., achievement data, school class placement data, retention data, sports and other extracurricular organization participation data, etc.) to identify areas where specific groups of students/people are disproportionally represented or marginalized. The candidate will summarize this data/results of data analysis in a chart as well as in paragraph form.
2. The candidate will use research to identify unique needs and characteristics of the disproportionately represented group(s) as well as school based leadership and instructional strategies that have been found to be impactful in promoting equitable learning opportunities and success for ALL students. The candidate will summarize unique needs and characteristics of marginalized groups as well as other data above and strategies (including leadership strategies) in charts as well as in paragraph form.
3. The candidate will review and analyze existing policies, laws, and regulations enacted by the school (and impacted sometimes by state, local and federal authorities) and work to identify any school policies, procedures, and/or practices that may contribute to disproportionate representation for the identified groups. Summarize findings.
4. The candidate will select one or more of the identified policies/procedures/practices, determine what school based leadership strategies would positively impact the inequity, and then either determine and recommend needed changes to the policy OR design a replacement policy that will address the inequity and apply the needed school based leadership strategies.
5. The candidate will develop a well thought out action plan to aid the school in the following tasks:  
   a) communicating to both internal and external stakeholders the identified inequities found in policy/procedure/practice,   
   b) advocating for the changes with multiple constituencies of the school community by presenting recommendations for improvement and seeking formal input and feedback from both internal and external stakeholders (families and caregivers as well as other leaders in the school community.)   
   c) Include the process for selection of tools for monitoring the success of the implementation and for development of an evaluation process and tools to assess the effectiveness of the plan/strategies.   
   d) The candidate will review the feedback and prepare a summary analysis in the form of a written report and action plan.

The candidate will reflect upon A-E above, addressing the below in the reflective conclusion of the paper:  
  
1) The implications for school leaders in terms of knowing and understanding how culturally responsive educational leadership can positively influence academic achievement, student engagement, and organizational effectiveness,   
  
2) What was learned on behalf of the candidate about the role of the leader in regards to understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through a) advocating for school students, families, and caregivers; b) through acting to influence local, district, state, and national decisions affecting student learning in a school environment; and c) through anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies to address the inequities.  
  
3) What was learned by the candidate about his/her strengths and preparation to date as a future building leader in regards to ELCC Standard 6.0 and about future implications for his/her professional growth needs in regards to ELCC Standard 6.0.

All of the above work will be reported/presented in a formal written paper followed by an informal oral presentation.

# Assessment 4.3: Advocacy and Policy Project, Part A (initiated in Internship I and graded in Internship II)

**Advocacy and Policy Project Assignment: Up to 15 points**

**ELCC Standard 6 Checklist/Rubric for Assessment 4.3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Criteria** | **Unacceptable** | **Proficient** | **Distinguished/Target** |
| **Report Detail and Organization** | **Introduction and overview of the Advocacy and Policy Project Assignment and process followed:**   1. Provide a summary of results of 3-5 years of analysis of multiple sources of data; summarize both in chart and paragraph formats. 2. Summarize unique needs and characteristics of marginalized groups as well as other data and strategies, both in charts and in paragraph form. 3. Summarize findings of review and analysis of existing policies, laws, and regulations enacted by the school (and impacted sometimes by state, local and federal authorities)    Summarize findings in regards to identification of school policies, procedures, and/or practices that may contribute to disproportionate representation for the identified groups. 4. Describe selected policy/procedure/ or practice identified as needing changes and why selected.    Explain essence of changes in policy/procedure/ or practice recommended as well as school based leadership strategies needed to implement. Provide summary of process followed in either rewriting policy/procedure/or practice or in writing replacement one.   Explain how you anticipate the amended policy/procedure/ or practice will address the inequity. 5. Summarize the process followed for development of actual Action Plan you developed, including a sequential description of steps and components and why included. Be certain to detail specific components denoted in assignment: a) plans/steps for communicating to both internal and external stakeholders the identified inequities found in policy/procedure/practice, and b) plans/steps for advocating for the changes with multiple constituencies of the school community by presenting recommendations for improvement and seeking formal input and feedback from both internal and external stakeholders. 6. Summarize the process followed for selection of tools for monitoring the success of the implementation and for development of an evaluation process and tools to assess the effectiveness of the plan/project and the school’s progress. 7. Summarize all actions planned or taken to involve and gain support for the plan from school stakeholders throughout all phases of the project, specifically including a) communicating to both internal and external stakeholders the identified inequities found in policy/procedure/practice, and b) advocating for the changes with multiple constituencies of the school community by presenting recommendations for improvement and seeking formal input and feedback from both internal and external stakeholders (families and caregivers as well as other leaders in the school community.) |  |  |  |
| **Candidate**  **Leadership Reflection** | 1. Implications for school leaders in terms of knowing and understanding how culturally responsive educational leadership can positively influence academic achievement, student engagement, and organizational effectiveness 2. Summary of what was learned on behalf of the candidate about the role of the leader in regards to understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; through acting to influence local, district, state, and national decisions affecting student learning in a school environment; and through anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies; and 3. Reflection on what was learned by the candidate about his/her strengths and preparation to date as a future building leader and about future implications for his/her professional growth needs. Summarize the top three professional leadership growth goals you would set for yourself as a result of your experience through this project and explain your choices. Present a true indication of your professional growth needs as a result of this activity. |  |  |  |
| **Artifacts** | Artifacts needed/referenced are included or attached (needs assessment tools; data analysis summaries; School Improvement Plan, etc.) that are referenced in the paper/report. |  |  |  |
| **Organization/Presentation/Conventions in Written Report** | 1. Information is well organized and accurate with introduction, conclusion, and well-constructed paragraphs and transitions. 2. Citations are accurate and sufficient. 3. Work uses 12pt. font and is double-spaced. 4. Work has limited grammatical, punctuation, or spelling errors. |  |  |  |
| **Overall Score (Total of 15 possible points)** | **of 15** | | | |
| **Feedback** |  | | | |

**Task B- Assignment 4.3B: Advocacy and Policy Project Presentation Assignment: Up to 5 total points**

ON THE DESIGNATED DATE, students will present their plan/assignment in rounds to select members of the class. (Presentations will be approximately 12-15 minutes long and will be followed by a brief question and answer session from class members who have heard it as well as a time for provision of feedback to the presenter. Feedback will be provided based on the rubric below.)

The purpose of this part of the assignment is to broaden the experiences of class members and to provide practice presenting to professional audiences as well as to share lessons learned with others in terms of developing and presenting vision and renewal plans. Students should prepare a PowerPoint presentation and/or other form of visual aid for their presentation. Presentations should be informative and well presented. The presentation is not included in the separate ELCC assessment report above, but will be included in the course assessment. The instructor will grade PowerPoint’s and/or visual aids that are submitted as well as review feedback from presentations from student peers.

**4.3B: Advocacy and Policy Assignment Presentation Rubric (used for grading purposes):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable** | **Acceptable** | **Target** |
| **Effective Communication of Ideas/ Engagement** | The presenter did not communicate the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. | The presenter mostly communicated the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. | The presenter consistently communicated the ideas in a clear, engaging manner that facilitated the audience’s understanding of the material presented. |
| **Use of Visual Media** | The presenter’s use of visual media (power point and/or other visual aids) to support presentation is either ineffective or not present | The presenter uses some visual media (power point and/or other visual aids) to support presentation | The presenter effectively uses visual media (power point and/or other visual aids) to support presentation |

**Task B- Assignment 4.3B: Advocacy and Policy Project Presentation Assignment Rubric, Continued: Up to 5 total points**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unacceptable** | **Acceptable** | **Target** |
| **Provides big picture synopsis of initiative and accompanying action plan**  **Initial Project Summary:**  (Initial 3-5 year data summary findings; marginalized group characteristics; existing laws and policy implications for marginalized groups; explanation for targeted policy/procedure selected for change and why; process and strategies needed for implementation)  **Accompanying Action Plan Summary:** (summary of four phases of the plan in addressing required initiative points and action plan components) | The presenter’s summary of initiative lacks clarity/comprehensiveness in terms of required initiative points to be addressed.    The presenter’s action plan lacks clarity/ comprehensiveness in terms of required initiative points to be addressed including inequities found, specific action steps to close gaps, plans for communication and engagement, and plans for changes in policy and procedure. | The presenter’s summary/synopsis of initiative/project is adequate/acceptable in terms of required initiative points to be addressed.  The presenter’s action plan lacks clarity/ comprehensiveness in terms of required initiative points to be addressed including inequities found, specific action steps to close gaps, plans for communication and engagement, and plans for changes in policy and procedure. | The presenter’s summary/synopsis of initiative/project effectively conveys a full understanding of the project’s scope and purpose; all of required initiative points are addressed.  The presenter’s action plan lacks clarity/ comprehensiveness in terms of required initiative points to be addressed including inequities found, specific action steps to close gaps, plans for communication and engagement, and plans for changes in policy and procedure. |
| **Monitoring of Implementation; Use of Data/Evaluation Use of Data** ( Shares summary of how needed action plan data/forms of evidence to measure impact was chosen/decided; how evidence/data to be collected, analyzed, and used/what data analysis processes and tools used; plan for professional learning; plan for system and for monitoring on going success and evaluation of impact; plan for communication of results) | To a minimal and unacceptable degree, the presenter shares how some data sources/tools were selected/ determined to accompany action plan steps/actions as well as how this data was collected, analyzed, interpreted, and shared. To a minimal and unacceptable degree, the presenter discusses how these data were used to determine the improvement project.  To a minimal and unacceptable degree, the presenter shares how implementation data was collected/monitored/ shared and how these data were used for evaluation. | To an acceptable degree, the presenter shares how data sources/tools were selected/ determined as well as how data was collected, analyzed, interpreted, and shared. To an acceptable degree, the presenter discusses how these data were used to determine the improvement project.  To an acceptable degree, the presenter shares how implementation data was collected/monitored/ shared and how these data were used for evaluation. | To a highly effective degree, the presenter shares the process and strategies used to select/identify, collect, analyze, interpret, and share data and information. To a highly effective degree, the presenter discusses how these analyses were used to determine the improvement project.    To a highly effective degree, the presenter shares how implementation data was collected/monitored/shared and how these data were used for evaluation. |

**Task B- Assignment 4.3B: Advocacy and Policy Project Presentation Assignment: Up to 5 total points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder Engagement:** | To a minimal and unacceptable degree, the presenter shares how the stakeholders were engaged in the process as well as the steps the presenter incorporated into the plan to gain stakeholder support for the plan. | To an acceptable degree, the presenter shares how the stakeholders were engaged in the process as well as the steps the presenter incorporated into the plan to gain stakeholder support for the plan. | To a highly effective degree, the presenter shares how the stakeholders were engaged in the process as well as the steps the presenter incorporated into the plan to gain stakeholder support for the plan. |
| **Leader’s Role** | Leadership role throughout not clearly articulated. | Explanation of leadership role throughout is articulated satisfactorily. | Explanation of leadership role is complete/ clearly articulated and makes connections to course standards and/or to contributions made to the initiative. |
| **Lessons Learned; Connections; Reflection**  (Shares what was learned through project related to leadership and future role as a building leader) | The presenter in unable or minimally makes connections between a lesson from this project and leadership’s role in visioning, planning, and involving stakeholders, and/or is unable or minimally makes connections to a future role as a building leader. | The presenter shares  a) some lessons learned from this project that connect to concepts related to principal leadership as it pertains to visioning, planning, and involving all stakeholders, and b) something that the presenter learned that would be of value once in a school leadership position. | The presenter clearly and convincingly conveys a) the big take-away lessons learned from this assignment in terms of concepts related to principal leadership as it pertains to visioning, planning, and involving all stakeholders b) what the presenter learned that would be of value once in a school leadership position. |
| **Overall Score (Total of 5 possible points)** | | | |
| **Feedback to Candidate:** | | | |

**FINAL Internship (Internship 2) Required EEDA Assessment – 5 points**

**Internship 2: Required EEDA Assessment: Analyzing Student Support Services**

# Analyzing Student Support Services (EEDA Requirements partially fulfilled in this assessment)

Goals: The student will observe activities in a school counseling office or an on-site mental health/family support office. The student will interview the counseling professional and one principal or assistant principal where the program is located and complete a summary report.

Content: The student will examine student services offered by counseling/ mental health/family service professional. Areas to examine include the following:

1) Programs offered including implementation of the EEDA Career Guidance Model and its requirements outlined in the law to include career cluster requirements  
2) Degree of student, parent, and staff involvement in student support services  
3) The roles, responsibilities, and training of the professionals  
4) The use of boards/ committees to guide focus areas for services,   
5) The impact of student services on school’s program and improvement  
6) The funding / support/ staffing/ oversight for student services  
7) Confidentiality implications regarding these services  
8) Major job challenges facing professionals   
9) The working relationship between administrators and SS professionals.

Evidence of Completion: Write a report, summarizing the process followed as well as a summary of analysis and findings. Include an explanation of the connections to the ELCC standards as well as a reflection by the candidate in terms of the following:

a) What was learned about the school and impacting student achievement and organizational effectiveness,  
b) What was learned about the role of a principal in this arena; and c) What was learned about herself/himself in terms of her/his professional growth needs as a result of your experiences this activity/assessment. *See assessment details, instructions, and ELCC and assignment rubric for specifics.*

**EEDA ASSESSMENT TASK RUBRIC- REQUIRED IN INTERNSHIP 2 (FOR CLEMSON USE ONLY)**

**Used in EdL 751/756**

**Scoring Guide for Field Experience: Analyzing Student Support Services**

**(Part of EEDA Assessment Performance Standards #1 and #3)**

**Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Range: 2-5 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EEDA Performance Standard Addressed** | **Does Not Meet (1)** | **Meets (2)** | **Target (3)** | **Score** |
| EEDA PS #1- Candidate will explain the career guidance process within the school organization. | Candidate does not or inaccurately analyzes the career guidance process in the school. | Candidate partially analyzes the career guidance process in their school. | Candidate fully analyzes the career guidance process in the school and notes strengths and weaknesses of program implementation and the degree of success in helping students become aware of the world of work, explore career options, and prepare for post-secondary opportunities. Candidate also offers viable program improvements. |  |
| EEDA PS#3-Candidate will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs. | The candidate does not or inaccurately explains strategies that facilitate the implementation of career guidance standards and competencies in school programs. | The candidate partially explains strategies that facilitate the implementation of career guidance standards and competencies in school programs. | At the age-appropriate level of instruction, candidate explains strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the *South Carolina Comprehensive Developmental Guidance*. *and Counseling Program Model* addressing the elements of the Career Guidance Model are awareness, exploration, and preparation. |  |

**EEDA Checklist/Rubric for EEDA Assignment (for Grading purposes)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Criteria** | Unacceptable | Proficient | Distinguished/  Target |
| **Report Detail and Organization** | Introduction provides a big picture of EEDA assignment and process followed  Body of Report provides summaries of your findings regarding the following: (Cite sources of information for each item)   * Programs offered including implementation of the EEDA Career   Guidance Model and its requirements outlined in the law to include career cluster requirements   * Degree of student, parent, and staff involvement in student support services * The roles, responsibilities, and training of the professionals in the school in terms of EEDA expectations and responsibilities * The use of boards/ committees to guide focus areas for services needed through EEDA * The impact of student services on school’s program and improvement * The funding / support/ staffing/ oversight for student support services * Confidentiality processes and implications regarding these services * Major job challenges facing professionals working to implement EEDA policy * The working relationship between administrators and student support service professionals. |  |  |  |
| **Candidate**  **Leadership Reflection** | * Summary of what was learned on behalf of the candidate about the role of the leader in regards to understanding, responding to, and influencing the successful implementation of EEDA requirements and expectations in a way that positively impacts and affects student learning in a school environment; and * Implications for school leaders in terms of knowing and understanding how effective educational leadership strategies in the implementation and monitoring of EEDA can positively influence academic achievement, student engagement/success, and organizational effectiveness. * Reflection on what was learned by the candidate about his/her strengths and preparation to date as a future building leader and about future implications for his/her professional growth needs. Summarize the top three professional leadership growth goals you would set for yourself as a result of your experience through this assignment and explain your choices. Present a true indication of your professional growth needs as a result of this activity. |  |  |  |
| **Artifacts** | Artifacts needed/referenced are included or attached (data, documents, conversation notes) that were used in creating the summaries and are possibly referenced in the body of the paper/report. |  |  |  |
| **Organization/ Presentation/ Conventions in Written Report** | * Information is well organized and accurate with introduction, conclusion, and well-constructed paragraphs and transitions. * Citations are accurate and sufficient. * Work uses 12pt. font and is double-spaced. * Work has limited grammatical, punctuation, or spelling errors. |  |  |  |
| **Overall Score (Total of 5 possible points)** | **of 5** | | | |
| **Feedback** |  | | | |

**ELCC Assessment 4.2: Technology and Learning Analysis (Required Assessment in Final Internship/ Internship 2)**

**Write-up Required**

The candidate will identify and analyze multiple technology initiatives in the school, identify complimentary relationships between different technologies, and make recommendations for enhancing the school’s use of technology to support learning.

*Include in your Professional Development Plan, but submit write-up as an assignment also.*

**Description:**   
**This assessment focuses on the ability of the candidate to demonstrate leadership skills associated with the standard.** This assessment requires candidates to identify and analyze multiple technology initiatives in the school, identify complimentary relationships between different technologies, and make recommendations for enhancing the school’s use of technology to support learning.  
 **Alignment:**This project is aligned to ELCC standard 2.4

Candidates are required to monitor instructional practices within the school and provide an assessment for enhancing classroom instruction, student achievement, and continuous school improvement (2.4).  
 **ELCC Rubric for Assessment 4.2 for Accreditation Purposes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Candidates understand and can promote the most effective and appropriate school technologies to support teaching and learning in a school environment. (2.4) | Candidate does not demonstrate an understanding and cannot promote the most effective and appropriate school technologies to support teaching and learning in a school environment. | Candidate demonstrates partial understanding and can promote the most effective and appropriate school technologies to support teaching and learning in a school environment. | Candidate demonstrates a strong understanding and can promote the most effective and appropriate school technologies to support teaching and learning in a school environment. |

**Required in Internship 2: ELCC Assessment/Assignment 4.2: Technology and Learning Analysis (Tasks A-D)   
 up to 10 points (Required Assignment in EDL 751/756 final internship/ may count up to 15 hours on contract)**

Goals:

A building- level educational leader must have the knowledge to understand and promote the most effective and appropriate technologies to support teaching and learning in a school level environment. This includes knowledge of the importance of a) technologies and their uses for instruction within the school, b) infrastructures for the ongoing support, review, and planning of use of instructional technology. ELCC Standard 2.4 specifically targets candidates understanding and being prepared to use technologies to improve classroom instruction, student achievement, and continuous school improvement and organizational effectiveness. It additionally requires leader to demonstrate their skill in monitoring instructional practices within the school and in providing assistance to teachers as well as in using technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.

Task A:   
  
The candidate will work with the mentor and instructor in identifying technology initiatives in the school that support teaching and learning. The candidate will research and then summarize the following about each instructional technology application: a) specific uses for instruction (frequency- how, when, where, who); b) infrastructures in place for ongoing support, review, and planning of use of each of these instructional technology applications.

Task B:

The candidate will talk with his/her mentor about which of these technology applications best support instruction and narrow down the applications to the top 2-3. (These will be summarized in the final report). Then the candidate will do more extensive homework and research on these 2-3 applications by 1) collecting both information from published articles and reviews and summarizing these findings, and 2) collecting and analyzing data internally to determine the degree of effectiveness of each of the technologies in terms of supporting instruction at his/her school (reviewing achievement records; interviewing impacted teachers and students, observing use of technologies, etc. The candidate should analyze all of this internal data and compile a summary of the findings. 3\_ Finally the candidate should collect data and analyze the status in terms of the effectiveness of current monitoring of the use and impact of these technology applications within the school. What data is routinely collected? How is it used? How are teachers provided assistance in effectively using these applications? What performance management systems are in place and regularly used to monitor, analyze, and evaluate school assessment data results for accountability reporting? The candidate will summarize the findings.

Task C:

The candidate will determine and summarize his/her key recommendations for improvement/modifications based on results from above analyses and research by answering questions such as the following:

1. What technologies in use were found to have the greatest impact? Which ones were not found to be having a significant impact? How do you know? What specific changes in this area would you recommend? What could be done differently to support student achievement and organizational effectiveness?
2. What were the key findings in terms of ongoing monitoring of the use and effectiveness of these technologies? What could be done differently to support student achievement and organizational effectiveness?
3. What were the key findings in terms of the existing management system or infrastructure in place to support students and staff in using these technology applications. What could be done differently to support student achievement and organizational effectiveness?

Task D:   
  
 Write a report per the specific guidelines provided in the rubric (introduction, body of report, conclusion and reflection), summarizing the process followed as well as a summary of all above noted analyses and findings. The conclusion should include an explanation of the connections to the ELCC standards as well as a reflection by the candidate in terms of:

a) What was learned about the school and impacting student achievement and organizational effectiveness,  
b) What was learned about the role of a principal in this arena; and  
c) What was learned about herself/himself in terms of her/his professional growth needs as a result of your experiences this activity/assessment.

**Required in Internship 2: ELCC Assessment/Assignment 4.2: Technology and Learning Analysis (Tasks A-D) Checklist/Rubric (for Grading purposes)- 10 points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Criteria** | **Unacceptable** | **Proficient** | **Distinguished/Target** |
| **Report Introduction** | Introduction provides a big picture of the Technology and Learning AnalysisAssignment Report and process followed. |  |  |  |
| **Body of Report** | Provide a summary of the following:   * Existing instructional technology applications in use at school * Specific (intended) uses for each of the above instructional technology applications ((frequency- how, when, where, who, etc.) * Infrastructures in place for ongoing support, review, and planning of use of each of these instructional technology applications. |  |  |  |
| Provide a summary of the following:   * Findings of conversation with mentor about most effective instructional technologies in the school and agreed list of top 2-3 that have most impact * Summary of findings from research and reviews of published articles about the top 2-3 technology applications identified * Summary of tools and process/methodology used to collect data internally on the degree of effectiveness of each of the 2-3 top technologies in terms of supporting instruction at his/her school (reviewing achievement records; interviewing impacted teachers and students, observing use of technologies, etc.) * Summary of the analysis of the above data collected: the key findings * Summary of tools and process/methodology used by leadership to collect data internally on the degree of effectiveness of monitoring of the use and impact of these 2-3 top technology applications. (What data is routinely collected? How is it used? How are teachers provided assistance in effectively using these applications? What performance management systems are in place and regularly used to monitor, analyze, and evaluate school assessment data results for accountability reporting?) |  |  |  |
| **Body of Report (continued)** | Summarize key recommendations for improvement/modifications:   * Recommendations in terms of specific changes in which technologies you would recommend and why; recommendations in terms of could be done differently to support student achievement and organizational effectiveness and your rationale for believing this a good strategy. * Summary of key findings in terms of ongoing monitoring of the use and effectiveness of these technologies. Recommendations in terms of what could be done differently to support student achievement and organizational effectiveness and your rationale for believing this a good strategy. * Summary of the key findings in terms of the existing management system or infrastructure in place to support students and staff in using these technology applications. Recommendations in terms of what could be done differently to support student achievement and organizational effectiveness and your rationale for believing this a good strategy. |  |  |  |
| **Conclusion and Candidate Leadership Reflection** | * Summary/Explanation of the connections of above recommendations to the ELCC standards for building level leadership * Summary of the implications for school leaders in terms of knowing and understanding how building- level educational leaders must be prepared to select, use, and monitor instructional technologies to improve classroom instruction, student achievement, and continuous school improvement and organizational effectiveness. * Summary of the implications for school building leaders in providing assistance to teachers in using instructional technology applications as well as in using technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting. * Summary of what was learned on behalf of the candidate about the role of the leader in regards to understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; through acting to influence local, district, state, and national decisions affecting student learning in a school environment; and through anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies; and * Reflection on what was learned by the candidate about his/her strengths and preparation to date as a future building leader and about future implications for his/her professional growth needs. Summarize the top three professional leadership growth goals you would set for yourself as a result of your experience through this project and explain your choices. Present a true indication of your professional growth needs as a result of this activity. |  |  |  |
| **Artifacts** | Artifacts needed/referenced are included or attached (needs assessment tools; data analysis summaries; School Improvement Plan, etc.) that are referenced in the paper/report. |  |  |  |
| **Organization/Presentation/Conventions in Written Report** | * Information is well organized and accurate with introduction, conclusion, and well-constructed paragraphs and transitions. * Citations are accurate and sufficient. * Work uses 12pt. font and is double-spaced. * Work has limited grammatical, punctuation, or spelling errors. |  |  |  |
| **Overall Score (Total of 10 possible points)** | **of 10** | | | |
| **Feedback** |  | | | |

# Portfolio (Both electronic and hard copy versions required)

The Intern portfolio will be worked on throughout the internships and submitted fully competed by the end of the second internship (although the portfolio to date will be submitted at the end of first internship). Candidates will design and construct their own individualized portfolios in accordance with directions provided with the support of the Supervisor and Mentors. The portfolio should highlight and provide evidence of applied leadership in each of the ELCC standards as stipulated in the expectations. All required assessments and other documentation (PDP and needs assessments; electronic log entries; artifacts; overall standard reflections, etc.) should be included and organized with table of contents so supervisor can easily find.

**Action Plan/Needs Assessment/PDP Rubric for CLEMSON EDL 750/751**

**(Assignment = 15 Points/15% for Initial Internship; 10 points/10% for Final/2nd Internship):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Met/ Unacceptable** | **Acceptable** | **Distinguished/Target** |
| Alignment of PDP and Action Plan to Needs Assessment Growth Areas and Other Mentor Recommended School Needs | * Candidate lacks sufficient evidence of completing self-assessments of both knowledge and of experience in terms of all 6 ELCC standards and PADEPP. AND/OR the candidate lacks sufficient evidence of results of discussion/meeting with mentor about this assessment; AND/OR * The candidate lacks sufficient evidence of aligning planned activities for the internship to areas for targeted growth based on the needs assessment as well as school priorities and assigned ELCC standards for focus. * The candidate ‘s action plan is not sufficiently developed and communicated/ lacks detail and connectivity. | * Candidate has evidence of completing self assessments of both knowledge and of experience in terms of all 6 ELCC standards and PADEPP; of discussing this assessment with his/her mentor; and of crafting some or most of the planned activities for the internship to align with areas for targeted growth for the intern as well as school priorities and assigned ELCC standards for focus. * The candidate ‘s action plan is sufficiently developed, somewhat comprehensive, and satisfactorily communicated. | * Candidate has very well organized and convincing evidence of completing self assessments of both knowledge and of experience in terms of all 6 ELCC standards and PADEPP; of discussing this assessment with his/her mentor; and of crafting the planned activities for the internship to align with areas for targeted growth for the intern as well as and school priorities and assigned ELCC standards for focus. * The candidate ‘s action plan is well thought out, developed, comprehensive, and communicated. |
| Insight into Role of School Leader | * Candidate demonstrates a limited understanding of and insight into role of a school leader as represented by intern’s lack of initiative as well as plan for activities during the internship. His/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily did not demonstrate understanding or initiative. * Candidate demonstrates a very limited understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship. * Interpretation of standards and elements is marginal and unacceptable. | * Candidate demonstrates an acceptable understanding of and insight into role of a school leader as represented by intern’s initiative and plan for activities during the internship and his/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily.      * Candidate demonstrates an acceptable understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship. * Interpretation of standards and elements is acceptable. | * Candidate demonstrates a strong understanding of and insight into role of a school leader as represented by intern’s initiative and plan for activities during the internship and his/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily.      * Candidate demonstrates an excellent understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship. * Interpretation of standards and elements is exceptional and perceptive. |
| Completeness; Timeliness; Accuracy | * Initial plan was not completed in a timely manner and in accordance with communicated deadlines. * Action Plan is not up to date and complete throughout internship; changes are often not reflected. * Action plan does not accurately reflect all activity of the internship. Changes lag behind or are not reflected. | * Initial plan was somewhat completed in a timely manner and in accordance with communicated deadlines. * Action Plan is mostly up to date and satisfactorily complete throughout internship; changes are reflected most of the time. * Action plan reflects most activities of the internship. | * Initial plan was fully completed in a timely manner and in accordance with communicated deadlines; candidate assumed a leadership role in initiating the planning phase. * Action Plan is kept up to date and complete throughout internship; changes are always reflected. * Action plan accurately reflects activity of the internship. |

**Electronic Log of Activities for All Standards/Activities Assignment including Reflections (individual activity and overall standard) Assignment = 30 Points/30%**

**(Rubrics for both individual log entries as well as each standard reflection and overall internship reflection follow)**

**Electronic Log of Activities for All Individual Activities by Standard/Element for all ELCC Standards/Activities Assignment including Reflections (individual activities) Rubric for CLEMSON EDL 7500/7510**

**(Assignment = 30 Points/30%)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Met/ Unacceptable** | **Acceptable** | **Distinguished/Target** |
| **Electronic Log of Individual Activities** | Log entries are generally not appropriate and/or incomplete. Activities in combination do not demonstrate a full understanding of the particular standard/ element. Interpretation of the standard/element is poorly expressed.  A limited and unacceptable number of log entries are complete (some sections of the electronic log template are completed). The organization is unclear and hard to follow.  Some standards were not included or lack one or more activities.  The hours are totaled per activity and per standard.  Some activities are appropriately coded as to the candidate’s role: observe, participate, or lead.  Individual activity reflections do not seem to be thoughtful and perceptive or provide expected insight into what the candidate/intern learned about leadership as a result of doing this activity. | Most log entries are appropriate and on target, demonstrating an acceptable understanding of the particular standard/ element. Interpretation of the standard/element is expressed in acceptable language.  Most log entries are complete (all sections of the electronic log template are completed) and organized.  Most standard were included and had acceptable activities.  The hours are totaled per activity and per standard.  Most activities are appropriately coded as to the candidate’s role: observe, participate, or lead.  Most individual activity reflections seems to be somewhat thoughtful and perceptive and provide some degree of insight into what the candidate/intern learned about leadership as a result of doing this activity | All log entries are very appropriate, on target, thoughtful, and perceptive, demonstrating a full, clear, and concise understanding and interpretation of the particular standard/ element. The entry is expressed in appropriate language.  All log entries are complete (all sections of the electronic log template are completed) and well organized.  All standards were included and had very appropriate activities.  The hours are totaled per activity and per standard.  All activities are appropriately coded as to the candidate’s role: observe, participate, or lead.  All individual activity reflections seems to be thoughtful and perceptive and provide keen insight into what the candidate/intern learned about leadership as a result of doing this activity. |

**Electronic Log of Overall Standard Reflections for each of 6 ELCC Standards/(counts as part of artifacts assignment for Internship 2 only)**

**Rubric for CLEMSON EDL 7500/7510**

**(Artifacts, Over all Standards Reflections, and Overall Internship Reflection Assignments = 15 Points/15%)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall Standard Reflections and Overall Internship Reflection   (part of artifact assignment)** | Each Overall ELCC Standard Reflection to a limited and unacceptable degree:   * Provides an acceptable synopsis of what candidate/intern has learned through this internship about leadership as a result of working on activities related to this ELCC School standard and its elements. The synopsis is complete.      * Provides sufficient description of results of self-assessment of own level of knowledge and performance through these activities; shows the degree to which the intern personally understands the leadership role. * Shows ability to discern and describe how leadership strengths made a positive contribution to activities led for this standard; provides an example that relates. Also provides example that relates to an identified need for growth. * Describes how the participant grew through the experience and what the next growth goal is. * Reflection shows insight into role of educational leader as represented by intern’s actual performance as well as by insights about current educational issues school leaders face daily. * Reflection demonstrates the relationship between leadership roles and responsibilities and the ELCC standard. * The reflection demonstrates a complete understanding of the standard as well as the relationship of this required standard/activities to the standard. | Each Overall ELCC Standard Reflection to some extent and an acceptable degree:   * Provides an acceptable synopsis of what candidate/intern has learned through this internship about leadership as a result of working on activities related to this ELCC School standard and its elements. The synopsis is complete. * Provides sufficient description of results of self-assessment of own level of knowledge and performance through these activities; shows the degree to which the intern personally understands the leadership role. * Shows ability to discern and describe how leadership strengths made a positive contribution to activities led for this standard; provides an example that relates. Also provides example that relates to an identified need for growth.      * Describes how the participant grew through the experience and what the next growth goal is.      * Reflection shows insight into role of educational leader as represented by intern’s actual performance as well as by insights about current educational issues school leaders face daily. * Reflection demonstrates the relationship between leadership roles and responsibilities and the ELCC standard. * The reflection demonstrates a complete understanding of the standard as well as the relationship of this required standard/activities to the standard. | Each Overall ELCC Standard Reflection clearly:   * Provides a comprehensive, compelling synopsis of what candidate/intern has learned through this internship about leadership as a result of working on activities related to this ELCC School standard and its elements. The synopsis is thoughtful and perceptive.      * Provides comprehensive description of results of self-assessment of own level of knowledge and performance through these activities; shows the degree to which the intern personally understands the leadership role. * Shows ability to discern and describe how leadership strengths made a positive contribution to activities led for this standard; provides an example that relates. Also provides example that relates to an identified need for growth. * Describes how the participant grew through the experience and what the next growth goal is. * Reflection shows deep insight into role of educational leader as represented by intern’s actual performance as well as by insights about current educational issues school leaders face daily. * Reflection demonstrates the relationship between leadership roles and responsibilities and the ELCC standard. * The reflection demonstrates a full and comprehensive understanding of the standard as well as the relationship of this required standard/activities to the standard. |

**EDL 750/751 School Level Artifacts Assignment Rubric**

**(Part of Above Combined Assignment: Artifacts, Overall Standard Reflections, and Overall Internship Reflection= 15 Points/15%):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Met/ Unacceptable** | **Acceptable** | **Distinguished/Target** |
| Artifacts | * Candidate demonstrates a limited understanding of and insight into role of a school leader as represented by intern’s lack of initiative as well as plan for activities during the internship. His/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily did not demonstrate understanding or initiative. * Candidate demonstrates a very limited understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship. * Interpretation of standards and elements is marginal and unacceptable. * Initial plan was not completed in a timely manner and in accordance with communicated deadlines. | * Candidate demonstrates an acceptable understanding of and insight into role of a school leader as represented by intern’s initiative and plan for activities during the internship and his/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily. * Candidate demonstrates an acceptable understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship. * Interpretation of standards and elements is acceptable. * Initial plan was somewhat completed in a timely manner and in accordance with communicated deadlines. | * Candidate demonstrates a strong understanding of and insight into role of a school leader as represented by intern’s initiative and plan for activities during the internship and his/her discussion of these plans in relationship to school needs and current educational issues that school level leaders face daily. * Candidate demonstrates an excellent understanding of the relationship between a school leader’s roles and responsibilities and the targeted School ELCC standards as represented by the quality of activities that the candidates chooses to engage in during the internship.      * Interpretation of standards and elements is exceptional and perceptive. * Initial plan was fully completed in a timely manner and in accordance with communicated deadlines; candidate assumed a leadership role in initiating the planning phase. |

**Sample PDP Template**

# EL 750/760 Building Level Internship

# Possible Professional Development Plan Template

(Please attach this or one similar to Internship Contract)

**Name:**

**Internship/School:**

**Mentor:**

**Needs Assessment Results:**  (include ELCC standard in parenthesis):

* **Strengths Identified in Knowledge; Experience: (list)**
* **Areas for Growth Identified in Knowledge/Experience:**
* **Targeted Areas for Growth During Internship/Professional Development Goals as a Result:** 
  + i.e.,

1. Have a better understanding of how to organize and manage adults in an effective manner that fosters a healthy professional learning community (ELCC 2 and 3).
2. Have a better understanding of the policies and procedures associated with special education and the referral process (ELCC 5).
3. Acquire more experience with parent relations (ELCC 4).

**Standards Related Goals and Field Experiences:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Base School or Diverse Placement**  **(B or DP)** | **Type**  **(R, E, O, etc.)** | **Field Experience Descriptor** | **Why chosen  (\* if connected to identified area for growth from needs assessments)** | **ELCC Alignment** | **Hours Anticipated; Proposed Date Window** |
|  |  | **Student referral observation:** Observe while a member of the administrative team works with a student who has been referred to the principal for disciplinary reasons. Write a brief reflection, including an analysis of how the administrator’s philosophy of discipline and expectations for student behavior were evidenced in his/her handling of the situation. |  | *ELCC 3.2; 3.3* | *2*  *Late November* |
|  |  | **Principal & parent conference:** Observe a principal/parent conference and afterwards discuss the process with principal. |  |  | 1  mid October |
|  |  | **Review behavior management plan:** Meet with the special education teacher, guidance counselor, or administrator to review a behavior management plan for a student receiving special education services. |  |  | 3.5  late September |
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**Total proposed field experiences:** **35+ activities (150+ anticipated hours)**

Intern Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Mentor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: