Indiana University Southeast
School of Education

Educational Leadership
A695 Practicum
Manual

Effective for Candidates Enrolled During Fall 2013-Spring 2014

**Overview of A695: Practicum in Educational Leadership
at Indiana University Southeast**

The practicum course is designed as the terminal experience in the building level school administration program. Candidates are required to complete each hour of the practicum after completing the pre-requisite courses linked to six projects.

The practicum will be field based in a public or private accredited school(s). The program will be mentored by a certified building administrator and supervised by a member of the Educational Leadership faculty. The practicum will be three one-hour credit sections of graduate work. A letter grade of "R" will be assigned when a candidate has not completed all requirements by a week before finals are scheduled. The Practicum is not offered in the summer as schools are not generally in session and faculty are not employed to supervise the experience.

Permission to Enroll in Practicum:
The candidate completes and submits the application for entrance into the Educational Leadership Practicum and the Mentor/School District Agreement form(s). The Mentor/School District Agreement form must be signed by the Mentor and by the Superintendent or his/her designee. The mentor is asked to complete a form that cites his/her professional experiences. A form must be completed prior to admission to the first hour and at the beginning of each Fall semester. Paperwork and requests for permission must be submitted at least one week before the Fall or Spring semester begins.

Practicum Policies and Requirements:
The practicum will include the completion of six (6) projects and eight (8) specific short term and three (3) specific long term experiences.
- The projects have been designed by the program. Descriptions of each and the scoring rubrics are found on the IU Southeast SOE website.
- The specific experiences are found later in the manual. Between 75 and 100 total clock hours are generally required to complete the specific experiences and the projects in each one-hour section. These include both routine and non-routine administrative assignments.
- Candidates will log all hours spent working on the six projects and in completing the specific experiences. The log format is described later in the manual.
- This clinical work can occur before school, during planning periods, at lunch periods, after school, in the evenings, on weekends, or during the summer if regular school activities occur at this time.

Two (2) seminars will be held each semester. Candidates enrolled in A695 are expected to participate in these seminars. The seminars provide opportunities for candidates to share experiences with other candidates, to provide feedback and support

to one another, to develop a network for future professional support, to learn about topics not covered in the other courses, and to learn about licensure and state assessment requirements.   The University Supervisor will announce the dates early in the semester via email or at the organizational meeting. **Make-up activities will be assigned to those unable to participate due to school conflicts, illness or family emergencies.**

In addition to the seminars, candidates will be contacted by and/or meet with the University Supervisor a minimum of two times. The University Supervisor maintains regular contact with candidates through email. Candidates are encouraged to contact the University Supervisor <u>whenever necessary</u> outside of the regular contacts and visits. (Refer to the University Supervisor policy.)

Candidates may begin work on the projects up to six months prior to enrolling in the practicum. Completion and implementation of the projects should occur during the time that the candidate is enrolled in A695. That time must be included in the practicum log.

Candidates must complete the coursework for the number of hours of A695 registered. The candidate will submit the projects, log of activities, and related products developed for each hour of A695 no later than one week before finals begin or *at the date established by the University Supervisor if one desires more time. Candidates will receive an "R" and must have all work submitted by the date identified by the A695 University Supervisor.* At the end of the third hour, the candidate will participate in a conference with the University Supervisor and the Mentor. Evaluation forms being used at the end of the candidate's practicum experience must be used in order to ensure consistency in the Program's assessment process.

At the completion of the third hour of the practicum, candidates will participate in an Exit Interview conducted by the IU Southeast Educational Leadership University Faculty. Candidates will be expected to discuss their experiences, dispositions, growth during the program, and professional plans as a requirement under Decision Point Three. If the University Supervisor is an adjunct faculty member, contact *Dr. Fankhauser* to arrange for the Exit Interview. The adjunct University Supervisor will review the practicum artifacts. These interviews will take place on campus or at the Graduate Center at the Water Tower Square.

The self-assessment rubric completed by the practicum candidate and the assessment rubric completed by the mentor must be discussed and reviewed by the candidate and his/her mentor in conference at the completion of the third hour of the practicum experience. This must be done at a time prior to the meeting that is held with the IU SOUTHEAST Educational Leadership University Supervisor.

The candidate must document activities from the practicum log that reflect application of elements and indicators linked to each ELCC Standard. <u>*The evidence and log reflection must be clearly aligned to the ELCC standards as noted in the project rubrics and the specific experiences list.*</u>

University Supervision Policy

1. Practicum candidate must copy and share manual with mentor(s) prior to mentor agreeing to serve as a mentor.

2. A group meeting/orientation will be held with candidates enrolled in A695 each semester. Following the group meeting the University Supervisor will schedule a contact with the candidate's school to meet with the candidate and mentor. The meeting may be via telephone, e-mail, or school visit.

3. During the meeting the University Supervisor will address the following:
   - Explain the clinical experience and Educational Leadership program
   - Explain the responsibilities of the mentor and the candidate
   - Explain and clarify the requirements of the projects and the specific experiences
   - Explain the University Supervisor's role and the methods of communication
   - Explain the mentor's evaluation rubric
   - Discuss and confirm the timeline for completion of the 3 hours of A695
   - Discuss the availability of the University Supervisor
   - Explain the two required contacts and additional contacts upon request of mentor or candidate
   - Explain the exiting procedure to review the Practicum requirements and the exiting procedure to review the program artifacts

EDUCATIONAL LEADERSHIP STANDARDS:

The Educational Leadership Practicum is aligned to the IU Southeast School of Education Conceptual Framework, its Outcomes, its Diversity Proficiencies, and its Dispositions; the IDOE 2010 Standards; the ELCC Standards; the ISTE Standards; and NCATE Standards and Elements.

The following matrix taken from the IU Southeast SOE Educational Leadership Curriculum Map reflects the practicum's alignments to the various standards:

	Local	Local	Local	Local	State	National	National	National
	Conceptual Framework	SOE Outcomes	Diversity Profi-ciencies	Dispositions	IDOE 2010 Standards	Program (ELCC SPA) Standards	ISTE National Educational Technology Standards	NCATE Standards and Elements
A695 *Practicum in Educational Leadership*								3a, 3b 4a
Eight short-term activities that address one or more of the following:	HQ CP DS CT	1 2 3	1 2 3 4 5	1 2 3 4 6 8 9	1.5 2.1 2.5 3.5 4.4 5.1	1.3 3.2 4.1 4.2 5.1 5.3 7.3		1e 1f 1g
Three long-term activities that address one or more of the following:	HQ CP DS CT	1 3	1 2 3	2 3 4 6 7 9	1.5 2.1 2.6 3.3 3.5 4.1 4.2 4.4 5.1 6.5	2.1 2.2 2.4 3.1 3.3 4.1 4.3 7.3	2 3 4	1e 1f 1g
Projects 1 and 2 SPA # 6	HQ CP DS CT	1 2 3	1 2 3 4 5	1 2 3 4 5 6 7 8 9	2.1 2.2 2.4 3.1 3.3 3.5 4.1 4.2 4.3 5.2 6.1	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 3.1 3.2 3.3 4.1 4.2 5.1 5.2 6.1 7.3	3 4	1e 1f 1g
Projects 3 and 5 SPA #4	HQ CP DS CT	1 2 3	1 2 3	2 3 4 6 7 9	1.1 2.1 2.5 3.1 3.3 3.5 4.1 4.3 4.4	1.1 1.2 1.3 2.1 2.3 2.4 3.2 4.1 5.1 5.2 5.3 6.1 6.3 7.3	3 4	1e 1f 1g
Projects 4 and 6 SPA # 7	HQ CP DS CT	1 2 3	1 2 3 4 5	2 3 4 6 7 9	2.4 2.5 3.1 3.3 3.5 4.4 4.5 5.5 5.7	1.5 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 6.1 6.2 6.3 7.3	3 4	1e 1f 1g

NCATE requires the Educational Leadership Program to align its assessments to the ELCC Standards. This impacts how you will document your activities in the log and the assessment instruments that will be used to evaluate your Practicum experiences. The complete list of the ELCC Standards is found at the end of this manual. It is also in the Program Advising Handbook.

CHARACTERISTICS OF EFFECTIVE MENTORS

Mentoring has two applications to improving the ways in which people become school administrators. The first of these is related to the identification of individuals who would serve as appropriate role models for beginning school administrators. It is critical that these individuals be able to provide feedback to beginners concerning the extent to which they have been able to master technical skills associated with the performance of administrative roles.

A second value of the concept of mentoring beginning administrators is found in its application to formation. Mentoring is an absolutely essential part of the professional development phase for school administrators.

There are, however, distinct differences between the duties of only a role model with those of a mentor. A role model may be seen as a person who is consulted periodically by the novice as a way to learn how to construct a master schedule for a school, observe a teacher, conduct a student-parent conference, or perform many other daily activities, in much the same way that an apprentice may learn practical skills from a master carpenter or electrician. On the other hand, a mentor goes beyond this modeling function by serving as a person who is inclined to prod the beginner to learn how to do something according to his or her personal skills and talents. In short, mentors should raise more questions than provide answers to the people with whom they interact.

The following list represents characteristics that protégées should consider when choosing a mentor:

1. Mentors must have experience as practicing school administrators. They should be regarded by their peers and others as being effective.

2. Mentors must demonstrate generally accepted positive leadership qualities, such as:
      a. good oral and written communication skills
      b. intelligence
      c. past, present, and future understanding and vision
      d. acceptance of multiple alternative solutions to complex problems
      e. clarity of vision and the ability to share that vision with others in the organization
      f. well-developed interpersonal skills and sensitivities

g. outstanding knowledge, skills, and expertise in school administration
h. enthusiasm that is sincere, convincing, and, most important, constantly conveyed to their protégés.
i. ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards
j. ability to communicate sensitively the type of feedback that is needed regarding the protégé's development and progress toward desirable standards of competence and professional behavior
k. ability to listen sensitively to their protégé's ideas, doubts, concerns, and enthusiastic outpourings
l. a caring attitude and a belief in their protégé's potential
m. flexibility and a sense of humor
n. a restrained sense of guidance so that their protégés may develop as independently as possible.

3. Mentors need to be able to ask the right questions and not just provide the "right" answers all the time.

4. Mentors must accept "another way of doing things," and avoid the temptation and tendency to tell beginners that the way to do something is "the way I used to do it."

5. Mentors need to model the principles of continuous learning and reflection.

6. Mentors must exhibit an awareness of the political and social realities of life in a school system; they must know the "real way" that things get done.

The Superintendent must verify that the mentor has the aforementioned qualities described by signing the agreement.

RESPONSIBILITIES OF MENTORS
Advising: The mentor responds to a protégé's need to gain additional information needed to carry out a job effectively.
Communicating: The mentor works consistently to ensure that open lines of communication always exist between himself or herself and the protégé.
Counseling: The mentor provides needed emotional support to the protégé.
Guiding: The mentor works to orient and acquaint the new administrator with the formal and informal norms of a particular school system.
Modeling: The mentor serves as a true role model to the protégé by consistently demonstrating professional and competent performance on the job.
Protecting: The mentor serves as a buffer between the protégé and those who might wish to detract from the beginner's performance.
Developing Skills: The mentor assists the protégé in learning the skills needed to carry out the job effectively.
Time and Caring: The mentor must be willing to provide the time that a beginning

administrator may need to talk about job-related concerns. Perhaps the most important thing that anyone can do as a mentor is to be available when needed by the protégé, not to "fix" problems but, rather, to indicate that someone cares about the beginner.

REQUIRED PRACTICUM COMPONENTS

Practicum Log
Knowledge displayed in actual practice as reflected in the Practicum log for selected standards. All specific experiences and projects are logged.

Specific Experiences
Specific Experiences must be completed and related to the standards.   All project work needs to be included in the log.

Projects
Candidates enrolling in the practicum will complete a total of six projects with two assigned to each one hour of A695. The projects and rubrics will be discussed during A695 orientations and during the courses related to the content knowledge needed to successfully complete the project.

Mentor Assessment and Candidate Self-Assessment
These are completed at the end of the third hour, discussed by the candidate and mentor, and shared with the University Supervisor.

Reflection
A reflection that addresses how one has grown through the practicum including the networks established through the seminars and how one exhibits the IU Southeast School of Education dispositions through professional behavior is submitted as part of the Exit Interview.

PRACTICUM LOG
Candidates must log all hours spent in Specific Experiences and Projects. Each must be linked to the appropriate *ELCC* Standard(s). Many may and should be aligned to more than one standard *but they must be aligned to the ELCC standards as indicated in the directions and scoring rubrics..*

Format:
All parts of the Practicum log must be reported in a template designed by the Candidate to include the following:
- Title of Project or Activity (There are six Projects and eleven Specific Activities.)
- Dates and Times for each time you worked on the Project or Specific Activity
- Activity Description and Explanation for Specific Activities
- Total Number of Hours for each Project and each Specific Activity

- Required ELCC Standard(s) (You may include others but you must clearly include the ones aligned to the specific activity)
- Reflection (Address both "what I learned from this experience and what I can do or need to do to grow in order to improve in this area".)

This serves as the framework for the template. Candidates are encouraged to create a template that contains all elements but meets their needs for reporting. Sharing with others during seminars is often helpful for this design.

The log must be created in an electronic version. One hard copy must be submitted upon completion of each hour of A695. One hard copy of the **total log** is brought to the exit interview with Dr. Fankhauser.

SPECIFIC EXPERIENCES

Specific Experiences required by the end of the third hour are listed below. This checklist indicating the semester each was completed, the practicum log, and the artifacts resulting from the experiences will be submitted at the end of each hour of the practicum to the University Supervisor. Grades for each hour will be based upon the successful completion of at least 30% of the experiences for each hour and the successful completion of the required projects.

A695 Required Specific Experiences:
   A. One-third of the short-term experiences must be completed in each one-hour of the practicum. The reflection template must be created and completed as previously described. Your responses and the evidence you submit will be graded and will provide evidence that we are assessing various standards in A695. These standards are identified at the end of each activity.
   B. One of the long-term experiences must be completed in each one-hour of the practicum. Your responses and the evidence you submit will be graded and will provide evidence that we are assessing various standards in A695. You must specifically address how you meet the ELCC standards for each long-term experience.
   C. Refer to the scoring rubric for each short-term and long-term experience. The rubric clarifies the evidence that must be present.
   D. You should use the scoring rubric to frame the description of your work and use it to guide your reflection.

The eleven specific activities have an additional set of requirements beyond what you have logged. For each of the eleven, develop a binder or a folder that addresses the following:

- How this activity provides evidence that you meet the ELCC standard(s). If the activity was controlled by others and you could not lead as required by the standards, explain that here. USE THE SCORING RUBRIC TO GUIDE YOUR WRITING. WE MUST BE ABLE TO SEE HOW YOU SPECIFICALLY MEET EACH ELCC STANDARD. Some projects have multiple parts. Make sure each part is clearly addressed. Use the ELCC Standards (4.1, 5.3, etc.) in your narrative.
- What you will do as a school leader to ensure that you implement the behaviors described in the ELCC standard(s).
- Attach artifacts that are evidence of the specific experiences.
- Make sure that the narrative and the evidence for each specific experience are placed together. Do not put all of your narratives in the front of the binder or folder and all of your attachments in the back.

Short-term experiences and the related ELCC standards are as follows:
1. Plan and participate in a program/experience during the school year that involves families as partners. (ELCC 1.3, 3.2, 4.1)
2. Lead the school staff in an activity that facilitates collaboration and teamwork and is reflected by the school's vision. (ELCC 1.3)
3. Lead the implementation of an activity related to school safety. (ELCC 3.2)
4. Observe an activity related to student discipline and describe how legal principles to promote educational equity were or were not applied (ELCC 3.2) and how decisions were or were not made based upon legal and ethical principles (ELCC 5.3). The log entree must demonstrate the ability to respect the rights of others and maintain confidentiality (ELCC 5.1) and the ability to combine impartiality, sensitivity to student diversity, and ethical considerations. (ELCC 5.2)
5. Observe an entire case conference committee and describe how legal principles to promote educational equity were or were not applied (ELCC 3.2) and how decisions were or were not made based upon legal and ethical principles (ELCC 5.3) and whether leadership was provided to serve the student's needs (ELCC 4.2). The log entree must demonstrate the ability to respect the rights of others and maintain confidentiality. (ELCC 5.1)
6. Observe an entire 504 meeting and describe how legal principles to promote educational equity were or were not applied (ELCC 3.2) and how decisions were or were not made based upon legal and ethical principles (ELCC 5.3) and whether leadership was provided to serve the student's needs (ELCC 4.2).   The log entree must demonstrate the ability to respect the rights of others and maintain confidentiality. (ELCC 5.1)
7. After dealing with a difficult group of adults within the school community, describe the strategies you employed and whether they were effective. (ELCC 4.2) Explain how a theory of change was related to this interaction. (ELCC 6.1)

8. Lead the supervision of one after school student activity in order to demonstrate understanding of how to apply legal principles to promote equity and provide safe and efficient facilities. (ELCC 3.2)
9. This is not a project but a reflection based upon your observations and experiences with several of the short-term assignments. After completing 1, 4, 5, and 6, explain how the legal and political systems and institutional framework of your school has shaped the opportunities available to the students and families in your school. (ELCC 6.3) Explain how poverty and other disadvantages impact the students and families in your school. (ELCC 6.1) Use 4, 5, and 6 to explain how policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. (ELCC 6.1)

Long-term experiences:
1. Use technologies to monitor an instructional practice found in the school improvement plan for a team of teachers (i.e., grade level, middle school team, high school department). (ELCC 2.2) Summarize the results and share them with the teachers in order to identify how to provide assistance to improve the instructional practice as it relates to the school's vision and goals. (ELCC 2.4) The recommendations must address how to fully accommodate learners' diverse needs. (ELCC 2.2) Develop and implement a strategy that considers adult learning to assist them in improving the instructional practice. (ELCC 2.4) Provide evidence that you assisted the staff in understanding and applying best practices for student learning. (ELCC 2.3)
2. Analyze the school's improvement plan, the school's master schedule, and the school's budget to determine the degree to which they are aligned with the school's vision and goals to promote student learning (ELCC 3.1), determine to what degree they focus on teaching and learning (ELCC 3.3), and how well they utilize community and social service agencies) to support student achievement, solve school problems, and/or achieve school goals (ELCC 4.3).   In order to steward the vision, align each to the vision and goals and then determine the degree of alignment among the three (ELCC 1.4). Then describe what steps you would recommend to the principal and school leadership to ensure that they are aligned to the vision to promote student learning (ELCC 3.1) and they focus on teaching and learning (ELCC 3.3) and utilize community and social service agencies (ELCC 4.3).
3. Describe the culture audit process and results for the school from A510 (ELCC 2.1), identify research based questions to use to interview families concerning the identification of barriers to family involvement at the school related to improving student achievement. (ELCC 4.2) Identify families that represent the diversity of your school and conduct the interview with a member from each.

(ELCC 2.1)   Compile the information, frame it around the school's culture, and share the results with the principal and other school leaders (leadership team, department chairs, advisory groups, SBDM council are examples).   Develop a framework for a school partnership with families to facilitate school involvement. (ELCC 4.1)   Include community resources to support this initiative that would improve student achievement.   (ELCC 4.3) Present the results to school leadership to encourage them to take action to support all students, including emerging populations (ELCC 4.3).

PROJECTS: Projects and rubrics are found on the IU Southeast SOE website under the Educational Leadership Program.

MENTOR ASSESSMENT and CANDIDATE SELF-ASSESSMENT
Candidates will be assessed by the mentor(s) on the element descriptors from the ELCC Standards as found at the end of this manual.
Candidates will complete a self-assessment using the same element descriptors. A discussion of both sets of assessments will be held prior to the exit interview. The results of the discussion will be shared with the IU SOUTHEAST Educational Leadership University Supervisor at the meeting with the candidate and Mentor.
The Mentor and the candidate will assess the candidate using the following scoring guide and applying it to each element at the end of the third hour of Practicum. Comments are encouraged to support the rating by both the Mentor and the Candidate.

- *P-Proficient: Able to demonstrate this element independently in a consistent manner throughout the three hours of A695.*
- *B-Basic: Able to demonstrate this element with limited assistance and guidance.*
- *U-Unacceptable: Unable to demonstrate this element even with assistance and guidance.*

REFLECTION: IU SOUTHEAST SCHOOL OF EDUCATION DISPOSITIONS
These dispositions are the framework of behavior expected within the School of Education. Each disposition is accompanied by a list of behavioral indicators. Candidates must write a reflection indicating strengths and areas for growth for each disposition, **not each indicator.** The reflection must end with an analysis of the candidate's growth during all Educational Leadership coursework and how networking with colleagues during the seminars helped the candidate grow as a professional. This reflection is submitted during the Exit Interview at the end of the program.

1. **Candidate respects the legal and ethical norms and values of education**.
a. Maintains confidentiality of student records, parent communications and private professional conversations.
b. Uses language free or profanity and derogatory statements toward any

individual group.

c. Knows and complies with the legal requirements of the education profession.

d. Adheres to high standards of truthfulness and honesty.

e. Shows respect for the ethical and moral values and concerns of the school, students and community.

2. **Candidate effectively interacts and collaborates with others and fosters similar behaviors among students**.

a. Willingly and actively participates in group assignments, projects or activities.

b. Contributes positively and equitably to projects involving others.

c. Seeks membership on collaborative projects.

d. Leads projects or activities in a fair and equitable manner.

e. Facilitates the functioning of all group members in a shared project.

f. Designs and uses collaborative activities and assessments.

3. **Candidate is committed to diversity through equitable treatment and respect for all individuals**.

a. Displays sensitivity to the varying needs and dispositions of others.

b. Accepts and adapts to difference in learning styles and individual capabilities.

c. Facilitates learning by those with disabilities or with exceptional capabilities.

d. Examines diverse values, languages and traditions in a respectful manner.

e. Gives thoughtful consideration to alternative and contradictory opinions.

4. **Candidate exhibits personal management behaviors valued by the professional education community.**

a. Is present and punctual for professional activities and assigned duties.

b. Is prepared for professional engagements.

c. Completes assigned work on time.

d. Shows leadership, self-respect and a willingness to take responsibility.

e. Fosters a sense of self-respect and self-control in others.

f. Respects the intellectual property of others.

g. Maintains the confidentiality of private records and meetings.

5. **Candidate is committed to inquiry and application of the knowledge base of education**.

a. Adopts contemporary modes of practice based on research and demonstrated best practices of the profession.

b. Maintains an analytical openness to new ideas expressed in the professional literature.

c. Reads and learns continuously from the professional literature and professional development activities.

d. Participates regularly and enthusiastically in professional development activities.

6. **Candidate exhibits enthusiasm and respect for education as a practice**

and a profession.
a. Expresses positive attitudes and a commitment to quality education.
b. Seeks opportunities to build positive relationships with others in the profession.
c. Participates in the meetings and activities of the local, state and national professional associations and organizations.
d. Pursues personal goals for professional development.
e. Exhibits care for quality in the preparation and implementation of educational activities.
f. Is energetic and proactive in professional activities.
g. Listens and responds to others with enthusiasm and care.
h. Exhibits positive leadership in professional activities.
7. **Candidate is committed to database decision-making and fair practices**.
a. Uses data-based assessments to improve practice.
b. Engages in action research to test and evaluate new ideas and recommendations.
c. Shares the results of research with others.
d. Collects data to understand a situation before taking or recommending action.
e. Ensures that all problems are addressed with due process for all.
f. Listens to children and families to ensure that their ideas and opinions are considered.
8. **Candidate is committed to continuous self-evaluation and personal improvement**.
a. Engages in meaningful, continuous, reflective self-assessment and shows such assessment leads to plans for change.
b. Demonstrates positive changes in educational practices or personal behaviors over time.
c. Responds analytically and proactively to assessments by supervisors or others by making changes to address legitimate concerns.
d. Actively seeks ways to solicit feedback for purposes of making quality improvements in practice.
9. **Candidate is committed to the belief that all children can learn.**
a. Differentiating instruction to meet the needs of all students.
b. Providing equitable and meaningful learning opportunities for all students.
c. Collecting and analyzing data on student learning and making adjustments to increase learning for all students.
d. Selecting and developing instructional strategies and technologies that help all students learn.
e. holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential.

EXIT INTERVIEW AND DECISION POINT III
This meeting will be held after you complete the third hour of A695. You will bring the log, artifacts, and disposition reflection. This 30-45 minute meeting with Dr. Fankhauser will be used to determine if you have met all of the program requirements. You must

also bring a copy of your unofficial transcript copied from Onestart. These meetings will be held on campus or at the Water Tower Square.

You will sign up for your time during one of the seminars.

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The Educational Leadership Consortium Council (ELCC) Standards:

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

1.1 Develop a Vision
a. Candidates develop a vision of learning for a school that promotes the success of all students.
b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision
a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision
a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision
a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision
a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

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

2.1 Promote Positive School Culture
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program
a. Candidates demonstrate the ability to facilitate

activities that apply principles of effective instruction to improve instructional practices and curricular materials.
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning
a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing

the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations
a.Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3 Manage Resources
a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource

allocation and alignment that focuses on teaching
and learning.
b. Candidates creatively seek new resources to
facilitate learning.
c. Candidates apply and assess current technologies
for school management, business procedures, and
scheduling.

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

4.1 Collaborate with Families and Other Community Members
a. Candidates demonstrate an ability to bring
together the resources of family members and the
community to positively affect student learning.
b. Candidates demonstrate an ability to involve
families in the education of their children based
on the belief that families have the best interests
of their children in mind.
c. Candidates demonstrate the ability to use public
information and research-based knowledge of
issues and trends to collaborate with families and
community members.
d. Candidates apply an understanding of
community relations models, marketing
strategies and processes, data-based decision making,
and communications theory to create
frameworks for school, family, business,
community, government, and higher education
partnerships.
e. Candidates develop various methods of outreach
aimed at business, religious, political, and
service organizations.
f. Candidates demonstrate the ability to involve
families and other stakeholders in school
decision-making processes, reflecting an
understanding that schools are an integral part of
the larger community.
g. Candidates demonstrate the ability to collaborate
with community agencies to integrate health,
social, and other services.
h. Candidates develop a comprehensive program of

community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs
a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
c. Candidates provide leadership to programs serving students with special and exceptional needs.
d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources
a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.
b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity
a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly
a. Candidates demonstrate the ability to combine
impartiality, sensitivity to student diversity,
and ethical considerations in their interactions
with others.

5.3 Acts Ethically
a. Candidates make and explain decisions based
upon ethical and legal principles.

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

6.1 Understand the Larger Context
a. Candidates act as informed consumers of educational
theory and concepts appropriate to school context and
can demonstrate the ability to apply appropriate research
methods to a school context.
b. Candidates demonstrate the ability to explain how the
legal and political systems and institutional framework of
schools have shaped a school and community, as well as
the opportunities available to children and families in a
particular school.
c. Candidates demonstrate the ability to analyze the
complex causes of poverty and other disadvantages and
their effects on families, communities, children, and
learning.
d. Candidates demonstrate an understanding of the policies,
laws, and regulations enacted by local, state, and federal
authorities that affect schools, especially those that might
improve educational and social opportunities.
e. Candidates demonstrate the ability to describe the
economic factors shaping a local community and the
effects economic factors have on local schools.
f. Candidates demonstrate the ability to analyze and
describe the cultural diversity in a school community.
g. Candidates can describe community norms and values
and how they relate to the role of the school in promoting
social justice.
h. Candidates demonstrate the ability to explain various
theories of change and conflict resolution and the
appropriate application of those models to specific

communities.

6.2 Respond to the Larger Context
a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context
a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.