

**Governors State University**  
**1. College of Education**  
**Division of Education**  
**Graduate Program in Educational Administration**

2. **Course Title:** Internship in School Management I  
 3. **Course Number:** EDAD 834  
 4. **Credit Hours:** 3  
 5. **Instructor of Record :** Sandi Estep, Ph.D.  
 6. **Trimester Offered:**

**Office Phone:**

**E-mail:**

**Office Hours:**

**Office:**

**The Mission and Conceptual Framework**  
**of the Institution and the Professional Education Unit**

Governors State University's mission is:

- to offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professional, and that is accessible to all including those traditionally underserved by higher education;
- to cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:
  - openness of communication
  - diversity of backgrounds, experiences and perspectives;
  - mutual respect and cooperation;
  - critical inquiry, constant questioning and continuing assessment; and on-going research and scholarship; and
- to strengthen and enhance the educational, cultural, social and economic development of the region through partnerships with government, business, educational, civic and other organizations.

The Professional Education Unit seeks to offer the highest quality academic programs, balancing innovation and best practice, to meet the needs of adult lifelong learners. The professional education unit at Governors State University is committed to preparing teachers and other school personnel who will take a reasoned eclectic approach in order to optimize complex teaching and learning environments to achieve student learning.

**How this course fits into the conceptual framework:**

This required course in the educational administration program supports the development of highly skilled educational administrators. The Internship provides the student with a supervised field experience in instructional leadership and school management. The experience involves the student in functions and duties associated with administration and supervision roles. Each student participates in a wide range of activities that link the reasoned eclectic theory base to practice.

**Standard/principles supported by this course:** NCATE/ELCC Standards: 1-6.

**Program Mission:** The M.A. in Educational Administration provides for acquisition of knowledge, dispositions, and skills necessary for effective performance in specific teaching, supervising, school service, or administrative roles. The program's main function is to help teachers acquire the skills necessary for building level administrative positions mainly the positions of assistant principal or principal.

7. **Catalog Description:** The major purpose of the Internship is to provide the student with a supervised experience in the functions and duties associated with school management. Each student will participate in administrative activities related to **instructional leadership**. Examples of tasks include activities that affect the learning environments.

8. **Prerequisites:**

- EDAD 621 Foundations and EDAD 729 Research
- Completion of 21 hours of core requirements and concurrent enrollment in the remaining core course.

9. **Restrictions:** Graduate Status

10. **Intended Audience:** Graduate Students in the Educational Administration program

11. **Rationale:** The Internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, and to demonstrate the dispositions required of a school administrator. The experience should involve the student in functions and duties associated with administration, leadership, and supervision roles. Each student should be permitted to participate in a wide range of these activities. These activities are reflective of the 6 NCATE/ELCC Standards for educational administration.

12. **Expected Student Outcomes:**

**Internship Objectives:**

1. To allow the intern the opportunity to observe over time a variety of leadership styles practiced by experienced administrators in various situations at multiple levels in the organization.
2. To address the *Standards for Advanced Programs in Educational Leadership* through guided practice.
3. To provide the intern the opportunity to interface with diverse publics while attending to responsibilities inherent in school administration.
4. To provide the intern with opportunities to practice administrative skills in a relatively safe environment with broad-based support.
5. To assist the intern in gaining self-confidence in administrative decision making through progressive opportunities to test knowledge, skills and personal commitment.
6. To provide the intern with an opportunity to validate leadership philosophies, values, knowledge and abilities.

### 13. **Instructional Modalities:**

This course is an internship where candidates are expected to apply theory to practice in school site settings. They are required to attend seminars on campus and to submit a portfolio of their work.

### 14. **Activities and Assignments:**

#### **Internship Requirements:**

Your internship consists of the items/activities listed below. You must submit these items as corresponding sections in your portfolio:

1. Planning worksheet and the signed agreement.
2. Assessment of internship:
  - a. by Field Supervisor
  - b. by University Instructor
  - c. by student (Student Evaluation Instrument of Internship)
  - d. The Administrative Skills Assessment checklist on p. 116
3. Major Project with accompanying log, artifacts, and the final report
4. 12 Internship activities with accompanying log and artifacts
5. 10 readings related to the major project submitted in the form of an annotated bibliography
6. Attendance at the 3 required seminars
7. Culminating Report

Detailed instructions for each section are provided below. All sections combined will result in a portfolio that reflects the student's work and accomplishments.

The student is required to submit all sections electronically at a site designated by the EDAD Program. If some artifacts cannot be submitted electronically, alternate arrangements should be made by the student with university instructor.

#### **1. ADMINISTRATIVE SUPERVISION INTERNSHIP I: Major Project**

In collaboration with the field supervisor, the student will define and detail a major project where the student will assume all leadership responsibilities. The major project must be completed independently, that is, it cannot be done with a co-student leader, or a group. The project should be completed during the semester and it should reflect a significant amount of work.

In consultation with your field supervisor, you should design your major project to address a need from which you and your school will benefit as you expand your knowledge, enhance your abilities, build relationships, and understand the school and district culture.

Suggestions for possible major project ideas are listed below. This list does **not** include all possibilities for a major project:

- After school programs
- A math and science academy; a fine arts academy

- A program for transition into middle school or high school
- An inclusive curriculum model
- A teacher mentoring program
- A handbook for enriching instructional strategies
- An improved reading success program
- A program closing the achievement gap
- A staff development plan for addressing social justice in the school
- A staff development plan targeting the improvement of student learning in a particular field of study
- A crisis response plan
- A grant application
- An updated student handbook or policy manual
- Chairing standing committees or special task forces
- Planning, preparing and making a formal presentation to faculty members, a group of administrators, the school board, or community members.
- Conducting an effective meeting that requires brainstorming ideas, consensus building and addressing nonfunctional group behaviors.

**The final report of the major project** should include a paper that consists of:

- a. a title page presenting significant identifying information;
- b. a statement of the project objectives;
- c. a detailed description of the activities undertaken to complete the project
- d. an evaluation of the project in terms of realization of the objectives,
  - 1) expected and unexpected out-comes
  - 2) actual out-comes
  - 3) further work that needs to be accomplished, if any.
  - 4) suggestions for the future
- e. a reflection of the process, including: the planning, decision-making processes, problems that developed and how they were resolved
- f. a reflection discussing how your completion of the project relates to the six (6) ELCC standards
- g. an annotated bibliography of at least ten (10) readings (journal articles, book chapters, etc.) related to the major project (Websites are not acceptable) submitted in APA style—**see example**
- h. pertinent artifacts developed during the completion of the project

## **2. ADMINISTRATIVE SUPERVISION INTERNSHIP I:** **12 Administrative Activities**

These activities will be aligned with the *Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors* by the National Policy Board for Educational Administration, 2002. These standards are aligned with the ISLLC, ELCC, and state standards. A professional self-assessment of needs will assist you in identifying activities from which you will gain the greatest benefit. Prior to meeting with your field supervisor to discuss your internship major project and activities, complete the **Administrative Skills Assessment checklist on p. 116** and the **Internship Experiences Pre-Planning Worksheet on pp. 117-123** in your text.

**Choose two (2) tasks from each of the 6 standards (3 activities per standard).** The lists provided below are merely *suggestions*. Additional suggestions may be found

on pp.94-114 in Cunningham. The student may define tasks that fit the Standard but are not in the suggested list of activities. All activities must be approved by the University Supervisor.

**\*\*Note:**

**(a) At least 2 of the 12 activities must be completed in a school setting other than the student's current work site.**

**(b) At least 2 of these 12 activities must be completed in a district office setting.**

<b>Standard 1.0:</b> In the internship, candidates demonstrate that they are education 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.	
1.1 Develop a School Vision of Learning.	<ul style="list-style-type: none"> <li>• Coordinate, update, or revisit the School Strategic Plan</li> <li>• Revise the School Improvement Plan</li> <li>• Assist with the Illinois School Technology Plan</li> <li>• Aligning school policies to school/district vision.</li> <li>• Promote community involvement activity.</li> <li>• Attend a series of school board meetings to determine if they are aligning to the vision.</li> <li>• Conduct faculty workshop on aligning the classroom activities to the school vision.</li> <li>• Advise and assist in formulating school policies and procedures</li> <li>• Bilingual Education</li> <li>• Computer-assisted Instruction</li> <li>• Cultural Awareness Activities</li> <li>• Curriculum Development</li> <li>• Interdisciplinary Teaming</li> </ul>
1.2 Articulate a School Vision of Learning.	
1.3 Implement a School Vision of Learning.	
1.4 Steward a School Vision of Learning.	
1.5 Promote Community Involvement in School Vision.	

	<ul style="list-style-type: none"> <li>• Program Planning</li> <li>• Research and Evaluation</li> <li>• Estimate future enrollments</li> <li>• other</li> </ul>
<p>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.</p>	
2.1 Promote a Positive School Culture.	<ul style="list-style-type: none"> <li>• Conduct a school climate audit</li> <li>• Plan faculty recreational activities</li> <li>• Plan a faculty retreat</li> </ul>
2.2 Provide Effective Instructional Program.	<ul style="list-style-type: none"> <li>• Plan a faculty project that promotes positive school climate.</li> <li>• Assist teachers with daily, weekly program planning</li> </ul>
2.3 Apply Best Practice to Student Learning.	<ul style="list-style-type: none"> <li>• Advise teachers regarding classroom management</li> <li>• Work with teachers on a case study</li> </ul>
2.4 Design Comprehensive Professional Growth Plans.	<ul style="list-style-type: none"> <li>• Plan new courses of study</li> <li>• Estimate future enrollments</li> <li>• Develop instructional guides, resource materials</li> <li>• Evaluate and selecting new texts</li> <li>• Conduct a study of teacher grading patterns</li> <li>• Plan/conduct an in-service program for teachers</li> <li>• Participate with an administrator in a pre-conference, teacher observation, and post-conference</li> <li>• Conduct a demonstration lesson</li> <li>• Develop a supervisory bulletin</li> <li>• Arrange for instruction for exceptional children</li> <li>• Advise teachers regarding classroom management</li> <li>• Coordinate the testing program</li> <li>• Plan career days and other guidance efforts</li> <li>• Conduct a faculty meeting</li> <li>• Plan an orientation program for new teachers</li> <li>• Develop/observe/assist in the recruitment, interviewing and selection of a new employee</li> <li>• Develop an orientation process for new professional personnel</li> <li>• Plan curriculum revisions</li> <li>• Present new instructional practices.</li> <li>• Other</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Develop instructional needs for facilities</li> <li>• Determine specifications for instructional supplies and equipment</li> </ul>
3.2 Manage the Operations.	<ul style="list-style-type: none"> <li>• Administer the teacher absentee processes.</li> <li>• Coordinate the selection and inventory of instructional equipment and supplies</li> </ul>
3.3 Manage the Resources.	<ul style="list-style-type: none"> <li>• Plan and coordinate in-service for support personnel, secretaries, custodians, maintenance</li> <li>• Arrange for clinical services for exceptional children</li> <li>• Arrange for instruction for exceptional children</li> <li>• Develop a policy for student school social activities</li> <li>• Administer school social activities</li> <li>• Plan the summer program</li> <li>• Work with pupils and parents (home visits) regarding truancy and serious adjustment problems</li> <li>• Assign pupils to homerooms</li> <li>• Prepare the master or class schedule</li> <li>• Make teacher extra-duty assignments</li> <li>• Conduct a staff orientation and school opening activities</li> <li>• Participating in school closing or opening activities</li> <li>• Planning and/or improving school special services, library, nursing, food services, etc.</li> <li>• Revise the Teacher Policy Handbook</li> <li>• Revise the Student Policy Handbook</li> <li>• Clarify, interpret attendance policies to pupils and parents</li> <li>• Mediate teacher-pupil conflicts</li> <li>• Work with pupil conflicts, disciplinary cases, juvenile authorities, suspension cases and due process procedures</li> <li>• Administer student driving, school lunch programs</li> <li>• Supervise students in cafeteria</li> <li>• Supervise the school transportation program</li> <li>• Develop an alternative program to student suspension</li> <li>• Plan for fire drills and emergency school evacuations</li> <li>• Develop a school safety program</li> <li>• Conduct a school buildings and grounds safety check</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct graduation and other formal exercises</li> </ul>
<p>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.</p>	
4.1 Collaborate with Families and Other Community Members.	<ul style="list-style-type: none"> <li>• Plan and organize an open-house program for the school</li> <li>• Plan a parent visitation program</li> <li>• Prepare special written reports to parents and community organizations</li> <li>• Develop a plan to publicize pupil, faculty and staff accomplishments</li> <li>• Develop a plan to publicize special school programs to all stakeholders</li> <li>• Plan a special recognition activity for faculty or students</li> <li>• Work on a school referendum – note, by law, all work must be done outside the school and without school resources.</li> <li>• Work with service agencies.</li> <li>• Design, revise or develop a school crisis plan that involves working with all appropriate local agencies.</li> <li>• Prepare and submit school news stories to the local news agencies.</li> <li>• Work with an outside agency, such as, a civic club, local government, day care centers, etc.</li> <li>• Conduct a school-community survey</li> <li>• Develop or revise a multi-year plan for school-community relations</li> <li>• Develop a plan to utilize school auxiliary groups, such as PTAs, etc.</li> <li>• Develop a plan for the use of school buildings by auxiliary groups</li> <li>• Participate in leading a meeting of an auxiliary group, PTAs, etc.</li> <li>• Develop an adult or parent education program</li> <li>• Participate in observance exercises for public occasions</li> <li>• Develop a school plan for working effectively with the media</li> <li>• Administer a school-media relations program</li> <li>• Coordinate the school-community recreation program</li> <li>• other</li> </ul>
4.2 Respond to Community Interests and Needs.	
4.3 Mobilize Community Resources.	

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.	<ul style="list-style-type: none"> <li>• Conduct a workshop on bullying for teachers, students, or parents.</li> <li>• Establish a school policy on bullying</li> <li>• Conducting a study of dropouts</li> <li>• Work with student government</li> <li>• Conduct a study of student retention and failure</li> <li>• Arrange for clinical services for exceptional children</li> <li>• Arrange for instruction exceptional children</li> <li>• Develop a policy for student school social activities</li> <li>• Administer school social activities</li> <li>• Plan the summer program</li> <li>• Benefit Programs</li> <li>• Counseling and Guidance</li> <li>• Faculty/Student Handbook</li> <li>• Illinois School Code</li> <li>• Instructional Supervision</li> <li>• Interdisciplinary Teaming</li> <li>• New Policy Planning</li> <li>• Policy Analysis</li> <li>• Parent/Student Advisory Committee</li> <li>• Student Discipline</li> <li>• Other</li> </ul>
5.2 Acts Fairly.	
5.3 Acts Ethically.	
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 Educational Context.	<ul style="list-style-type: none"> <li>• Accreditation</li> <li>• ADR/Grievance Process</li> <li>• Alternative Certification</li> <li>• Board of Education</li> <li>• Current Legislation</li> <li>• Community/Business Advisory Groups</li> <li>• Faculty/Student Handbook</li> <li>• Illinois School Code</li> <li>• New Policy Planning</li> <li>• Policy Analysis</li> <li>• Policy Review and Articulation</li> <li>• Special Interest Groups</li> <li>• Structured Due Process</li> <li>• Plan a project that meets a need in your school by participating in political, social, economic, legal, or cultural affairs or events.</li> <li>• Student Information/Record System</li> </ul>
6.2 Respond to the Larger Educational Context.	
6.3 Influence the Larger Educational Context.	

	<ul style="list-style-type: none"> <li>• Plan recreational programs.</li> <li>• Other</li> </ul>
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**The final report of your administrative activities** should include:

- a. The Administrative Skills Assessment checklist on p. 116 and the Internship Experiences Pre-Planning Worksheet on pp. 117-123 in your text completed at the beginning of your internship.
- b. A separate log for each of the 12 activities describing ongoing activities during the term should be kept. The log should provide documentation (date/activity undertaken) and artifacts of activities related to administrative-supervisory functions performed by the student in completing each of the 12 tasks.—**see p.23**
- c. The **Culminating Report** that responds to the following questions:
  - How did your internship activities impact your knowledge base? Your abilities/skills? Your attitudes/beliefs?
  - What surprised you? Disappointed you? Challenged you?
  - Did you get the results you wanted?
  - What are some areas of professional growth on which you will concentrate?
  - How have you met the goals of the internship?
  - How do you, as a future administrator, intend to improve student learning?

## 15. Texts/Learning Materials:

Textbooks:

Cunningham, W.G. (2007). *A handbook for educational interns, a rite of passage*. Boston, MA: Pearson Education, Inc. [www.ablongman.com](http://www.ablongman.com)

*This course is a Livetext based course. Students are required to purchase a Livetext account if they do not already have one.*

Additionally, students are expected to utilize the textual materials and resources from each of the classes taken in the program to inform their actions during the internship experience.

## 16. Outline/Course Content:

### Internship Guidelines:

It is the student's task to identify and secure the approval of a school administrator with a Type-75 Certificate (Illinois Administrative Endorsement) to serve as the field supervisor. **The school administrator must hold the title of Assistant Principal, Principal or higher.**

School administrators serving as field supervisors will be in-serviced by their university colleagues so as to ensure the quality of the Internship experience.

As indicated above, after the administrator has been identified, the administrator, the student, and the university supervisor will meet to develop the specific parameters of the Internship. A written contract proposal of Internship experiences will be prepared for the initial meeting by the intern in collaboration with their field supervisor.--**see example**

During the internship, the student is expected to become involved in 12 minor administrative-supervisory functions. The specific activities and the expected outcomes will be determined in an initial meeting of the student, the university supervisor and the field supervisor.

It is expected that activities will be presented in draft form, with the specific tasks and functions to be performed indicated.

Conferences/seminars will be held during the term for the purpose of evaluation of student progress. The university supervisor will visit each student as frequently as the individual situation demands.

A minimum of three (3) required student seminars will be held during the term at designated times **on-campus**. All students, including those in cohorts, are required to attend. In the seminar meetings students and university supervisors will discuss the Internship experiences and theoretical aspects related thereto. In addition, students are free to contact the university supervisor at mutually convenient times.

The student is to periodically access his/her GSU supplied e-mail and the EDAD Web page to get up-to-date information and to download important documents. The student is also to use his/her e-mail GSU account to expedite communication with his/her university supervisor.

Required forms can be downloaded at <http://www3.govst.edu/edad/practicum>

#### 17. **Evaluation:**

##### Grading Scale:

Pass

No Credit

18. **Disability Statement:** GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, [assd@govst.edu](mailto:assd@govst.edu); or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

#### 19. **Academic Honesty:**

Students who commit one or more of the acts listed below may receive a failing grade in the course regardless of prior performance.

- Cheating: Blatant examples include copying answers on exams, using without authorization someone else's data; representing hypothetical data as actual data or assisting other in such practices.
- Plagiarism: Examples include representing the words or data produced by another as your own; using one's own words in presenting the ideas of another without properly

acknowledging the source of the ideas, or providing one's own materials to another to submit as his/her own work.

- Evading student group responsibilities

The University policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://www.govst.edu/catalog/catback08.pdf#nameddest=appendix>

**Technology Expectations:**

Students are expected to utilize technology tools such as the Web, electronic searches, data bases, and their Governors State student e-mail as a component of this Internship experience.

**Governors State University  
EDAD 834 Internship in School Management I**

**Assessment Rubric for Internship**

Intern: \_\_\_\_\_ University Supervisor \_\_\_\_\_

Points Earned: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
<b>Attendance at Seminar 1</b> 1/20 (5%)	The candidate demonstrates a positive attitude, professional dispositions and sensitivity toward others by attending seminar 1.					Did not attend Seminar I
<b>Attendance at Seminar 2-3</b> 1/20 (5%)	The candidate demonstrates a positive attitude, professional dispositions and sensitivity toward others by attending seminars 2-3.					Did not attend Seminar II
<b>Administrative Skills Assessment</b> 1/20 (5%)	The candidate demonstrates a commitment to continued learning by completing the Administrative Skills Assessment checklist in an exemplary manner.	The candidate demonstrates a commitment to continued learning by completing the Administrative Skills Assessment checklist in a more than adequate manner.	The candidate demonstrates an adequate commitment to continued learning by completing the Administrative Skills Assessment checklist.	The candidate's commitment to continued learning is poorly demonstrated in completion of the Administrative Skills Assessment checklist.	The candidate's commitment to continued learning is not demonstrated in completion of the Administrative Skills Assessment checklist.	Missing
<b>Internship Pre-planning Worksheet</b> 1/20 (5%)	The candidate demonstrates a commitment to continued learning by completing the Internship Pre-planning Worksheet in an exemplary manner.	The candidate demonstrates a commitment to continued learning by completing the Internship Pre-planning Worksheet in a more than adequate	The candidate demonstrates an adequate commitment to continued learning by completing the Internship Pre-planning Worksheet.	The candidate's commitment to continued learning is poorly demonstrated in completion of the Internship Pre-planning Worksheet.	The candidate's commitment to continued learning is not demonstrated in completion of the Internship Pre-planning Worksheet.	Missing

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
		manner.				
<b>Administrative Activities: ELCC 1.0:</b> 1/20 (5%) ELCC2002.1	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear evidence of growth in standard supported by logs and artifacts.	Limited evidence of growth in standard, logs and/or artifacts are weak.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or extremely weak.	No evidence of growth presented for standard.	Missing
<b>Administrative Activities: ELCC 2.0</b> 1/20 (5%) ELCC2002.2	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear evidence of growth in standard supported by logs and artifacts.	Limited evidence of growth in standard, logs and/or artifacts are weak.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or extremely weak.	No evidence of growth presented for standard	Missing
<b>Administrative Activities: ELCC 3.0</b> 1/20 (5%) ELCC2002.3	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear evidence of growth in standard supported by logs and artifacts.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or extremely weak.	No evidence of growth presented for standard.	Missing
<b>Administrative Activities: ELCC 4.0</b> 1/20 (5%) ELCC2002.4	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear evidence of growth in standard supported by logs and artifacts.	Limited evidence of growth in standard, logs and/or artifacts are weak.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or extremely weak.	No evidence of growth presented for standard.	Missing
<b>Administrative Activities: ELCC 5.0</b> 1/20 (5%) ELCC2002.5	Clear and convincing evidence of growth in standard supported by activity logs and artifacts.	Clear evidence of growth in standard supported by logs and artifacts.	Limited evidence of growth in standard, logs and/or artifacts are weak.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or extremely weak.	No evidence of growth presented for standard.	Missing
<b>Administrative Activities: ELCC 6.0</b> 1/20 (5%) ELCC2002.6	Clear and convincing evidence of growth in standard supported by activity logs	Clear evidence of growth in standard supported by logs and artifacts.	Limited evidence of growth in standard, logs and/or artifacts are weak.	Little evidence of growth presented for standard; narrative and/or artifacts are absent or	No evidence of growth presented for standard.	Missing

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
	and artifacts.			extremely weak.		
<b>Administrative Activities Culminating Report</b> 1/20 (5%)	All questions are addressed in substantial manner; information is clear and convincing.	All questions are addressed adequately; information presented is clear and appropriate.	All questions are addressed in limited, superficial manner or only part of the questions are addressed adequately.	Limited information is provided for each question and information provided is not adequate.	Less than half of the questions are addressed adequately.	Missing
<b>Major Project</b> 1/20 (5%)	The report demonstrates exemplary planning, is well organized, and contains all the necessary components as outlined in the syllabus: title page, project objectives, description of activities, evaluation or project, reflection of the process, reflection of project to standards, annotated bibliography, and pertinent artifacts.	The report demonstrates good planning, is well organized, and contains all the necessary components as outlined in the syllabus: title page, project objectives, description of activities, evaluation or project, reflection of the process, reflection of project to standards, annotated bibliography, and pertinent artifacts.	The report demonstrates adequate planning, is somewhat organized, and contains all the necessary components as outlined in the syllabus: title page, project objectives, description of activities, evaluation or project, reflection of the process, reflection of project to standards, annotated bibliography, and pertinent artifacts.	The report demonstrates poor planning, lacks organization, and is missing some of the necessary components as outlined in the syllabus: title page, project objectives, description of activities, evaluation or project, reflection of the process, reflection of project to standards, annotated bibliography, and pertinent artifacts.	The report is unacceptable for graduate level work.	Missing
<b>Major Project: Standard 1</b> 1/20 (5%) ELCC2002.1	Clear and convincing evidence of growth in the intern's 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.	Clear evidence of growth in the intern's 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.	Limited evidence of growth in the intern's 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.	Little evidence of growth in the intern's 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.	No evidence of growth in the intern's 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.	Missing

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
<b>Major Project: Standard 2</b> 1/20 (5%) ELCC2002.2	Clear and convincing evidence of growth in the intern's 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.	Clear evidence of growth in the intern's 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.	Limited evidence of growth in the intern's 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.	Little evidence of growth in the intern's 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.	No evidence of growth in the intern's 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.	Missing
<b>Major Project: Standard 3</b> 1/20 (5%) ELCC2002.3	Clear and convincing evidence of growth in the intern's 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.	Clear evidence of growth in the intern's 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.	Limited evidence of growth in the intern's 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.	Little evidence of growth in the intern's 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.	No evidence of growth in the intern's 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.	Missing
<b>Major Project: Standard 4</b> 1/20 (5%) ELCC2002.4	Clear and convincing evidence of growth in the intern's knowledge and ability to promote the success of all students by collaborating with families and other	Clear evidence of growth in the intern's knowledge and ability to promote the success of all students by collaborating with families and other community members,	Limited evidence of growth in the intern's knowledge and ability to promote the success of all students by collaborating with families and other community	Little evidence of growth in the intern's knowledge and ability to promote the success of all students by collaborating with families and other community members,	No evidence of growth in the intern's knowledge and ability to promote the success of all students by collaborating with families and other community members,	Missing

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
	community members, responding to diverse community interests and needs, and mobilizing community resources.	responding to diverse community interests and needs, and mobilizing community resources.	members, responding to diverse community interests and needs, and mobilizing community resources.	responding to diverse community interests and needs, and mobilizing community resources.	responding to diverse community interests and needs, and mobilizing community resources.	
<b>Major Project: Standard 5</b> 1/20 (5%) ELCC2002.5	Clear and convincing evidence of growth in the intern's knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically.	Clear and convincing evidence of growth in the intern's knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically.	Limited evidence of growth in the intern's knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically.	Little evidence of growth in the intern's knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically.	No evidence of growth in the intern's knowledge and ability to promote the success of all students by acting with integrity, fairly, and ethically.	Missing
<b>Major Project: Standard 6</b> 1/20 (5%) ELCC2002.6	Clear and convincing evidence of growth in the intern's knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and culture contexts.	Clear evidence of growth in the intern's knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and culture contexts.	Limited evidence of growth in the intern's knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and culture contexts.	Little evidence of growth in the intern's knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and culture contexts.	No evidence of growth in the intern's knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and culture contexts.	Missing
<b>Field Supervisor Assessment</b> 1/20 (5%)	Clear and convincing evidence of growth during the internship.	Clear evidence of growth during the internship.	Limited evidence of growth during the internship.	Little evidence of growth during the internship.	No evidence of growth during the internship.	Missing -- student cannot pass course without this document submitted.
<b>Student Evaluation of Internship</b> 1/20 (5%)	The candidate demonstrates a commitment to continued learning by	The candidate demonstrates a commitment to continued learning by	The candidate demonstrates an adequate commitment to continued	The candidate's commitment to continued learning is poorly	The candidate's commitment to continued learning is not demonstrated	Missing

	<b>Exemplary</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Partially Proficient</b> (3 pts)	<b>Incomplete</b> (2 pts)	<b>Unacceptable</b> (1 pt)	<b>Missing (0)</b>
	completing the Student Evaluation Instrument an exemplary manner.	completing the Student Evaluation Instrument in a more than adequate manner.	learning by completing the Student Evaluation Instrument.	demonstrated in completion of the Student Evaluation Instrument	in completion of the Student Evaluation Instrument	

**Additional Materials:**

1. Mid-Term Self Evaluation
2. The Practicum Agreement (Contract)
3. Example of Annotated Bibliography
4. APA Example
5. Activity Log (text book p.23)

## MID TERM SELF EVALUATION

Report of Practicum I or Practicum II Progress due at Seminar II

**This requires your Supervising Administrator's signature at the bottom**

NAME \_\_\_\_\_

Date \_\_\_\_\_

***Progress rating scale range: 1 = not begun to 5 = near completion or completed***

<b>Section</b>	<b>Progress</b>
<b>Standard 1.0:</b> In the internship, candidates demonstrate that they are education 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.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5
<b>MAJOR PROJECT TITLE:</b> <b>Progress Report:</b> _____ _____	1 2 3 4 5
<b>(The Annotated Bibliography), how many have you read and annotated so far?</b> _____	

Field Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**PRACTICUM AGREEMENT  
(The Contract)**

Graduate Program in Educational Administration  
College of Education/Division of Education

**G O V E R N O R S   S T A T E   U N I V E R S I T Y**  
University Park, IL 60466

\_\_\_\_\_ is a student enrolled in a Practicum in Educational Administration and Supervision for the Fall Trimester, Winter Trimester, Spring/Summer Trimester, 20\_\_\_. The practicum is defined as supervised field experience involving the student in functions and duties related to administrative or supervisory roles. The plan for the practicum includes conducting administrative activities, completing a major project, completing related reading, keeping a daily log, and attending regular on-campus seminars. The field supervisor agrees to provide general supervision, support and an evaluation of the practicum.

**MAJOR PROJECT**

This practicum will include the following major project. (Brief project description)

**ADMINISTRATIVE ACTIVITIES**

This practicum will include the following administrative activities from six (6) areas. (List 3 activities under each standard)

**Standard 1.0:** In the internship, candidates demonstrate that they are education 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.

- 1.

- 2.

- 3.

**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.

- 1.

- 2.

- 3.

**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.

- 1.

- 2.

- 3.

**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.

- 1.

- 2.

3.

**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.

1.

2.

3.

**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.

1.

2.

3.

These six areas and Major Project of the practicum have been discussed and agree upon.

**Signatures: Student** \_\_\_\_\_

**Supervising Administrator** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

**Date** \_\_\_\_\_

## Annotated Bibliography

Ten (10) references are required. All should pertain, at least peripherally, to your major project. They must come from a **variety** of professional sources. Articles, book chapters, internet sources are acceptable. Please choose school administrator (not teacher) material.

For example, if your major project is to create a student handbook, articles, etc. about student behavior, written communications, student rights, involving parents would all be appropriate.

Some good, but not inclusive sources, are Kappan, Educational Leadership, Elementary School Journal, NASSP Bulletin, AIMS, etc. or chapters from books such as Zapp! In Education, Savage Inequalities, Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Savvy Administrators.

Each entry should include a brief summary and a brief personal reaction. They should be arranged in alphabetical order by primary author's last name and clearly marked "Reading # 1." You may print them on separate sheets if you find that more convenient.

### **Example of Annotated Bibliography**

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#### **Reading # 1.**

Kosmoski, G. J. (1999). *How to land the best jobs in school administration. Revised edition.*

Thousand Oaks, CA: Corwin Press, Inc.

Like its title, this interactive workbook includes a collection of practical strategies to help one land a job in School Administration. Areas discussed include finding a mentor, writing a cover letter and resume, preparation, interviewing, finding a match, proper dress, negotiating a contract, and keeping the position

Kosmoski suggests that aspiring administrators need to begin to assume leadership roles very early in the quest to become administrators, even if their aspirations are not in their

current school district. This will count for the experience that a neophyte lacks when other applicants currently hold the role/title that you are trying to land.

Since I am planning on seeking an entry level position this spring I found this book very helpful. I found the information regarding preparing for the interview excellent and I am sure it will help me be better prepared for my first interview. I will complete the exercises prior for applying for a position. The section on gender tips was most enlightening and will help me with my communication skills now and in the future.

### Examples of APA Bibliography Entries:

**Journal Article:** Online and Hardcopy (The [DOI](#) is required only for online articles)

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159. doi:10.1207/s15327965pli0302\_13

**Journal Article:** from a database without a [DOI](#)

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6(3), 175-182. Retrieved from Academic Search Premier database.

**Magazine Article**

Mershon, D. H. (1998, November/December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86(6), 585.

**Newspaper Article**

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, p. A3.

**Book**

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York: Pocket Books.

**Book Article or Chapter**

James, N. E. (1988). *Two sides of paradise: The Eden myth according to Kirk and Spock*. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

## Encyclopedia Article

Sturgeon, T. (1995). *Science fiction*. In *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

## ERIC Document

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers*. Annual Meeting of the Speech Communication Association. (ERIC Document Reproduction Service No. ED 364932). Retrieved from <http://www.eric.ed.gov/>

## Websites

Lynch, T. (1996). *DS9 trials and tribble-ations review*. Retrieved October 8, 1997, from Psi Phi: Bradley's Science Fiction Club Web site: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html>

National Aeronautics and Space Administration, Jet Propulsion Laboratory. (2007). *Mission could seek out Spock's home planet*. Retrieved January 7, 2009, from PlanetQuest: Exoplanet Exploration Web site: <http://planetquest.jpl.nasa.gov/news/planetVulcan.cfm>

*The Roddenberry legacy of human potential: If only, if only*. (2007). Retrieved January 7, 2009, from Star Trek: Official Site Web site: <http://www.startrek.com/startrek/view/news/editorials/article/2310913.html>

## Wiki

Star trek planet classifications. (n.d.). Retrieved January 7, 2009, from Wikipedia: [http://en.wikipedia.org/wiki/Star\\_Trek\\_planet\\_classifications](http://en.wikipedia.org/wiki/Star_Trek_planet_classifications)

## PowerPoint Presentation

Oard, D. W. (2001). *Bringing Star trek to life: Computers that speak and listen* [PowerPoint slides]. Retrieved from University of Maryland TerpConnect Web site: <http://terpconnect.umd.edu/~oard/papers/cpsp118t.ppt>

Form 2.1

Work Log

Keeping a log of experiences during internship activities will help the intern to develop the skills necessary to become a reflective practitioner while documenting work efforts and outcomes, along with skills and knowledge required. The completed work log sheets should be signed by the intern's mentor. The sheets serve as both documentation and as a resource for the intern in future discussions, reflections, reports, and so on.

Work Experience Log

Intern's name \_\_\_\_\_

Time Period Being Documented \_\_\_\_\_ Total Contact hours \_\_\_\_\_

Setting \_\_\_\_\_ Cooperating Professional \_\_\_\_\_

ELCC, ISLLC, or State Administrative Performance Standard \_\_\_\_\_

Objective, Purpose, or Outcome Sought \_\_\_\_\_

Description of Activity(ies) \_\_\_\_\_

Work Completed \_\_\_\_\_

Final Outcome (Attach Supporting Documents) \_\_\_\_\_

Reflections \_\_\_\_\_

Social Justice Reflections (Optional) \_\_\_\_\_

Recommendations \_\_\_\_\_

Followup \_\_\_\_\_

Mentor's Signature/Date