

Loyola University Chicago
Leadership, Foundations, and Counseling Psychology
Practicum in School Administration
ELPS 562
FALL 2011
Mondays: 4:15-- 6:45 PM
Loyola University Chicago, School of Communication Room 223

Professionalism in Service of Social Justice

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Course Description:

This course provides students with the acquisition and practice of leadership knowledge and skills through clinical experiences in educational administration under the direct supervision of a practicing administrator and a university professor. In addition, the course has two dimensions, one suitable for the student seeking an Illinois Type 75 Administrative certificate and/or a Masters' degree in Educational Administration. The other dimension is designed for the student pursuing an Illinois Superintendent's endorsement and/or a doctoral degree in Educational Administration.

Conceptual Framework:

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in the Service of Social Justice**. During the Practicum experience we will utilize this conceptual framework as a lens through which to examine students' leadership endeavors. Specifically, we will develop and honor the practice of leadership behaviors that promote just and equitable educational services to all members of our learning community.

Course Objectives:

Under the direction of a host administrator and a university professor, students will demonstrate the following:

- Skills in applying knowledge of administrative practices. **(NCATE 12.1, 12.2; ISBE School Leader Standards 1-6)**
- The capability of assuming and performing tasks required for general school building or district administration. **(NCATE 12.1, 12.2, 12.3; ISBE School Leader Standards 1-6)**
- The skills to reflect on and conceptualize roles and responsibilities of the appropriate administrative position. **(NCATE 12.1, 12.2, 12.3; ISBE School Leader Standards 1-6)**

Course Objectives

Under the direction of a host administrator and a university professor, students will demonstrate the following:

Type 75 Certification at the Building Level (Master's Degree) –

ELCC 1.1.a. (<i>Develop a Vision</i>) Candidates develop a vision of learning for a school that promotes the success of all students. ISBE 1B
ELCC 1.2.a. (<i>Articulate a Vision</i>) Candidates demonstrate the ability to articulate the components of this vision for a school and leadership processes necessary to implement and support the vision. ISBE 1E, 2P
ELCC 1.3.b. (<i>Implement a Vision</i>) Candidates develop plans and processes for implementing the vision (e.g. articulating the vision and related goals, facilitating collegiality & teamwork, structuring significant work, ensuring appropriate use of student assessments, supporting innovation, securing needed resource. ISBE 1I, 1D, 1F
ELCC 1.4.a. (<i>Steward a Vision</i>) Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. ISBE 1O
ELCC 1.5.a. (<i>Promote Community Involvement in the Vision</i>) Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. ISBE 1Q, 2P
ELCC 2.1.a. (<i>Promote Positive School Culture</i>) Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture. ISBE 2A, 2I, 2O, 2W
ELCC 2.2.b. (<i>Provide Effective Instructional Program</i>) Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. ISBE 2E, 2G, 2V, 2W
ELCC 2.3.b. (<i>Apply Best Practice to Student Learning</i>) Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. ISBE 2Z
ELCC 2.3.c. (<i>Apply Best Practice Strategies to Student Learning</i>) Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. ISBE 2H, 2Z
ELCC 2.4.a. (<i>Design Comprehensive Professional Growth Plans</i>) 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. ISBE 2J, 2FF

<p>ELCC 3.1.a. (<i>Manage the Organization</i>) 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.</p> <p>ISBE 3A Loyola CF 7</p>
<p>ELCC 3.2.a. (<i>Manage Operations</i>) 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.</p> <p>ISBE 3A, 3I</p>
<p>ELCC 3.3.b. (<i>Manage Resources</i>) Candidates creatively seek new resources to facilitate learning.</p> <p>ISBE 3M</p>
<p>ELCC 4.1.a. (<i>Collaborate with Families and Other Community Members</i>) Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</p> <p>ISBE 4G</p>
<p>ELCC 4.1.b. (<i>Collaborate with Families and Other Community Members</i>) 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.</p>
<p>ELCC 4.2.b. (<i>Respond to Community Interests and Needs</i>) Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</p> <p>ISBE 2U, 2Y</p>
<p>ELCC 4.2.c. (<i>Respond to Community Interests and Needs</i>) Candidates provide leadership to programs serving students with special and exceptional needs.</p> <p>ISBE 4A</p>
<p>ELCC 4.3.a. (<i>Mobilize Community Resources</i>) 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.</p> <p>ISBE 4D, 4J</p>
<p>ELCC 5.1.a. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</p> <p>ISBE 5J</p>
<p>ELCC 5.2.a. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p>ISBE 5D, 5J</p>
<p>ELCC 5.3.a. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles.</p> <p>ISBE 5D, 5G</p>
<p>ELCC 6.1.c. (<i>Understand the Larger Context</i>) 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.</p> <p>ISBE 6I</p>

ELCC 6.1.f. (*Understand the Larger Context*) Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.

ISBE 6O

ELCC 6.2.a. (*Respond to the Larger Context*) 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.

ISBE 6M, 6N

Loyola CF 2

ELCC 6.3.c. (*Influence the Larger Context*) 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.

ISBE 2V, 2W

Loyola CF 6

Superintendent's Endorsement/Doctoral Degree – District Level

<p>ELCC 1.2.b. (<i>Articulate a Vision</i>) Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p>ISBE 3Q Loyola CF 1</p>
<p>ELCC 1.3.a. (<i>Implement a Vision</i>) Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.</p> <p>ISBE 1L</p>
<p>ELCC 1.3.b. (<i>Implement a Vision</i>) Candidates design research based processes to effectively implement a district vision throughout an entire school district and community.</p> <p>ISBE 1R</p>
<p>ELCC 1.4.b. (<i>Steward a Vision</i>) Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.</p> <p>ISBE 1R, 4R</p>
<p>ELCC 1.5.a. (<i>Promote Community Involvement in the Vision</i>) Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</p> <p>ISBE 1N</p>
<p>ELCC 2.1.a. (<i>Promote Positive School Culture</i>) Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p> <p>ISBE 1M</p>
<p>ELCC 2.2.a. (<i>Provide Effective Instructional Program</i>) Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</p> <p>ISBE 2M</p>

<p>ELCC 2.2.b. (<i>Provide Effective Instructional Program</i>) Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p> <p>ISBE 2T</p>
<p>ELCC 2.3.d. (<i>Apply Best Practice to Student Learning</i>) Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</p> <p>ISBE 2T</p>
<p>ELCC 2.4.b. (<i>Design Comprehensive Professional Growth Plan</i>) Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>ISBE 2H</p>
<p>ELCC 2.4.c. (<i>Design Comprehensive Professional Growth Plan</i>) Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p> <p>ISBE 2W</p>
<p>ELCC 3.2.b. (<i>Manage Operations</i>) Candidates can use 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 district vision.</p>

ISBE 3I
ELCC 4.1.h. (<i>Collaborate with Families and Other Community Members</i>) Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind. ISBE 4K
ELCC 4.2.c. (<i>Respond to Community Interests and Needs</i>) Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. ISBE 4S
ELCC 4.3.b. (<i>Mobilize Community Resources</i>) Candidates demonstrate how to use district resources to the community to solve issues of joint concern. ISBE 4F
ELCC 5.1.a. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. ISBE 5H
ELCC 5.2.a. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. ISBE 5H
ELCC 5.3.a. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles. ISBE 5A
ELCC 6.1.g. (<i>Understand the Larger Context</i>) Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. ISBE 6H
ELCC 6.2.c. (<i>Respond to the Larger Context</i>) Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district. ISBE 6L
ELCC 6.3.b. (<i>Influence the Larger Context</i>) Candidates demonstrate the ability to 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. ISBE 6K, 6L Loyola CF 3

Procedures/Requirements for Entry into the Practicum:

- All candidates must be admitted to a graduate program in the School of Education at Loyola University Chicago.
- Candidates must be supported by a practicing school administrator who has more than three years of experience in the area he/she is supervising. The candidate must have written approval of the administrator of the host school. An application form is to be completed by the candidate and the host school administrator. This form is available further on in this syllabus and on the LUC School of Education website. **(NCATE 12.2/ISBE School Leader Standards 1-6)**
- The Practicum is a culminating experience; therefore, it should be one of the final courses taken in the degree program. Students are officially enrolled for a one-semester, three-credit hour course, ELPS 562.
- By mid-term of the semester preceding the semester for which the Practicum is requested students should apply to the LFCP Chair.
- Following acceptance into the Practicum, before the end of the term preceding the Practicum semester, students will attend an orientation session with their assigned university professor. This orientation session will provide students with specific guidelines and expectations.
- Students are expected to have concentrated time with their host administrator prior to the beginning of the Practicum semester, in order to facilitate experiences relevant to the opening of a semester at the host school.
- The Practicum is offered twice each year for Type 75/Masters' candidates—fall semester and spring semester **ONLY**. An additional, concentrated session is offered in the summer for Superintendent/Doctoral candidates.

Participant Expectations:

1. The Practicum Student:

- In order to meet a student's individual needs in a given situation, the university supervisor, the host administrator, and the student will collaboratively structure the role of the student. The student is required to keep a log and make reports to both the university supervisor and the host administrator. Visits at the school site allow the Practicum student and university supervisor opportunity to discuss concerns that might arise.
- The Practicum requires that the student work under the supervision of a practicing administrator for one semester on an average of eight (8) hours per week (100 total hours required). Following acceptance into the Practicum, before the end of the term preceding the Practicum semester, the student will attend an orientation session with his/her assigned university professor. This orientation session will provide the student with specific guidelines and expectations. Ideally, the student will be assigned a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the student to assume a leadership role or to participate/observe in the decision making process are encouraged. **(NCATE 12.1, 12.2, 12.3)**

- Practicum students are expected to take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that is not required of other staff members, which often means arriving early and leaving late from their school site. It is expected that the Practicum student will seek to minimize any imposition on the host administrator by assisting the host administrator with as many duties as possible. **(NCATE 1.3, 12.1)**
- While the training of the Practicum student is essentially centered around the concept of “hands on learning,” the professional growth of the Practicum student is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills. **(NCATE 1.4, 7.3, 12.1, 12.2, 12.3, ISBE School Leader Standard 5)**
- Practicum students must realize that in any given situation they may find themselves “in between” teachers and administrators. It is essential that they keep privileged information confidential. **(NCATE 1.7, 7.1, 12.1, 12.2, 12.3, ISBE School Leader Standards 5D, 5F, 5I, 5L)**

2. The Host Administrator

- The role of the host administrator includes recommending individuals for admission to the Practicum, on-site supervision for the student, meeting with the university supervisor, assigning administrative duties and tasks, guiding the student, and assessing progress of the student. It is recommended that the host administrator explain the function and duties of the Practicum student to the school faculty.
- The host administrator faces both challenges and opportunities in sponsoring the Practicum student. He/she has the opportunity to make a significant contribution to the field of education as a mentor for an aspiring administrator. Yet, the challenge for the host administrator is to put the student to work in ways that make the student a valuable contributor to the school’s operation and, at the same time, provide for the student’s mastery of the many important competencies of a school administrator. **(NCATE 12.1, 12.2, 12.3, ISBE School Leader Standards 1-6)**
- In order to facilitate these opportunities and challenges, the Practicum student’s experience should include:
 - ◆ a wide range of activities that help the student become acquainted with all the facets of the host administrator’s work.
 - ◆ opportunities to observe the host administrator in a variety of situations.
 - ◆ duties of increasing responsibility.

3. The University Supervisor

- Members of the Administration and Supervision Program Area of the Leadership, Foundations, and Counseling Psychology Department will provide overall guidance for the Practicum.

- The university supervisor oversees the Practicum student's experiences, provides on-site visitations (normally once at the beginning and once at the end of the Practicum) and schedules other meetings as deemed necessary. The first visit will be a formal discussion with the student and the host administrator to clarify the role of the host administrator, the experiences needed by the student, and the role of the university supervisor. The second (and any additional) visit(s) will be to observe the student and to talk with the host administrator regarding the student's progress.
- The university supervisor will provide the final grade for the Practicum student.

Course Requirements for all levels of Candidacy:

1. **Practicum demographic form (NCATE 7.4, 12.1)** To ensure that our students receive experience in a culturally diverse environment, we are required by our accreditation agencies to obtain demographic information about the Practicum sites. This form should be completed and returned to the LFCP office via your university supervisor.

If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then for one full day, the Practicum student should strongly consider shadowing an administrator at a culturally-diverse site.

2. **Time:** The Practicum student will average eight (8) hours per week (100 total hours required) involvement in administration/leadership experiences at the school site. The Practicum experience should begin during the month prior to the beginning of the semester to allow for extensive experiences prior to the start of school, or during holiday break. These experiences will be designed to lead to competency in leadership and decision-making. These hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment. **(NCATE 12.1)**
 - ◆ Once per month during the course of the semester, the Practicum student will attend an on-campus session with other Practicum students and the university professor for a total of four (4) sessions. These group sessions will provide students with the opportunity for group reflection, processing, and networking on their Practicum experiences.
 - ◆ **On-campus sessions for Fall 2011-- August 29th, October 3rd, November 7th, December 12th.**
3. **Logs:** Each week students will maintain a word-processed log for all practicum activities. This log will be submitted electronically via e-mail to the university supervisor on a weekly basis. Students will provide a paper copy of their logs, with supporting documentation attached, certified by their host administrators to the university supervisor at each on-campus session. **(NCATE 9.1; ISBE School Leader Standards 1 and 2)**
 - ◆ Logged hours may include time Practicum students spend in meeting with the university supervisor. They may also include on-site work on required projects, but not research or writing/typing of those projects.

- ◆ Logged hours may not include meetings, parent conferences, or other activities the Practicum student would normally engage in during his/her regular teaching (or other work) assignment.
 - ◆ Practicum students may not use bus duty, playground duty, or other supervisory assignments for more than 8 of their 100 total hours.
 - ◆ Logging of hours may be extended into a second semester ONLY under extenuating circumstances and ONLY with the approval of the university supervisor. If this is necessary, students will be assigned a grade of INCOMPLETE and will receive a grade upon completion of the Practicum ONLY if this occurs within the semester following their initial enrollment. Prior experience may not be counted toward actual logged hours unless approved by the university professor supervising the Practicum.
 - ◆ Workshop/Conference attendance may be used for a maximum of 6 hours, exclusive of travel time.
- 4. Weekly Journal Entries:** Students are expected to maintain an electronic journal that analyzes, summarizes, and reflects upon the activities and projects undertaken during the week. These should be e-mailed to the university supervisor (along with the weekly log) each week. A copy of the journal should also be given to the host administrator. Journal entries should be numbered consecutively for ease. The first entry should contain directions to your school, your work schedule, the best time(s) the university supervisor could visit your school and your home/school phone numbers, addresses, and e-mail addresses.
- ◆ Journal entries are formal communications between the student, the host administrator, and the university supervisor and should be reflective of effective communication techniques. Therefore, they must be word-processed, double spaced, checked for spelling, and should follow proper rules of grammar. Each report should provide a record of the week's activities and the time accorded each activity.
 - ◆ Additional activities may be added in order to personalize the experiences for the students; however, the student, the host administrator, and the university supervisor must collaboratively develop the final list of activities. A copy of the finalized list should be given to the host administrator and the university supervisor. **(NCATE 12.1, 12.2, 12.3; ISBE School Leader Standards 1-6)**
- 5. Projects:**
- **Student Choice Projects:** Students are required to be involved in at least one major* and two minor activities from each of the four areas of the "Practicum Activities List" included with this document for a minimum of twelve (12) activities total during the Practicum semester. If the total minority enrollment on the Demographic Form is less than 20%, then the Practicum student may shadow an administrator in a culturally-diverse site for one full day. This activity may be included as one of the 12 required activities. In each case the student will document his/her involvement on the list by providing the notes taken, memos, etc. and by noting the activity on the weekly log. The documentation from the activities will be delivered to the university supervisor at the four on-campus sessions.

*The university has suggested the following activities should count as major:

For **Type 75** students the major activities are: #s 9, 10, 11, 12, 13, 14, 15, 16, 22, 25, 26, 28, 29, 44, 45, 46, 47, 49, 58, 60, 61, and 62.

For the **Superintendency** students the major activities are: #s 4, 9, 10, 11, 17, 22, 25, 28, 29, 33, 34, 44, 47, 48, 53, and 54.

There is some flexibility in this major/minor issue.

- **Required Projects—Type 75/Masters Candidates:**

1. Dependent upon the semester in which the Practicum is served, **the student must participate in either opening the school year or develop a model for closing the school year.** Students serving a fall Practicum should assist the principal in the weeks prior to the opening of school to gain experience in the details that must be tended to for a successful school year. Students serving a spring Practicum should develop a model for the process of “checking out teachers” and for the closure of the school year. Students will generate a report of these details as part of the weekly electronic journal.
2. **School Improvement Plan Review**
 - A. Explain the purpose of a school improvement plan and its relationship to the school vision. (ELCC 1.1.a., 1.2.a., 1.3.b., 1.4.a., 1.5.a., 3.2.a., 6.1.c.)
 - B. Review all components of the school improvement plan for an Illinois school of your choice.
 - i. Analyze the student achievement data in the plan that corresponds to the two areas of improvement that are identified. Select one of the two major areas of improvement from the plan, and for that goal area, hypothesize whether or not the identified intervention in the school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention. Include your recommendations for change, additions, and deletions to the plan, a rationale for these changes, addition, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the intervention. (Be specific.) (ELCC 3.1.a.)
 - ii. For the intervention process you have identified in #i., make recommendations regarding the design, implementation, and evaluation of a curriculum that accommodates diverse student needs. Consider funding needs for supplementary materials as well as other resources you may be able to secure from the school community. (ELCC 2.1.a., 2.2.b., 3.3.b., 4.1.a., 4.2.c., 4.3.a.)
 - iii. For the intervention process you have identified in #i., and the curricular recommendations in #ii., describe professional development needs that may need to be instituted in order to bring about successful teaching and learning. (ELCC 2.1.a., 2.3.b., 2.4.a., 3.2.a.)

- **Required Project – Superintendent’s endorsement/Doctoral Candidates:**
 1. Students will select three of the five Illinois State Board of Education (ISBE)/Interstate School Leaders Licensure Consortium (ISLLC) standards (attached). Following consultation with the Host Administrator the student will develop a project for EACH of the three selected standards. Each project will:
 - ◆ Demonstrate the student’s knowledge and skills in the selected areas.
 - ◆ Fulfill a need for the school district and for the student’s professional development.
 - ◆ Result in a document to be submitted to the university supervisor for a grade.

2. Scenario and Assignment

Assume you are the Superintendent of a school district wherein student achievement scores from state testing have been received. You, along with other administrative team members, have compiled and analyzed the student scores, demographic data, and other pertinent information in order to determine what interventions, professional development, and resources must be included in the development of the district improvement plan. The plan is complete and you are now ready to present it to the Board of Education for their approval. To help the Board fully understand and appreciate the purpose and multiple components of the district improvement plan, you must first prepare a report that details this information. Your report must:

- a. Include the rationale for using data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (ELCC 1.2.b.)
- b. Explain research based processes that can effectively implement a district vision throughout the entire school district and community. (ELCC 1.3.b.)
- c. Encompass the theory and research that relates to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals. (ELCC 1.4.b.)
- d. Demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. (ELCC 1.5.a.)
- e. Propose a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. (ELCC 2.1.a.)
- f. Describe the use of qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that can assess the district’s improvement and accountability systems. (ELCC 2.2.b.)
- g. Develop personal professional growth plans that reflect commitment to life-long learning and best practices. (ELCC 2.4.c.)
- h. Demonstrate a respect for the rights of others, engage in honest interactions, be impartial, be sensitive to student diversity, and explain

decisions based upon ethical and legal principles. (ELCC 5.1.a., 5.2.a., 5.3.a.)

- 6. Culminating Activity—A Reflective Analysis:** At the final on-campus session the student will provide the university professor with a six to eight page paper in which he/she describes, analyzes, and synthesizes the Practicum experience through the lens of the conceptual framework of Loyola's School of Education – Professionalism in the Service of Social Justice. This is a reflective analysis, written in the first person, in which the student reflects on his/her learning, personal and professional outcomes and benefits, and understandings of the application of leadership theories. Depending on the certification you are seeking, you should also reflect upon your learning related to the ELCC/ISLLC Principal Standards, or ELCC/ISLLC Superintendent Standards, and *specifically to the standards and elements described in the attached rubric*. The paper should be word processed, spell checked, and grammatically correct.

Course Evaluation:

Evaluation by host administrator: The host administrator will evaluate students at the end of their Practicum. The evaluation instrument is attached to this document. This confidential report will be submitted to the university professor and will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a grade in this course.

Evaluation by the university supervisor: The course grade is a compilation of the following items:

- Reports of activities and weekly journals,
- Completion of a minimum of 100 clock hours engaged in activities as described in the practicum activities list that is part of this syllabus,
- Time logs signed and approved by the host administrator,
- Attendance at on-campus class sessions,
- Reflective analysis of practicum experience as described above,
- Host administrator evaluation,
- Require projects:
 - *TYPE 75* – open or close of school **and** analysis of school improvement plan
 - *Superintendent* - report on district improvement plan **and** 3 projects based on the ISLLC standards

Written assignments will be evaluated on the basis of:

- Conformity with the assignment directions (analyze, summarize, insights, connection to leadership theory, connection to ELCC standards),
- Thoroughness of topic and presentation,
- Application of course concepts,
- Effectiveness of expression, and,
- Mechanics of writing.

No project will be accepted more than one week after its due date. Late assignments will result in grade reduction.

A final letter grade will be issued by the university supervisor. The practicum in Educational Administration, whether for the initial type 75 or certificate or superintendent's endorsement, is the culmination of all coursework and is the capstone experience of the administrative program. By virtue of the work accomplished and its inherent responsibility, it is the expectation that students will exhibit maturity and professionalism in their work, whether it be at the practicum site, or in the completion of all assignments. It is the expectation that written assignments will be submitted on specific due dates. Failure to do so will result in a lower grade. Grading rubrics for the type 75 school improvement plan review and analysis, superintendent report on the district improvement plan, and for the weekly journal and summative reflections will be distributed. Failure to complete the written standards projects assignment (superintendent) as described in this syllabus will result in a lower grade. Type 75 – Failure to participate in practicum activities before the school year begins (fall semester) or during holiday break (spring semester) and develop a model for closing the school year (spring semester) will result in a lower grade. In the event any of the aforementioned assignments/projects are late, not completed, or do not meet criteria for writing expectations, the course grade will be reduced by ½ (one-half) of a letter grade, i.e., from A to A-, to B+, to B, to B-, and so on.

Failure to complete a minimum of 12 activities or complete less than 100 clock hours will result in an Incomplete. An incomplete (I) may be issued by extenuating circumstances. In this case, a student must complete all work in ELPS 562 NO LATER THAN the term or semester following his/her registration in the course. Failure to complete the requirements in the semester following his/her registration in course will result in the student needing to re-register in the course.

Levels of Experience:

Students are encouraged to participate in a range of experiences, to include the following:

- **Observation:** Students are present during the administrative or supervisory activities but not involved in a significant way. (Ex. administrative council meetings, committee meetings, discipline hearings, parent conferences, school board meetings if the goal is to observe the interactions between administrators and the board or members of the community, faculty meetings in schools other than that of the student, special education multidisciplinary conferences).
- **Interviews:** Students interact with administrators or external agencies (in the case of the superintendent/Doctoral candidate) regarding areas of administrative activity or theory.
- **Minor participation:** Students are involved on a limited basis in administrative activities, ordinarily with the goal of gaining familiarity with those areas of responsibility.
- **Major participation:** Students plan, develop, implement, and evaluate administrative or supervisory activities or programs.

Note: *Even though students are assigned to one host administrator, they are strongly encouraged to seek activities that provide them with a range of administrator models, both in terms of administrative responsibilities as well as leadership styles.*

Course Sequence:

This course is taught over a fourteen-week period during the fall and spring semesters. Students meet on campus as a whole group with the university professor four times during the semester. There are no textbooks assigned.

Diversity:

In concert with the mission statement and conceptual framework for the School of Education, faculty, academic activities and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. In this course, students will learn their constituencies through gathering and evaluating demographic data. In addition, host administrators will complete a demographic survey that will ensure that our students are exposed to culturally diverse school populations.

Technology:

School administrators of the twenty-first century must demonstrate competencies in a variety of forms of communication. To ensure that our Practicum students are competent in electronic communication they will be expected to use the Internet to send documents as e-mail attachments to the university professor on a weekly basis.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Loyola University Chicago
School of Education

PRACTICUM APPLICATION/AGREEMENT

Date _____ Semester/Year for Practicum _____

Student Name:	SSN:
Position and Name of School:	
Address:	
City, State, Zip:	
Phone numbers:	
Work:	Home:
Work Email address:	
Home Email address:	

Academic Advisor:
Program Completion Date:
Hours completed at the END of current semester:
Host Administrator:
School Address:
City, State, Zip:
Phone number:
Work:
Email address:
Work:

Student Signature:	Date:
Host Administrator Signature:	Date:
University Professor:	Date:
University Program Area Chair:	Date:

Personal Checklist for Practicum Students

This chart is designed to help students monitor individual progress and timely completion of all the requirements of their Practicum experience.

NAME: _____

REQUIREMENT	PROGRESS TO DATE	DONE
Attendance:		
• Orientation	5/9	
• On-campus	8/29, 10/3, 11/7, 12/12	
Practicum Application/Agreement	First Class Meeting	
Demographic Form:	Second Class Meeting	
Required Projects:		
• Type 75/Masters: Closing of school and School Improvement Plan	12/12	
• Supt./Doc: 3 standards projects and District Improvement Plan	12/12	
Weekly Responsibilities:		
• Log of Hours	E-mailed Every Tuesday	
• Journal Entry	E-mailed Every Tuesday	
• On-campus 3X – Signed logs	2 nd , 3 rd , and 4 th Class Meetings	
Time:		
• 100 hours minimum	As completed	
• 8 hours supervision max	As completed	
Activities List:		
• 12 activities – 1 major & 2 minor per area	As completed	
• Written reflection w/each activity	As completed	
Host Administrator's Evaluation:	No later than last Class Meeting	
Culminating Activity:		
• Reflective Analysis – 6-8 page minimum	Last Class Meeting	

ELPS 562 Practicum Demographic Information

To ensure that our students receive a variety of experiences, we are required by our accreditation agencies to obtain demographic information about the schools/districts where our students do their clinical experience (Practicum). Please complete the information requested below as it pertains to your school and to your district and return it to your ELPS Practicum supervisor.

Name of Practicum Student: _____

	District	School
Name		
Enrollment		
White (%)		
Black (%)		
Hispanic (%)		
Asian/Pacific Islander (%)		
Native American (%)		
Low Income Students (%)		
Students w/Limited English Proficiency (%)		
Students with Special Needs (Include all students with an IEP) (%)		

This information may be obtained from the Fall Housing Report submitted annually to ISBE. If not available for the current year, use information from the previous year's report or the Illinois School Report Card. If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, the Practicum student should strongly consider shadowing an administrator at a culturally-diverse site for one full day. **NOTE—Sup't Endorsement students need only provide district information.**

Email each week to: (your instructor @hrossi@district30.org)
Bring printed and signed copies to each on-campus session

WEEKLY LOG SHEETS

NAME _____

WEEK BEGINNING _____ **ENDING** _____

DATE	TIME STARTED	TIME ENDED	Description of Related Activity	Activity Number

Weekly Time Used (hrs/min) _____

Hours Carried Forward _____

Total Hours Accumulated _____

Host Administrator's Signature _____

Practicum Activities List General Administrative Type 75

Students will complete and document at least 12 of the activities that are listed below under the four Administrative Areas. Students must select at least one major and two minor activities under each area, and will document completion dates on this list. Activities are also to be noted on the student's logs and on written reports with supporting data, which must be submitted to the university supervisor. A copy of this completed form should be submitted to the university supervisor at the conclusion of the Practicum.

Name of Practicum Student: _____

Semester: _____ **Site of Practicum:** _____

Administrative Area: Instructional Leadership

ACTIVITY NUMBER AND DESCRIPTION

1. Prepare a memo to teachers on a school concern.	
2. Prepare a weekly bulletin for the school faculty.	
3. Interview two substitute teachers about the problems they encounter in their work.	
4. Critically discuss the tests used for psychological testing with the school psychologist.	
5. Observe either a real or mock interview between a principal and a teacher candidate	
6. Observe two different meetings regarding special education placements: Multi-disciplinary conferences, IEP meetings, or other special meetings between school personnel (and parents, if appropriate).	
7. Interview the parent of a child with a disability.	
8. Interview the coordinator of pupil services (or special education coordinator)	
9. Arrange/observe an orientation for new teachers/staff.	
10. Develop programs to reduce absenteeism, tardiness, and/or behavioral problems.	
11. Interview the principal/assistant principal and discuss the strategies used in dealing with conflicts that arise among teacher/student/parent/support-staff relationships.	
12. Help formulate staff/personnel policies.	
13. Assist in the assignment of staff/personnel.	
14. Schedule assignments.	
15. Communicate the objectives of the organization's program to the staff.	
16. Plan recognition activities to develop esprit de corps among the staff	
17. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity	

Administrative Area: Development/supervision of Curriculum

ACTIVITY NUMBER AND DESCRIPTION

18. Attend two curriculum council meetings.	
19. Schedule an assembly that has application for the instructional program.	
20. Interview the gifted coordinator regarding the district (Pk-12) gifted program.	
21. With a principal at each level, discuss the district's textbook cycles of major subject areas.	
22. Discuss/Evaluate curriculum in a particular academic area in terms of outcomes set by the school or district.	
23. Observe/Assist with creating the master schedule.	
24. Discuss with other principals and/or district personnel plans to coordinate educational programs across schools.	
25. Solicit and coordinate parent volunteers and cooperation in school committees, tutor pool, health services, etc., and other activities.	
26. Observe classroom instruction (pre-conference, observation, post-conference).	
27. Advise professional staff regarding classroom management.	
28. Plan and conduct in-service programs for professional staff.	
29. Stimulate and provide opportunities for professional growth.	
30. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

Administrative Area: Organization/Coordination of Academic Programs

ACTIVITY NUMBER AND DESCRIPTION

31. Review the current faculty handbook and make at least two suggestions for changes.	
32. Review the current student/parent handbook and make at least two suggestions for changes.	
33. Attend two discipline conferences between students, parents, and administration.	
34. Observe the school nurse's procedure for immunization record keeping, dealing with student medical concerns, and other aspects of the nurse's job description.	
35. Interview the principal's secretary regarding office procedures.	
36. Observe the process for ordering, receiving, and distributing supplies.	
37. Observe the new student registration and orientation process.	
38. Discuss with the building administrator (or other person in charge) how he/she monitors or oversees the free lunch program to ensure that appropriate students receive lunches.	
39. Review the disciplinary process, including the process for expulsion. Explain how due process is ensured.	
40. Review the racial/sexual composition of student groups and the compliance of the school with the provisions of Title IX.	
41. Review the testing programs required by the state or otherwise requested of the school.	
42. Discuss with the building administrator how he/she keeps informed about new techniques (i.e., computer technology, human relations) and how they might affect various staff elements.	
43. Discuss with the building administrator how he/she keeps informed about new state and/or federal mandates and how he/she communicates this to teachers, students, and parents.	
44. Coordinate the co-curricular program or work with a segment of it—student government.	
45. Develop a policy for student social activities.	

46. Develop plans for conferring with local agencies (social, health, police, park district, town/village/city governing officials).	
47. Develop a program for the reporting of student assessment to the community.	
48. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

Administrative Area: Leadership/School Management

ACTIVITY NUMBER AND DESCRIPTION

49. Develop/administer policies for parent/community participation in schooling.	
50. Process parent complaints.	
51. Attend an executive board meeting of the local parent/teacher organization. (PTA/PTO)	
52. Attend a Local School Council meeting.	
53. Represent the school at a community organization meeting.	
54. Develop a plan to publicize student and staff accomplishments.	
55. Interview the superintendent regarding issues of concern to the district.	
56. Attend a faculty meeting to observe the interactive and leadership style of the principal.	
57. Observe the administrative council meeting, making note of agenda format, interactive activity, and leadership style of the superintendent.	
58. Shadow a building administrator for one full day.	
59. Discuss with the building administrator how he/she coordinates and oversees the use of school facilities by community groups (i.e., church, recreation, scouts, or other groups)	
60. Conduct an orientation session for parents; develop a program for parents new to the school.	
61. Assist in conducting fire/tornado drills and the methods for reporting results of drills to appropriate authorities.	
62. Assess physical plant and equipment needs in terms of school goals and objectives.	
63. Discuss with the building administrator how he/she involves the staff in administering the building budget.	
64. Other: (discuss with host administrator and university supervisor to get prior approval) Explain the activity.	

Practicum Activities List
Superintendency

Students will complete and document at least 12 of the activities that are listed below under the four Administrative Areas. Students must select at least one major and two minor activities under each area, and will document completion dates on this list. Activities are also to be noted on the student's logs and on written reports with supporting data, which must be submitted to the university supervisor. A copy of this completed form should be submitted to the university supervisor at the conclusion of the Practicum.

Name of Practicum Student: _____

Semester: _____ **Site of Practicum:** _____

Administrative Area: Instructional Leadership

ACTIVITY NUMBER AND DESCRIPTION

1.	Review district's program for new teacher mentoring, make suggestions for one if none exists.	
2.	Review the district's program for orientation for substitute teachers or make suggestions for one if none exists.	
3.	Develop a tool for evaluating instructional leadership strategies used by principals in faculty meetings.	
4.	Utilize the above two with two principals.	
5.	Critically discuss the tests used for psychological testing with the school psychologist.	
6.	Observe two different meetings regarding special education placements: Multi-disciplinary conferences, IEP meetings, or other special meetings between school personnel (and parents, if appropriate).	
7.	Interview the parent of a child with a disability.	
8.	Interview the coordinator of pupil services (or special education coordinator).	
9.	Arrange/observe an orientation for new teachers/staff.	
10.	Develop programs to reduce absenteeism, tardiness, and/or behavioral problems.	
11.	Review and compare the district report cards for one school over the past three years, commenting about possible goals for the future based on standardized testing results.	
12.	Help formulate staff/personnel policies.	
13.	Assist in the assignment of staff/personnel	
14.	Other: (discuss with host administrator and university supervisor to get prior approval). Explain the activity.	

Administrative Area: Development/Supervision of Curriculum

ACTIVITY NUMBER AND DESCRIPTION

15.	Interview the district's special education coordinator about current issues in that area.	
16.	Discuss the district's in-service program with the person responsible for it and make at least one suggestion for improvement.	
17.	Plan and conduct in-service programs for professional staff.	
18.	Stimulate and provide opportunities for professional growth.	
19.	Prepare a news release for a district level program of interest.	
20.	Interview the gifted coordinator about current issues of concern in that area.	
21.	With a principal at each level, discuss the district's textbook cycles of major subject areas.	
22.	Discuss/Evaluate curriculum in a particular academic area in terms of outcomes set by the school or district.	
23.	Discuss with other principals and/or district personnel plans to coordinate educational programs across schools.	
24.	Attend a meeting of the local area curriculum council to develop an understanding of township curriculum articulation.	
25.	Develop a format for curriculum review process.	
26.	Other: (discuss with host administrator and university supervisor to get prior approval). Explain the activity.	

Administrative Area: Organization/Coordination of Academic Programs

ACTIVITY NUMBER AND DESCRIPTION

27.	Attend a meeting of the area special education cooperative's governing board to review the policy issues addressed.	
28.	Review the Board of Education's policy manual, make two suggestions for change.	
29.	Plan an in-service to educate faculty on the two most recently adopted board policies.	
30.	Observe the school nurse's procedure for immunization record keeping, dealing with student medical concerns, and other aspects of the nurse's job description.	
31.	Attend a meeting of the regional superintendent's governing board to review the policy issues addressed.	
32.	Interview the director of transportation regarding the kinds of problems encountered in dealing with bus discipline, parent complaints, and scheduling of bus routes.	
33.	Review the district's policy on sexual harassment and propose an in-service.	
34.	Review the district's weapons policy and make suggestions for clarification and/or in-servicing staff members.	
35.	Review the district's building use policy with the business manager.	
36.	Review the testing programs required by the state or otherwise requested of the school.	
37.	Discuss with superintendent how he/she keeps informed about new state and/or federal mandates and how he/she keeps communicates this to teachers, students, and parents.	
38.	Other: (discuss with host administrator and university supervisor to get prior approval). Explain this activity.	

Administrative Area: Leadership/School Management

ACTIVITY NUMBER AND DESCRIPTION

39.	Develop/administer policies for parent/community participation in schooling.	
40.	Observe two administrative council/cabinet meetings in different districts, making note of agenda formats, interactive activity, and leadership styles of the superintendents.	
41.	Attend an executive board meeting of the local parent/teacher organization. (PTA/PTO)	
42.	Attend a Local School Council meeting.	
43.	Represent the school at a community organization meeting.	
44.	Develop a plan to publicize student and staff accomplishments.	
45.	Observe and analyze two meetings of the district's welfare committee (any committee between staff and administration that deals with questions about contract interpretation).	
46.	Interview the local union president about strategies used to develop and maintain an effective working relationship with district level administration.	
47.	Review and analyze the district's enrollment projections for the next five years.	
48.	Observe two school board meetings in different districts and make note of leadership styles of the superintendents, interaction among board members, agenda formats, and types of issues addressed.	
49.	Observe the preparation of the agenda for two local board meetings and the materials sent to board members.	
50.	Prepare a memo to the school board on an issue of current concern.	
51.	Interview the business manager about problems inherent in the budget developing process.	
52.	Discuss the district's investment program with the business manager and a member of the school board.	
53.	Study and compare the district's two most recent audit reports.	
54.	Examine and compare the budgets of buildings at all three levels (elementary, middle, and high school), commenting about the differences among them.	
55.	Interview the school reporter for a local newspaper regarding criteria and the paper uses to determine which school (or community) issues are covered in depth and how those criteria are applied.	
56.	Interview the director of maintenance about the summer maintenance schedule for the past two years.	
57.	Other: (discuss with host administrator and university supervisor to get prior approval). Explain this activity.	

HOST ADMINISTRATOR'S RESPONSIBILITIES
Practicum in School Administration ELPS 562
Loyola University Chicago

1. Agree to supervise the student and meet with him/her to discuss Practicum expectations.
2. Sign the Practicum Agreement with the University.
3. Meet with the student and the university professor to discuss experiences and activities in the Practicum.
4. Introduce the student to the site staff and explain his/her role in the organization.
5. Assign administrative duties and tasks; guide the students; and assess progress of the student.
6. Schedule weekly conferences with the student to discuss his/her activities, to coordinate schedules or give directions, to talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
7. Sign the student's Weekly Log and Activities List to verify completion of designated activities.
8. Evaluate the student upon his/her completion of all course requirements.
9. The host administrator faces both challenges and opportunities in sponsoring the Practicum student. He/she has the opportunity to make a significant contribution to the field of education as a mentor for an aspiring administrator. Yet, the challenge for the host administrator is to put the student to work in ways that make the student a valuable contributor to the school's operation and, at the same time, provide for the student's mastery of the many important competencies of a school administrator.

In order to facilitate these opportunities and challenges, the Practicum student's experience should include:

- ▶ a wide range of activities that help the student become acquainted with all the facets of the host administrator's work.
- ▶ opportunities to observe the host administrator in a variety of situations.
- ▶ duties of increasing responsibility.

Thank you for your willingness to assist in this important part of preparing future school administrators.

Evaluation by the supervisor in the field for Type 75 Candidate

Practicum in Educational Administration-Loyola University Chicago

To: The University Professor

From: The Host Administrator

Name of Student: _____ **Practicum Site:** _____

As the school site supervisor, please evaluate the extent to which the Practicum student has exhibited the competencies listed below by checking one of the corresponding boxes.

3 = Excellent, 2 = Satisfactory, 1 = Unsatisfactory, 0 = Not able to evaluate

Skill Criteria-NCATE/ISLLC Standards	3	2	1	0
ELCC 1.1.a. (<i>Develop a Vision</i>) Candidates develop a vision of learning for a school that promotes the success of all students.				
ELCC 1.2.a. (<i>Articulate a Vision</i>) Candidates demonstrate the ability to articulate the components of this vision for a school and leadership processes necessary to implement and support the vision.				
ELCC 1.4.c. (<i>Steward a Vision</i>) Candidates assume stewardship of the vision through various methods.				
ELCC 1.4.a. (<i>Steward a Vision</i>) Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.				
ELCC 2.1.a. (<i>Promote Positive School Culture</i>) Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.				
ELCC 2.2.c. (<i>Provide Effective Instructional Program</i>) 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.				
ELCC 2.3.a. (<i>Apply Best Practice to Student Learning</i>) Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.				
ELCC 3.1.c. (<i>Manage the Organization</i>) Candidates demonstrate the ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.				
ELCC 3.2.c. (<i>Manage Operations</i>) Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.				
ELCC 3.3.b. (<i>Manage Resources</i>) Candidates creatively seek new resources to facilitate learning.				
ELCC 4.1.b. (<i>Collaborate with Families and Other Community Members</i>) 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.				
ELCC 4.2.b. (<i>Respond to Community Interests and Needs</i>) Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.				
ELCC 4.3.c. (<i>Mobilize Community Resources</i>) 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.				
ELCC 5.1.a. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.				
ELCC 5.2.a. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.				
ELCC 5.3.a. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles.				
ELCC 6.2.a. (<i>Understand the Larger Context</i>) Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.				
ELCC 6.3.b. (<i>Influence the Larger Context</i>) 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.				

Please note the candidate’s areas of strength:

Please note the candidate’s areas of growth:

Host Administrator’s Signature _____ Date: _____

Please return to: Dr. Harry P. Rossi, 2374 Shermer Road, Northbrook, IL 60062 by 12/12
 Fax to 847-498-8981, E-mail to: hrossi@district30.org

Evaluation by the supervisor in the field for Superintendent Endorsement Practicum in Educational Administration-Loyola University Chicago

To: The University Professor

From: The Host Administrator

Name of Student: _____ **Practicum Site:** _____

As the school site supervisor, please evaluate the extent to which the Practicum student has exhibited the competencies listed below by checking one of the corresponding boxes.

3 = Excellent, 2 = Satisfactory, 1 = Unsatisfactory, 0 = Not able to evaluate

Skill Criteria-NCATE/ISLLC Standards	3	2	1	0
ELCC 1.1.b. (<i>Develop a Mission</i>) Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.				
ELCC 1.2.a. (<i>Articulate a Vision</i>) Candidates demonstrate the ability to articulate the components of this vision for a school and leadership processes necessary to implement and support the vision.				
ELCC 1.4.a. (<i>Steward a Vision</i>) Candidates demonstrate the ability to align, and as necessary, redesign administrative policies and practices required for full implementation of a district vision.				
ELCC 2.1.a. (<i>Promote Positive School Culture</i>) Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.				
ELCC 2.2.c. (<i>Provide Effective Instructional Program</i>) Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.				
ELCC 2.3.b. (<i>Apply Best Practice to Student Learning</i>) Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.				
ELCC 3.1.c. (<i>Manage the Organization</i>) Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.				
ELCC 3.2.b. (<i>Manage Operations</i>) Candidates can use 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 district vision.				
ELCC 3.3.b. (<i>Manage Resources</i>) Candidates creatively seek new resources to facilitate learning.				
ELCC 4.1.b. (<i>Collaborate with Families and Other Community Members</i>) Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.				
ELCC 4.2.d. (<i>Respond to Community Interests and Needs</i>) Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.				

ELCC 4.3.c. (<i>Mobilize Community Resources</i>) 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.				
ELCC 5.1.a. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.				
ELCC 5.2.a. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.				
ELCC 5.3.a. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles.				
ELCC 6.2.b. (<i>Understand the Larger Context</i>) Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.				
ELCC 6.3.a. (<i>Influence the Larger Context</i>) Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.				

Please note the candidate’s areas of strength:

Please note the candidate’s areas of growth:

Host Administrator’s Signature _____ Date: _____

Please return to: Dr. Harry P. Rossi, 2374 Shermer Road, Northbrook, IL 60062 by 12/12
 Fax to 847-498-8981, email hrossi@district30.org

ISBE CONTENT-AREA STANDARDS FOR PRINCIPALS

STANDARD 1 – Facilitating a Vision of Learning: *The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Knowledge Indicators: *The competent principal*

- 1A. Has knowledge and understanding of learning goals in a pluralistic society.
- 1B. Comprehends the principles of developing and implementing long-term plans.
- 1C. Recognizes theories of educational leadership.
- 1D. Understands information sources, data collection, and data analysis strategies.
- 1E. Understands effective communication.
- 1F. Understands effective consensus-building and negotiation skills.
- 1G. Has knowledge of the philosophy and history of education.

Performance Indicators: *The competent principal*

- 1H. Designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, social needs and changing conditions.
- 1I. Facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
- 1J. Analyzes, evaluates and monitors operational plans and processes to accomplish strategic goals, using practical applications of organizational theories.
- 1K. Solicits and uses financial, human and material resources to support the implementation of the school mission and goals.
- 1L. Identifies and critiques several theories of leadership and their application to various school environments.
- 1M. Conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
- 1N. Analyzes and interprets educational data, issues and trends.
- 1O. Uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal and nonverbal communication.
- 1P. Engages in effective consensus-building and displays effective negotiation skills.
- 1Q. Frames, analyzes and resolves problems using appropriate problem-solving techniques and decision-making skills.
- 1R. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.

STANDARD 2 – School Culture and Instructional Program: *The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Knowledge Indicators: *The competent principal*

- 2A. Has knowledge and understanding of school cultures.
- 2B. Understands the continuum of student growth and development.
- 2C. Knows the procedures used in the assessment of the learning environment.
- 2D. Understands applied learning theories.
- 2E. Understands curriculum design, implementation, evaluation and refinement.
- 2F. Recognizes the components of a special education comprehensive case study evaluation.
- 2G. Understands principles of effective instruction and best practices.
- 2H. Comprehends measurement, evaluation, and assessment strategies.
- 2I. Understands diversity and its meaning for educational programs.
- 2J. Is familiar with adult learning and professional development models.
- 2K. Understands the change process for systems, organizations, and individuals.
- 2L. Recognizes the role of technology in promoting student learning and professional growth.
- 2M. Understands classroom management.

Performance Indicators: *The competent principal*

- 2N. Creates with teachers, parents and students a positive school culture that promotes learning.
- 2O. Promotes an inclusive educational culture.
- 2P. Articulates the district's or school's vision, mission and priorities to the community and media.
- 2Q. Builds community support for district or school priorities and programs.
- 2R. Promotes an environment where all individuals are treated with fairness, dignity, and respect.
- 2S. Develops a culture of high expectations for self, student and staff performance where accomplishments are recognized.
- 2T. Applies the principles of student growth and development to the learning environment and the educational program.
- 2U. Utilizes procedures in the assessment of the learning environment.
- 2V. Develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum and incorporates best practice.
- 2W. Develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific student needs considering gender, ethnicity, culture, social class and exceptionalities.
- 2X. Analyzes various staffing patterns, student grouping plans, class scheduling forms, school organizational structures and facilitates design processes to support various teaching strategies and desired student outcomes.
- 2Y. Assesses student progress using a variety of appropriate techniques.
- 2Z. Bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.
- 2AA. Aligns curricular goals and objectives with state learning standards.
- 2BB. Facilitates the design, implementation and evaluation of curricular, co-curricular and extracurricular programs for continuous improvement.
- 2CC. Uses resources to support instructional programs and best practices, and incorporates a variety of supervisory models to improve teaching and learning.
- 2DD. Uses qualitative and quantitative data to plan and assess school programs.
- 2EE. Promotes an inclusive educational culture.
- 2FF. Identifies needs for professional development, incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.
- 2GG. Facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
- 2HH. Studies best practices, relevant research and demographic data to analyze their implications for school improvement.
- 2II. Develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- 2JJ. Applies a systems perspective, and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
- 2KK. Uses technology, telecommunications and information systems to enrich curriculum and instruction.
- 2LL. Develops and implements long-range plans for school and district technology information systems.
- 2MM. Uses a variety of supervisory models to improve teaching and learning.
- 2NN. Uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.

STANDARD 3 – Management: *The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

Knowledge Indicators: *The competent principal*

- 3A. Understands theories and models of organizations and the principles of organizational development.
- 3B. Is aware of local operational policies and procedures.
- 3C. Understands principles and issues relating to school safety and security.
- 3D. Has knowledge of management and development of human resources.
- 3E. Comprehends principles and issues relating to fiscal considerations of school management.
- 3F. Understands principles and issues relating to school facilities and use of space.
- 3G. Recognizes legal issues impacting school operations.
- 3H. Has knowledge of current technologies that support management functions.

Performance Indicators: *The competent principal*

- 3I. Applies theories to create conditions that motivate staff, students and families to achieve the school's vision.
- 3J. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
- 3K. Applies effective job-analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.
- 3L. Utilizes appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity, diversity and exceptionalities.
- 3M. Develops and implements an efficient building-level budget planning process that is driven by school priorities.
- 3N. Understands federal, state and local statutory and regulatory provisions and judicial decisions governing education.
- 3O. Applies common law and contractual requirements and procedures in an educational setting.
- 3P. Applies and assesses current technologies for school management and business procedures.

STANDARD 4 – Collaboration with Families and Communities: *The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Knowledge Indicators: *The competent principal*

- 4A. Recognizes emerging issues and trends that potentially impact the school community.
- 4B. Comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the special education multidisciplinary team.
- 4C. Understands the conditions and dynamics of the diverse school community.
- 4D. Has knowledge of community resources.
- 4E. Understands community relations and marketing strategies and processes.
- 4F. Is aware of successful models of school, family, business, community, government, and higher education partnerships.

Performance Indicators: *The competent principal*

- 4G. Assesses emerging issues and trends to determine their impact on the school community.
- 4H. Engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the special education multidisciplinary team.
- 4I. Analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
- 4J. Identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
- 4K. Develops and implements an effective staff communication plan and public relations program.
- 4L. Articulates the district's or school's vision, mission and priorities to the community and media and understands how to build community support for district or school priorities and programs.

STANDARD 5 – Acting with Integrity, Fairness, and in an Ethical Manner: *The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.*

Knowledge Indicators: *The competent principal*

- 5A. Understands the purpose of education and the role of leadership in modern society.
- 5B. Recognizes various ethical frameworks and perspectives on ethics.
- 5C. Understands the values and challenges of the diverse school community.
- 5D. Is aware of the professional code of ethics.

Performance Indicators: *The competent principal*

- 5E. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
- 5F. Manifests a professional code of ethics and values.
- 5G. Bases decisions on the moral and ethical implications of policy options and political strategies.
- 5H. Promotes the values and challenges of the diverse school community.
- 5I. Communicates effectively with various cultural, ethnic, racial, special interest groups and other diverse populations in the community.
- 5J. Treats people fairly, equitably and with dignity and respect, and protects the rights and confidentiality of others.
- 5K. Encourages others in the school community to demonstrate integrity and exercise ethical behavior.

STANDARD 6 – The Political, Social, Economic, Legal and Cultural Context: The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge Indicators: *The competent principal*

- 6A. Comprehends principles of representative governance that undergird the system of American schools.
- 6B. Recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
- 6C. Understands the law as related to education.
- 6D. Understands state and federal requirements regarding least restrictive environment (including placement based on the student's Individualized Education Program [IEP] and the Individual Family Service Plan [IFSP]) for students ages birth through 21 years old.
- 6E. Has knowledge of the political, social, cultural, and economic systems and processes.
- 6F. Understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- 6G. Knows about global issues and forces affecting teaching and learning.
- 6H. Recognizes the dynamics of policy development and advocacy under our democratic political system.
- 6I. Understands federal, state and local statutory and regulatory provisions as well as judicial decisions governing education.

Performance Indicators: *The competent principal*

- 6J. Considers the general characteristics of internal and external political systems as they apply to school settings.
- 6K. Influences policy development at the federal, state, district and school-site level.
- 6L. Applies knowledge of common law and contractual requirements and procedures in an educational setting.
- 6M. Analyzes appropriate procedures and relationships for working with local governing boards.
- 6N. Develops lines of communication with decision-makers outside the school community.
- 6O. Frames, analyzes and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- 6P. Bases decisions on the moral and ethical implications of policy options and political strategies.

These standards are aligned with the national standards of the National Council for Accreditation of Teacher Education (NCATE), National Association of Elementary School Principals (NAESP), Interstate School Leader Licensure Consortium (ISLLC) and Illinois Special Education Administrator Standards.

SCHOOL SUPERINTENDENT CONTENT-AREA STANDARDS

STANDARD 1 – Facilitating a Vision of Educational Excellence: The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

Knowledge Indicators: *The competent school superintendent*

- 1A. Understands differing population needs in a pluralistic society.
- 1B. Understands theories and methodologies of teaching and learning.
- 1C. Understands the principles of developing, implementing, and evaluating long-term plans.
- 1D. Understands theories of and research on organizational and educational leadership.
- 1E. Understands information sources, data collection, and data analysis strategies.
- 1F. Understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
- 1G. Understands effective consensus-building and negotiation skills.
- 1H. Understands the historical, moral, philosophical, and political traditions of education in the USA and other countries.
- 1I. Understands systems and theories of educational assessment and evaluation.
- 1J. Understands human and financial resources needed to implement and support the realization of the district vision, mission, and goals.

Performance Indicators: *The competent school superintendent*

- 1K. Facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 1L. Facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff.
- 1M. Facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
- 1N. Facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
- 1O. Facilitates and engages in activities that articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.
- 1P. Facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize district vision, mission, and goals.
- 1Q. Facilitates and engages in activities that form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.
- 1R. Facilitates and engages in activities that affect the collection, organization and analyses of a variety of information, including student performance data, to assess progress toward district vision, mission, and goals.
- 1S. Facilitates and engages in activities that develop an implementation plan in which objectives and strategies to achieve the district vision, mission, and goals are clearly articulated and linked to student learning.
- 1T. Facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.
- 1U. Facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district vision, mission, and goals.
- 1V. Facilitates and engages in activities that monitor, evaluate, and revise the district vision, mission, goals, and implementation plans regularly.

STANDARD 2 – Learning Environment and Instructional Program: *The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.*

Knowledge Indicators: *The competent school superintendent*

- 2A. Understands the principles of human growth and development and their application to the school environment and instructional program.
- 2B. Understands the concept of school climate as it applies to student and staff performance.
- 2C. Understands the educational change process.
- 2D. Understands a variety of educational research methodologies and their comparable strengths and weaknesses.
- 2E. Understands cognition and learning theories and their relationship to instruction.
- 2F. Understands technology applications for administrators, staff, and students to enhance the learning and instructional program.
- 2G. Understands a variety of methods for assessing and evaluating student performance.
- 2H. Understands professional development models and adult learning theory.

Performance Indicators: *The competent school superintendent*

- 2I. Facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program.
- 2J. Facilitates and engages in activities that apply the principles of human growth and development.
- 2K. Facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
- 2L. Facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
- 2M. Facilitates and engages in activities that use best practices and sound educational research to inform changes in instructional practices and curricular materials.
- 2N. Facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
- 2O. Facilitates and engages in activities that promote an environment that encourages responsible risk-taking.
- 2P. Facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
- 2Q. Facilitates and engages in activities that promote the appropriate use of technology to enhance student learning and professional growth.
- 2R. Facilitates and engages in activities that promote high expectations for self, staff, and students.
- 2S. Facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
- 2T. Facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual student academic performance and evaluation of the instructional program.
- 2U. Facilitates and engages in activities that connect educational standards to the instructional program.
- 2V. Facilitates and engages in activities that coordinate district staff and outside agencies in determining and enforcing educational standards.
- 2W. Facilitates and engages in activities that foster lifelong learning.

STANDARD 3 – Management: *The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

Knowledge Indicators: *The competent school superintendent*

- 3A. Has knowledge and understanding of a variety of practices and models for the management of the school district as an organizational system.
- 3B. Has knowledge and understanding of principles of human resource management and development to maximize the effectiveness of all constituents of the school district.
- 3C. Has knowledge and understanding of practices, policies, and procedures for operating and maintaining the school district's facilities, equipment, and auxiliary services.

- 3D. Has knowledge and understanding of principles of financial planning and management for efficient fiscal operation in support of the school district's vision, mission, and goals.
- 3E. Has knowledge and understanding of school district operational policies and procedures that enhance student learning.
- 3F. Has knowledge and understanding of practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
- 3G. Has knowledge and understanding of practices and procedures to ensure that school district management functions are supported by current technologies.

Performance Indicators: *The competent school superintendent*

- 3H. Facilitates and engages in activities that use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
- 3I. Facilitates and engages in activities that empower all constituents (e.g., staff/students/parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
- 3J. Facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.
- 3K. Facilitates and engages in activities that support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.
- 3L. Facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.
- 3M. Facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.
- 3N. Facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
- 3O. Facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to school district goal priorities.
- 3P. Facilitates and engages in activities that maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).
- 3Q. Facilitates and engages in activities that create operational plans and procedures in support of school district vision, mission, and goals.
- 3R. Facilitates and engages in activities that use organizational monitoring systems to ensure policy implementation.
- 3S. Facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
- 3T. Facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
- 3U. Facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.
- 3V. Facilitates and engages in activities that identify management functions that can be improved using technology.
- 3W. Facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management.

STANDARD 4 – Collaboration with Families and Communities: *The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Knowledge Indicators: *The competent school superintendent*

- 4A. Has knowledge and understanding of the multiple stakeholders' groups that comprise the school community, which includes, but is not limited to, parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.
- 4B. Has knowledge and understanding of the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.
- 4C. Has knowledge and understanding of community resources that provide services that support the vision, mission, and goals of the school district.

- 4D. Has knowledge and understanding of school-community relations and marketing strategies and processes.
- 4E. Has knowledge and understanding of emerging issues and trends that potentially impact the school community and the mission of the school.
- 4F. Has knowledge and understanding of successful models of partnerships between district schools and families, businesses, community groups, government agencies, and higher education.
- 4G. Has knowledge and understanding of the political nature of schools and how the political system operates.

Performance Indicators: *The competent school superintendent*

- 4H. Facilitates and engages in activities that clearly articulate the district vision, mission, and goals to multiple stakeholders.
- 4I. Facilitates and engages in activities that use political structures and skills to build community support for district priorities.
- 4J. Facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
- 4K. Facilitates and engages in activities that inform district decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
- 4L. Facilitates and engages in activities that provide communications from the district that are written and spoken clearly and forcefully.
- 4M. Facilitates and engages in activities that demonstrate formal and informal listening skills.
- 4N. Facilitates and engages in activities that demonstrate group leadership skills.
- 4O. Facilitates and engages in activities that identify and consider various political interests within the community environment in district decision making.
- 4P. Facilitates and engages in activities that educate the community about school funding and referenda.
- 4Q. Facilitates and engages in activities that mediate conflict between the district and various stakeholders.
- 4R. Facilitates and engages in activities that involve the school organization and community in school improvement efforts.
- 4S. Facilitates and engages in activities that demonstrate the ability to build consensus.
- 4T. Facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

STANDARD 5 – Knowledge of Laws, Regulations and Professional Ethics: The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

Knowledge Indicators: *The competent school superintendent*

- 5A. Has knowledge and understanding of current legal, regulatory, and ethical issues affecting education.
- 5B. Has knowledge and understanding of the legal rights and responsibilities of students, staff, and parents/guardians.
- 5C. Has knowledge and understanding of federal and state education laws and regulations.
- 5D. Has knowledge and understanding of the legal aspects of school administration.
- 5E. Has knowledge and understanding of the system of public school governance in Illinois.
- 5F. Has knowledge and understanding of the responsibilities and functions of school committees and boards.
- 5G. Has knowledge and understanding of procedures for formulating and implementing board policies and operating procedures.
- 5H. Has knowledge and understanding of the moral and ethical responsibilities of schools and members of the school community.
- 5I. Has knowledge and understanding of how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
- 5J. Has knowledge and understanding of how Illinois and U.S. Constitutions, district policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.
- 5K. Has knowledge and understanding of the role of public education in developing and renewing a democratic society and an economically productive nation.
- 5L. Has knowledge and understanding of models and strategies of change and conflict resolution as applied to schools.

Performance Indicators: *The competent school superintendent*

- 5M. Facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
- 5N. Facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, state, and federal authorities and professional ethical standards.
- 5O. Facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes district vision, missions, and goals.
- 5P. Facilitates and engages in activities that shape public policy to provide quality education for students.
- 5Q. Facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.
- 5R. Facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
- 5S. Facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

ILLINOIS PROFESSIONAL SCHOOL LEADER STANDARDS

STANDARD 1 - Facilitating a Vision of Learning: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge Indicator: The administrator has knowledge and understanding of

- 1A. learning goals in a pluralistic society
- 1B. the principles of developing and implementing long-term plans
- 1C. theories of educational leadership
- 1D. information sources, data collection, and data analysis strategies
- 1E. effective communication
- 1F. effective consensus-building and negotiation skills
- 1G. the philosophy and history of education

Performances Indicator: The administrator facilitates processes and engages in activities ensuring that

- 1H. the vision and mission of the school are collaboratively developed
- 1I. the vision and mission are effectively communicated through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community
- 1J. the core beliefs of the school vision are modeled
- 1K. progress toward the vision and mission is communicated to everyone
- 1L. the school community is involved in school improvement efforts
- 1M. the vision and mission shape the educational programs, plans, and actions of the school
- 1N. data related to student learning are used to develop the school mission and goals
- 1O. relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1P. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1Q. barriers to achieving the vision, mission, and goals are identified, clarified, and addressed
- 1R. financial, human, and material resources are sought and obtained to support the implementation of the school mission and goals
- 1S. the vision, mission, goals, and implementation plans are regularly monitored, evaluated, and revised

STANDARD 2 - School Culture and Instructional Program: *A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Knowledge Indicator: The administrator has knowledge and understanding of

- 2A. school cultures
- 2B. the continuum of student growth and development
- 2C. applied learning theories
- 2D. curriculum design, implementation, evaluation, and refinement
- 2E. principles of effective instruction and best practices
- 2F. measurement, evaluation, and assessment strategies
- 2G. diversity and its meaning for educational programs
- 2H. adult learning and professional development models
- 2I. the change process for systems, organizations, and individuals
- 2J. the role of technology in promoting student learning and professional growth
- 2K. classroom management

Performances Indicator: The administrator facilitates processes and engages in activities ensuring that

- 2L. all individuals are treated with fairness, dignity, and respect
- 2M. professional development promotes a focus on student learning consistent with the school vision and goals
- 2N. students and staff are valued
- 2O. the responsibilities and contributions of each individual are acknowledged
- 2P. barriers to student learning are identified, clarified, and addressed
- 2Q. diversity is considered in developing learning experiences
- 2R. life-long learning is encouraged and modeled
- 2S. there is a culture of high expectations for self, student, and staff performance
- 2T. appropriate technologies are used in teaching and learning
- 2U. student and staff accomplishments are recognized
- 2V. multiple opportunities to learn are available to all students
- 2W. the school is organized and aligned for success
- 2X. curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2Y. curriculum decisions are based on research, standards developed by learned societies, community
- 2Z. the school culture and climate are assessed on an ongoing basis
- 2AA. multiple sources of information are used to make decisions
- 2BB. student learning is assessed using a variety of techniques
- 2CC. multiple sources of data regarding performance are used by staff and students
- 2DD. various supervisory and evaluation models are employed
- 2EE. pupil personnel programs are developed to meet the needs of students and their families

STANDARD 3 – Management: *A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

Knowledge Indicator: The administrator has knowledge and understanding of

- 3A. theories and models of organizations and the principles of organizational development
- 3B. local operational policies and procedures
- 3C. principles and issues relating to school safety and security
- 3D. management and development of human resources
- 3E. principles and issues relating to fiscal operations of school management
- 3F. principles and issues relating to school facilities and use of space
- 3G. legal issues impacting school operations
- 3H. current technologies which support management functions

Performance Indicator: The administrator facilitates processes and engages in activities ensuring that:

- 3I. knowledge of learning, teaching, and student development is used to make management decisions
- 3J. operational procedures are designed and managed to maximize opportunities for learning
- 3K. emerging trends are recognized, studied, and applied as appropriate
- 3L. operational plans and procedures to achieve the vision and goals of the school are in place
- 3M. collective bargaining and other contractual agreements related to the school are effectively managed
- 3N. the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3O. time is managed to maximize attainment of organizational goals
- 3P. potential problems and opportunities are identified, confronted, and resolved in a timely manner
- 3Q. resources are aligned to the goals of schools
- 3R. organizational systems are monitored on an ongoing basis and modified as needed
- 3S. responsibility is shared to maximize ownership and accountability
- 3T. effective problem-framing and problem-solving skills are used
- 3U. there is effective use of technology to manage school operations
- 3V. resources of the school are managed ethically, legally, efficiently, and effectively
- 3W. a safe, clean, and aesthetically pleasing school environment is created and maintained

STANDARD 4 - Collaboration with Families and Communities: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge Indicator: The administrator has knowledge and understanding of:

- 4A. emerging issues and trends that potentially impact the school community
- 4B. the conditions and dynamics of the diverse school community
- 4C. community relations and marketing strategies and processes
- 4E. successful models of school, family, business, community, government, and higher education partnerships
- 4F. hierarchic relationships and political organizations

Performance Indicator: The administrator facilitates processes and engages in activities ensuring that:

- 4G. visibility, involvement, and communication with the larger community is a priority
- 4H. relationships with community leaders are identified and nurtured
- 4I. information about family and community concerns, expectations, and needs is used continuously
- 4J. there are relationships with business, religious, political, and service agencies and organizations
- 4K. individuals and groups with diverse values and opinions are treated equitably
- 4L. the school and community serve one another as resources
- 4M. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4N. community resources and social services are integrated to enhance both common goals and educational goals
- 4O. multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation are promoted and modeled
- 4P. media relations are developed and maintained
- 4Q. a comprehensive program of community relations is established and implemented
- 4R. opportunities for staff to develop collaborative skills are provided

STANDARD 5 - Acting with Integrity, Fairness, and in an Ethical Manner: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge Indicator: The administrator has knowledge and understanding of

- 5A. the purpose of education and the role of leadership in modern society
- 5B. various ethical frameworks and perspectives on ethics
- 5C. the values and challenges of the diverse school community
- 5D. professional codes of ethics

Performance Indicator: The administrator

- 5E. examines personal and professional values
- 5F. demonstrates a personal and professional code of ethics
- 5G. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5H. serves as a role model
- 5I. considers the impact of one's administrative practices on others
- 5J. uses the influence of the office to enhance the educational program
- 5K. treats people fairly, equitably, and with dignity and respect
- 5L. protects the rights and confidentiality of others
- 5M. demonstrates appreciation for, and sensitivity to, the diversity in the school community
- 5N. recognizes and respects the legitimate authority of others
- 5O. examines and considers the prevailing values of the diverse school community
- 5P. expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5Q. opens the school to public scrutiny
- 5R. fulfills legal and contractual obligations
- 5S. applies laws and procedures fairly, wisely, and considerately
- 5T. demonstrates the importance of equity in a democratic society

STANDARD 6 - The Political, Social, Economic, Legal and Cultural Context: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge Indicator: The administrator has knowledge and understanding of

- 6A. principles of representative governance that undergird the system of American schools
- 6B. the role of public education in developing and renewing a democratic society and an economically productive nation
- 6C. the law as related to education
- 6D. the political, social, cultural, and economic systems and processes
- 6E. models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- 6F. global issues and forces affecting teaching and learning
- 6G. the dynamics of policy development and advocacy under our democratic political system

Performance Indicator: The administrator facilitates and engages in activities ensuring that

- 6H. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6I. there is ongoing dialogue with and between representatives of diverse community groups
- 6J. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6K. public policy is shaped to provide quality education for students
- 6L. lines of communication are developed with decision makers outside the school community

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