



School of Education
260-481-6441

Program Guide & Unit Assessment System (UAS)

Master of Science in Education (M.S.Ed.) Educational Leadership

and

Indiana Building Level Administrator License

Traditional Option

Cohort Option

Proficiency Model

May 2010

Table of Contents

Program Guide & Unit Assessment System (UAS)

I.	Letter of Welcome to Candidates	4
II.	Foundation of the Program	
	A. Vision Statement	5
	B. IPFW SOE Mission Statement	5
	C. SOE Conceptual Framework	7
	D. ISLLC Standards	7
III.	Components of the Program	
	A. Program Options: Traditional and Cohort	7
	B. Portfolio	8-9
	C. Indiana Building Level Administrator License	9
	D. Foundational Courses	10
	E. Practicum	10
	F. Diversity	10
	G. Technology	10
	H. Assessment Process	11
IV.	Educational Leadership M.S. Program	
	Assessment System: Overview	12-13
V.	Program Requirements Check Sheet	14-15
VI.	Cooperating Administrators: Authorization Form	16
VII.	Assessment Process Appendices	
	A. Portfolio Assessment Instrument	17-19
	B. Practicum Cooperating Administrator’s Evaluation of Candidate	20
	C. Reflections: Rubric Aligned with ISLLC Standards:	21
	1. Activity Log Reflections	
	2. Course Artifact Reflections	
	3. Educational Leadership Domain Reflections	
	D. Reflections: Rubric Aligned with Conceptual Framework (CF):	22
	Summary Practicum Reflection	
	E. Dispositions	
	1. Candidate Self-Assessment Rubric	23
	2. Dispositions: Principal’s Assessment Rubric	24
	F. Technology	
	1. Technology Log	25
	2. Technology Reflection Aligned with Conceptual Framework	26
	3. Technology Reflection Rubric: Aligned with Conceptual Framework	27
	4. Technology Reflection Rubric: Experience	28

G.	Service Learning for Diversity Field Experience Appendices	
1.	Service Learning Definition	29-30
2.	Field Experience Guidelines	31-32
3.	Rubric for Reflections on Diversity	33
4.	Site Supervisor’s Confirmation and Evaluation Form	34
5.	Possible Sites for Field Experience	35-37
VIII.	Exit Interview	
A.	Examples of Exit Interview Questions	38-39
B.	Exit Interview Rubric Aligned with the Conceptual Framework	40-42
C.	Exit Interview Rubric Aligned with the ISLLC Standards	43-44
D.	Exit Interview Assessment	45
IX.	Artifacts/Reflections in Foundational Courses*	
A.	Reflection Format for Course Artifact	46
B.	Rubric for Reflection Aligned with Conceptual Framework	47
C.	Reflection Format Educational Setting	48
D.	NBPTS Five Core Propositions	49
E.	Rubric for Reflections with NBPTS Five Core	50

** Required for designated foundations courses and for the UAS, but not for the Educational Leadership Portfolio.*

Indiana University - Purdue University Fort Wayne
School of Education (SOE)
M.S. Program in Educational Leadership
and
Indiana Building Level Administrator License

Dear Candidates,

Welcome to the Educational Leadership Program in the Department of Professional Studies in the School of Education (SOE). You are participating in a program that has a long and distinguished record of preparing educators to serve as visionary instructional leaders throughout Indiana and beyond.

Instructional leaders are committed to creating a school community founded on reflective leadership, authentic learning for P-12 students and educators, and collaboration. The purpose of the Educational Leadership Program is to create, refine, and sustain a professional graduate learning environment to support public and private P-12 schools by preparing leaders committed to promoting excellence and equity within our school communities. This task is accomplished through ensuring rigor in scholarship, meaningful opportunities for practice and reflection, and a commitment to consistent professional development for the building leader. The Educational Leadership Program prepares educational leaders proficient in theory, practice, scholarship and reflection who can creatively meet the urban, rural, and suburban challenges that confront 21st century schools.

This Educational Leadership Program has two options that a candidate may select:

*The **Traditional Option of the Educational Leadership Program** consists of thirty-six hours of coursework for the completion of a Master of Science (M.S.) and prepares the candidate to apply for an Indiana Building Level Administrator License.*

*The **Cohort Option of the Educational Leadership Program** consists of thirty-six hours of coursework for the completion of a Master of Science (M.S.) and prepares the candidate to apply for an Indiana Building Level Administrator License. The Cohort Option is completed in a fourteen-month time frame.*

The following pages discuss the program options and are intended to assist you in selecting the option that best meets your needs.

We look forward to working with you!
The IPFW School of Education Faculty and Staff

Foundation of the Program

The Educational Leadership Program and assessment system are based on four guiding elements:

1. *Vision Statement*

Proficiency Model

The Educational Leadership Program prepares leaders proficient in theory, practice, scholarship, and reflection who can creatively take on the educational challenges that confront 21st century urban, suburban, and rural schools.

2. *IPFW School of Education Mission Statement*

(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;

Improving the human condition by creating positive learning environments;

Becoming change agents by demonstrating reflective professional practice;

Solving client problems through clear, creative analyses;

Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;

Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

3. *IPFW School of Education Conceptual Framework: A Learning and Leadership Model*

We in the school of education are committed to the following Conceptual Framework for our program:

(1) Democracy and Community

Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

(2) Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.

(3) Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

(4) Knowledge

Effective educators need to be well grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.

(5) Experience

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

(6) Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.

* *Educator* in the Conceptual Framework is broadly defined as pre-service and in-service teachers, administrators, and counselors.

4. ISLLC Standards

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

The standards may also be found on the Educational Leadership Constituent Council (ELCC) site, which serves as the source for NCATE:

<http://www.ncate.org/programreview/programStandards.asp?ch=90>.

Components of the Program

Program Options

The **Traditional Option** of the Master of Science in Education - Educational Leadership Program is divided into two areas. The foundational courses may be completed at any time and may be taken in combination with the educational leadership courses.

The educational leadership course of study begins with *Introduction to Educational Leadership (EDUC A500)*, the prerequisite for the remaining courses. After completing fifteen hours of educational leadership courses, students may enroll in *Practicum in Educational Leadership (EDUC A695)*. Licensure candidates are generally required to complete at least half of their coursework at IPFW, including the practicum. (See the *Graduate Bulletin* for requirements on the transfer of credit hours from another institution.)

A **Cohort Option** of the Master of Science in Education program is a sequenced set of classes taken over fourteen months. Licensure candidates will be required to complete their coursework at IPFW.

Portfolio

Throughout the program, the candidates will develop artifacts in each educational leadership course and write reflections aligned with the ISLLC Standards and the SOE Conceptual Framework to demonstrate growth in their graduate studies and in their professional work. The State of Indiana and the accrediting body of the SOE, NCATE, both require this “performance-based assessment.” All educational leadership candidates in the **Traditional Option** and in the **Cohort Option** are required to assemble the artifacts and reflections in a portfolio which is assessed at the **check point and final review point**:

- 1) **Check Point: *Practicum in Educational Leadership* (EDUC A695).**
- 2) **Review Point: Exit interview at the conclusion of the program.**

The candidate portfolio has two primary purposes: 1) to allow the candidates to experience and document growth reflecting specified criteria as they progress through the program, and 2) to allow the University, the State of Indiana, and NCATE to determine that candidates are meeting the goals of the SOE programs. It has the potential, therefore, to be a growth experience for candidates and an accountability instrument for the SOE.

At the *Practicum in Educational Leadership* (EDUC A695) check point the portfolio will include:

- Copies of artifacts completed in each educational leadership course, as well as artifact reflections aligned with the ISLLC Standards. These items are required at this check point for courses completed prior to enrolling in the practicum.
- An activity log from the practicum aligned with the ISLLC Standards.
- Reflections on *Educational Leadership Domain Activities* selected by the mentors and candidate and assessed according to their alignment with the ISLLC Standards.
- A summary reflection on the practicum experience aligned with the Conceptual Framework.
- The following evaluations of the practicum experience:
 - Evaluations of the experience completed jointly by the mentors and candidate .
 - The mentors’ assessments of the candidate’s dispositions and the candidate’s self-assessment of his/her dispositions, each measured against a rubric based on the SOE’s Mission Statement. The candidate will also be able to compare his/her dispositions at the *Practicum in Educational Leadership* (EDUC A695) check point as opposed to his/her dispositions in *Introduction to Educational Leadership* (EDUC A500), the first course in the program, during which the candidate also assessed his/her dispositions.
- A technology self-assessment log compiled by the candidate throughout the program.
- A reflection on growth in the use of technology aligned with the Conceptual Framework.
- Two rubrics completed by the instructor and assessing the candidate’s reflection and experience in technology. One rubric is aligned with the Conceptual Framework.
- Materials from the Field Experience Service Learning for Diversity, completed and assessed as a part of identified courses.

The portfolio is maintained by the candidate after completion of the Check Point at the time of the *Practicum in Educational Leadership* (EDUC A695) and presented for review again at the end of the program. For the Review Point during the exit interview, the candidate will include the portfolio artifacts and reflections for courses completed since the Check Point.

Indiana Building Level Administrator License

In addition to the thirty-six-hour requirement for the Master of Science, a candidate in the **Traditional Option** may complete requirements for the Indiana Building Level Administrator License. Requirements for this license include the following:

- Pass the Review Point of the Educational Leadership Portfolio. The portfolio will include items completed since the Check Point at the time of the *Practicum in Educational Leadership* (EDUC A695).
- Earn a passing score on the School Leaders Licensure Assessment (SLLA) Praxis Exam (minimum score of “165,” effective Jan. 1, 2005).
- Provide a letter from the candidate’s superintendent stating that he/she has two years of full-time teaching experience.
- Provide proof of CPR certification.
- Complete an exit interview and receive a positive recommendation from Educational Leadership faculty.

A candidate in the **Cohort Option** will be eligible for a license after the following requirements have been completed:

- Pass the Review Point of the Educational Leadership Portfolio. The portfolio will include items completed since the Check Point at the time of the *Practicum in Educational Leadership* (EDUC A695) .
- Earn a passing score on the School Leaders Licensure Assessment (SLLA) Praxis Exam (minimum score of “165,” effective Jan. 1, 2005).
- Provide a letter from the candidate’s superintendent stating that he/she has two years of full-time teaching experience.
- Provide proof of CPR certification.
- Complete an exit interview and receive a positive recommendation from Educational Leadership faculty.

A candidate in the **Traditional Option** or in the **Cohort Option** shall request an exit interview after successful completion of all the requirements for licensing listed above. The student shall schedule this interview with the Educational Leadership Program Director, who will coordinate a date with the Educational Leadership faculty. Faculty will review the completed portfolio during the interview, as part of the Review Point of the Portfolio. The candidate’s knowledge of the IPFW Conceptual Framework and the ISLLC Standards will be assessed by the faculty based on interview questions which are aligned with the six areas of the Conceptual Framework and the ISLLC Standards. Upon completion of the candidate’s exit interview, the faculty will recommend the candidate for an Indiana Building Level Administrator License or decline to recommend the candidate for licensure.

Foundational Courses

In each of the required foundations courses for the program, candidates will complete two artifacts and reflect on them. One artifact will come from course assignments, and the candidate will reflect on it using the SOE Conceptual Framework (CF) as the standard. The other artifact will come from the candidate's educational setting, which the candidate will reflect on using the National Board for Professional Teaching Standards (NBPTS) as the standard. These artifacts will be scored with the appropriate rubric (CF or NBPTS) and the scores will be stored in the Data Management System. These artifacts will not be included in the Portfolio.

Practicum

The *Practicum in Educational Leadership (EDUC A695)*, is a course that provides for a closely supervised field experience in the major areas of educational leadership. Candidates are responsible for obtaining the written approval of their building principal and their superintendent. It is recommended that candidates request permission from the mentors a semester before enrolling in the course, if possible.

Candidates will complete ten hours per week of practicum activities outside of their professional day and responsibilities. The Portfolio Check Point occurs upon completion of the practicum.

Diversity

Candidates in the **Traditional Option** or in the **Cohort Option** will complete twenty hours of field experience outside of their regular school day and in a setting other than their place of employment. Additional exploration of diversity will be integrated in the coursework. The field experience hours will be divided into two, ten-hour blocks. All candidates will be required to complete the ten-hour field experiences, M501, Service Learning for Diversity, while enrolled in the following courses: 1) *Instruction in the Context of Curriculum (EDUC J500)* and 2) *Teacher Development and Evaluation EDUC A515*. Candidates will arrange these opportunities with the approval of the professor. Satisfactory completion of the field experience, including an artifact, reflection, and confirmation of hours completed by a supervisory person, will be requirements for the course with which the field experience is paired.

Technology

Technology will be infused throughout the program and integrated in some form into each course. Technology integration will include, but not be limited to, the use of email contact between instructor, candidate, and classmates; submission of assignments as e-mail attachments, library resource modules in designated classes, curriculum lab assignments, power point usage, videotaping, digital camera usage,. Technology is constantly evolving, and it is expected that the integration of technology will reflect those changes. Technology use will be assessed in *Introduction to Educational Leadership (EDUC A500)* and at the *Practicum in Educational Leadership (EDUC A695)* Portfolio Check Point.

Assessment Process

The Indiana Department of Education and NCATE require that we have a performance-based assessment system in our educational programs, to help us assess our programs and the candidates' performance as they progress through their course of study. We have chosen to have the assessment linked to candidates' classes.

Throughout the course of study, candidates will be collecting artifacts and reflecting on them. Artifacts and reflections related to the foundational courses, to the educational leadership courses, and the Service Learning for Diversity Field Experiences will be assessed in the respective courses.

A Portfolio Check Point for the **Traditional Option** and **Cohort Option** will occur in the completion of the *Practicum in Educational Leadership (EDUC A695)*. The Portfolio Review Point of the final portfolio will occur at the exit interview.

The data compiled in the Unit Assessment System provide the basis for the program review which occurs at the end of each academic year. Faculty will meet to review and analyze the data, making suggestions, if necessary, as to how the program or the Unit Assessment System should be improved.

Educational Leadership Master of Science in Education Assessment System Overview

Entrance Requirements for Traditional Option Program

- Admission Application
- Official transcripts – 2.5 or better/4.0 GPA.
- Three professional reference letters.
- Current resume.
- Position Statement, organized around the six items in the Conceptual Framework (CF), on the candidate's reasons for pursuing an M.S. (at least one, single-spaced, typed page).
- Autobiographical Statement about candidate's education (at least one, single-spaced, typed page).

Entrance Requirements for Cohort Option Program

- Admission application form.
- Official transcripts – 2.5 or better/4.0 GPA.
- Three professional reference letters.
- Copy of professional license.
- Current resume.
- Professional Goal Statement.
- Application materials are reviewed by a faculty member in the SOE. **Application materials must be completed by the deadline for the Cohort Option Program.**

Upon acceptance to either program option, candidates will meet with an assigned faculty advisor for an orientation to the program.

First Administrative Core Course, *Introduction to Educational Leadership (EDUC A500)*

- Dispositional self-assessment aligned with SOE Mission Statement standards.
- Technology log .

Foundational Courses ***

- Artifact from the course, with a description of the artifact and reflection (two, double-spaced typed pages) on how the artifact shows the candidate's growth in the six areas of the Conceptual Framework.
- Artifact from an educational setting, such as lesson plans and P-12 student work, videotaping of teaching, or other evidence to show progressive effectiveness as an educator, with a description of the artifact, along with a self-assessment (at least two, double-spaced typed pages) of how this demonstrates progress toward the 5 Core Propositions of the National Board for Professional Teaching Standards (NBPTS). The effectiveness may not directly relate to the course taken in the SOE at the same time, but should reflect generally raised consciousness and critical reflection fostered by the program about the processes that impact the planning, execution, and outcomes of educational practice.
- Instructor assessment of the above two items with appropriate rubric, either CF or NBPTS.

*** The artifacts and reflections for these courses are required for the individual courses, but not for the candidate portfolio.

Diversity

All candidates will be required to complete two, 10-hour field experiences, M501 Service Learning for Diversity, in tandem with two courses. Candidates will arrange these opportunities themselves from a list of possible sites or by locating an appropriate alternative site on their own with the approval of the professor. Candidates will use performance-based assessment to assess growth through this field experience. Candidates will include the following:

- Artifact(s) from the experience.
- Description of artifact(s) and its/their relationship to service learning experience, and candidate reflection on growth through service learning as measured by two areas of the Conceptual Framework: Democracy & Community, and Experience.

- Instructor assessment of candidate dispositions toward diversity, based on the Conceptual Framework areas: Democracy & Community, and Experience.

Satisfactory completion of this field experience will be required for completion of the course to which it is linked.

Portfolio Review Point—Traditional Option and Cohort Option:

Practicum in Educational Leadership (EDUC A695).

- Practicum authorizations from elementary and secondary principals and respective superintendents.

Assessment of the portfolio will include four main sections:

- Activity log from the practicum (rubric: ISLLC Standards).
- Artifacts from and reflections on all educational leadership core courses (rubric assessment: ISLLC Standards).
- Reflections on activities from the *Educational Leadership Domains*, selected by the mentor and candidate and aligned with each of the ISLLC Standards (rubric assessment: ISLLC Standards).
- Summary reflections aligned with each area of the Conceptual Framework on the practicum experience (rubric assessment: Conceptual Framework).

Assessment of the portfolio will also include:

- Joint evaluation of the experience by elementary and secondary mentors and candidate (rubric: ISLLC Standards).
- Candidate evaluation of experience in relationship to the ISLLC Standards.
- Elementary and secondary practitioner mentors' evaluations of candidate dispositions (rubric: SOE Mission Statement).
- Candidate self-evaluation of dispositions (rubric: SOE Mission Statement).
- Technology log and reflection upon it, assessed using two technology rubrics, one of which is aligned with the Conceptual Framework and one which assesses experience with technology.
- Service Learning for Diversity Field Experiences completed in two courses.

Exit Interview—Traditional Option and Cohort Option

- Portfolio Review Point.

Review of the portfolio to include all items from the first Check Point, AND:

Artifacts from and reflections on all educational leadership core classes completed since the check point (rubric: ISLLC Standards).

A satisfactory evaluation must be received in the Portfolio Final Review before the student can sit for the exit interview.

- Application of learning reflecting alignment with the Conceptual Framework.
- Application of learning reflecting alignment with the ISLLC Standards.

Licensure Assessments

- Completed and passed the assessment of the Educational Leadership Portfolio in the Review Point.
- Passed the School Leaders Licensure Assessment (SLLA) PRAXIS Exam.
- Letter from superintendent validating two years of teaching experience.
- Provide proof of CPR certification.
- Successful completion of the Exit Interview summarized above and faculty recommendation.

**Master of Science in Education (M.S.Ed.)
Educational Leadership
Course of Study**

**36 credit hours required for degree and license
Rules 2002**

Student Name: _____ **ID#** _____

Teaching License(s) Held: _____

Admission to the Educational Leadership Program:

Unconditional _____ Conditional _____ Certification Only _____

Foundational Domain: 3 Semester Hours

Grade Semester

One of the following:

EDUC H504 History of American Education 3 _____

EDUC H520 Education and Social Issues

Elective Domain: 3 Semester Hours

One of the following:

EDUC A720 Workshop/ Selected Problem 3 _____

EDUA F500 Quality Process

EDUA T555 Problems in Human Relations & Cultural Awareness

Educational Leadership Domain: 30 Semester Hours

All of the following:

EDUC A500 Introduction to Educational Leadership (*Must be taken first*) 3 _____

EDUC A510 School-Community Relations (C: A500) 3 _____

EDUC A515 Teacher Development and Evaluation 3 _____

EDUC M501 Lab/Field Experience (Service Learning for Diversity) 0 _____

EDUC A608 Legal Perspectives on Education 3 _____

EDUC A624 The Principalship K-12 3 _____

EDUC A630 Economic Dimensions of Education 3 _____

EDUC A638 Public School Personnel Management 3 _____

EDUC A695 Practicum in Educational Leadership (P: 15 semester hours) 3 _____

EDUC M501 Portfolio Checkpoint 0 _____

EDUC J500 Instruction in the Context of Curriculum 3 _____

EDUC M501 Lab/Field Experience (Service Learning for Diversity) 0 _____

EDUC P503 Introduction to Research 3 _____

TO QUALIFY FOR THE “BUILDING LEVEL ADMINISTRATOR” LICENSE, SEE REVERSE SIDE

Revised & Approved

**Building Level Administrator
License requirements for an All Schools Setting
Rules 2002**

In addition to the courses listed on the front of this sheet, the following steps are needed to complete requirements for obtaining an All Schools Setting Building Level Administrator license:

- _____ 1. Complete an Educational Leadership Portfolio Assessment. Two checkpoints:
After completion of A695 and after 36 hours of credit.

A695: Faculty Signature _____

36 hours: Faculty Signature _____

- _____ 2. Pass the School Leaders Licensure Assessment (SLLA) Praxis exam (minimum score of 165)

Score: _____

Please refer to the ETS website (www.ets.org/sls) for further information.

- _____ 3. Provide a letter from your superintendent stating that you have at least two years of full-time teaching experience under a valid license.

- _____ 4. Provide proof of CPR certification.

- _____ 5. Interview with Educational Leadership Faculty for recommendation of the license.

Recommended () Not Recommended ()

Faculty Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Once you have completed all of the above items, you may apply for the license by completing the appropriate paperwork provided by the Student Information Center, Neff 243.

Revised & Approved 2/04/2009

**PRACTICUM IN EDUCATIONAL LEADERSHIP (EDUC A695)
COOPERATING ADMINISTRATOR'S AUTHORIZATION FORM**

PRACTICUM STUDENT: _____

SEMESTER/YEAR TO COMPLETE PRACTICUM: _____

TO BE COMPLETED BY EACH COOPERATING ADMINISTRATOR: (Please print or type.)

Will you ensure that the practicum will be assigned a minimum of two hours daily during the coming semester for practicum course requirements? Yes_ No_

Do you agree that the practicum student will receive a minimum of one hour of your time each week to share, reflect, and plan practicum- experiences? Yes_ No_

Name of Cooperating Administrator (Mentor): _____

Position: _____

School: _____ Please circle one: Elementary Secondary

School Address: _____

City: _____ State: _____ Zip: _____

School Telephone: _____

E-mail: _____

Cooperating Administrator's Signature: _____ Date: _____

TO BE COMPLETED ONLY BY THE SUPERINTENDENT: (Please print or type.)

Superintendent's Name: _____

Address: _____

Telephone: _____

The signature below verifies that I have approved the time commitment for both the practicum student and cooperating administrator to meet the requirements of the student's completion of ***A695 Practicum in Educational Leadership***.

Superintendent's Signature: _____ Date _____

PORTFOLIO ASSESSMENT

Candidate's Name: _____

Candidate's I.D.: _____

Semester: _____

_____ **Grand Total of Points**

(0-73 points) Total from sections 1-4.

Overall Comments:

Evaluator's Signature: _____ **Date:** _____

_____ **65 - 73 points - Exemplary.** Demonstrates proficiency in all areas.

_____ **57-64 points - Satisfactory.** Demonstrates proficiency in most although, not all, areas.

_____ **0 - 50 points - Requires major improvement.** Proficiency not sufficiently demonstrated.

_____ *Check here if this portfolio should be considered as an exemplar of outstanding scholarship.*

PORTFOLIO ASSESSMENT

EDUCATIONAL LEADERSHIP

SECTION 1: REQUIRED ENTRIES (0-17 points)

Place a checkmark next to each item satisfied.

A. Basic Entries (0-7 points)

- _____ Table of Contents for entire portfolio
- _____ Table of Contents for three of the major section, 2, 3, and 6 (activity log, educational leadership domains, course artifacts)
- _____ Unofficial transcript
- _____ Dispositions self assessment rubric
- _____ Dispositions principal/mentor assessment (Both elementary and secondary.)
- _____ Signed evaluation of practicum experience. (Both elementary and secondary.)
- _____ Cooperative Administrator’s Authorization Form (Both elementary and secondary.)

_____ **Total items checked above.**

B. Activity Log Documentation of Daily Practicum Activities (10 points)

- _____ Documentation of the completion of 10 hours per week of practicum activities. (5 points)
- _____ Completion of written summaries of the practicum activities. (5 points)

_____ **Total points**

SECTION 2: EDUCATIONAL LEADERSHIP DOMAIN REFLECTIONS (0-24 points)

Developmental levels satisfactorily completed in the leadership domain practicum experiences:

- _____ **Elementary school:** _____ **District:** _____
Principal: _____
- _____ **Secondary school:** _____ **District:** _____
Principal: _____

Six reflections aligned with the ISLLC standards and including every standard. **(Maximum 4 points each)**

- _____ **1. Vision:** Show sufficient comprehension of how a leader promotes the success of all students by developing, articulating, implementing, and maintaining the stewardship of a vision shared by the community.
- _____ **2. Learning Culture:** Demonstrates awareness of how success of all students is promoted by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional growth.
- _____ **3. Management:** Demonstrates sufficient experiences and creates new knowledge to ensure the organization operations, and resources for a safe, efficient, and effective learning environment.
- _____ **4. Collaboration:** Shares experiences to effectively collaborate with families, community members, responding to diverse community interests and needs, and mobilizing community resources.
- _____ **5. Ethics:** Shows the value in acting with integrity, fairness, and in an ethical manner.
- _____ **6. Politics:** Through practicum experiences, the student understands, responds to, and influences the larger political social, economic, legal, and cultural context.

_____ **Total points.**

SECTION 3: TOTAL PRACTICUM EXPERIENCE REFLECTIONS (0-24 points)

A reflection on each of the items of the IPFW **Conceptual Framework** (minimum, one page, typed, single spaced) (**Maximum 4 points each**)

- ____ **1. Democracy and Community:** How did you show your understanding or the need to understand the cultivation and maintenance of a “democratic, just, inclusive, learning community among students, faculty and staff and all other stakeholders” during your practicum experience?
 - ____ **2. Habits of Mind:** How did this experience enable you as a future leader to see the need to engage or cause others to engage in inquiry, investigation, critiquing, questioning, or evaluating challenges?
 - ____ **3. Pedagogy:** How did this experience enable you to view the various roles of the educator and leader as facilitator, guide, role model, scholar, and motivator?
 - ____ **4. Knowledge:** How did the practicum experience assist you to grow in craft knowledge?
How did the experience demonstrate how leaders assist to integrate disciplines?
 - ____ **5. Experience:** What leadership practices and strategies from the practicum experience will you emulate as a building leader?
 - ____ **6. Leadership:** What experience from the practicum assisted you to develop as a leader?
What surprised you? What facet of leadership in the practicum did you find most fascinating? As a building leader, what will be your greatest challenge? What steps will you take to become a competent, ethical, effective leader?
- ____ **Total points**

SECTION 4: TECHNOLOGY LOG AND REFLECTION (0-8 points)

- ____ Assessment of experience reflected in the Technology Log and Technology Reflection. (**Maximum of 4 points**)
- ____ Assessment of the Technology Reflection utilizing the Conceptual Framework Technology Rubric. (**Maximum of 4 points**)
- ____ **Total Points**

SECTION 5: COURSE ARTIFACTS AND REFLECTIONS

(Evaluated previously; no additional points)

The student must include a course artifact from each educational leadership course completed (See Section 6 for a list of the courses.). A reflection (minimum, one page, typed, single-spaced) on each artifact is required. Each of the six IPSB Standards must be reflected upon in relationship to at least one of the artifacts. The artifacts and reflections were evaluated previously in the individual courses and will not be evaluated again with the portfolio. However, their inclusion in the portfolio is required.

SECTION 6: SERVICE LEARNING FOR DIVERSITY FIELD EXPERIENCE

(Evaluated previously; no additional points)

**EVALUATION OF PRACTICUM EXPERIENCE
AND COOPERATING ADMINISTRATOR'S SIGNATURE**

(Please feel free to add additional pages):

1. Major accomplishments of the student during the practicum experience:

1. Areas for future growth of the student:

2. Overall evaluation:

Strongest aspects of the practicum.

Suggestions to strengthen the practicum.

Candidate's Name: _____ Date: _____

Candidate's Signature: _____

Cooperating Administrator's Name: _____ Date: _____

School: _____ Please circle one: Elementary or Secondary

District: _____

Cooperating Administrator's Signature: _____

Rubric for Reflection Aligned with the ISLLC Standards

Candidate: _____

Evaluator: _____

Date: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	Clear linear pattern; strong major premise; cohesive minor premise; documentation from a variety of sources; theme is highly relevant to standards; theme is evolutionary; purpose is clear to reader; clear and concise cause and effect; argument is famed well and documented; order is evident; sequence is clear; superb validation of knowledge, application, and conceptualization of standards.	Pattern is in linear form; support for major and minor premise; connection is made between standards and commentary on research; documentation is evident; theme is grounded in objectives and values found in standard; cause and effect are linked; argument is made; purpose is stated; sequence is demonstrated; space is evolutionary; response shows link between standards and practice; response shows line between standards and research.	Somewhat linear; basic connections are made; some support for major premise; some support for minor premise; argument is made; some documentation is provided.; theme is marginal; cause and effect stated; order is evident; attempt made to show evolution of events; sequence is acceptable; response shows attempt to link standards to practice; research is referenced.	Ambiguous linear pattern; no connections between standards and response; weak or missing major premise; weak or missing minor premise; no established argument; few connections between standards and commentary; weak or missing supporting documentation; lack of cohesive link between cause and effect; order is unclear; sequence is unknown; few references from research provided.		
IPSB Standards Promotes success of all students by						Points
1) Standard 1 development, articulation, implementation, and stewardship of a vision						
2) Standard 2. advocating nurturing and sustaining school culture and instructional program conducive to student learning and staff development						
3) Standard 3. ensuring the management or the organization, operations, and resources for safe, efficient, and effective learning environment.						
4) Standard 4. collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources.						
5) Standard 5 acting with integrity, fairness, and in an ethical manner.						
6) Standard 6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.						
("3" required for satisfactory completion of assignment)						Total:
						Average:

Rubric for Reflection Aligned with the Conceptual Framework

Candidate: _____

Evaluator: _____

Date: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	<p>The <u>response</u> is highly appropriate for this category of the CF.</p> <p>The <u>response</u> shows significant learning and growth in this category of the CF, and is very well conceptualized and persuasively stated.</p>	<p>The <u>response</u> is appropriate for this category of the CF.</p> <p>The <u>response</u> shows learning and growth in this category of the CF, and is framed logically; the response is presented effectively and well.</p>	<p>The <u>response</u> is somewhat appropriate for this category of the CF.</p> <p>The <u>response</u> shows some learning and growth in this category of the CF, but needs more thought and attention to framing beliefs and values.</p>	<p>The <u>response</u> is marginally appropriate for this category of the CF.</p> <p>The <u>response</u> shows little learning and growth in this category of the CF, and is not well articulated. The response is incomplete.</p>		
CONCEPTUAL FRAMEWORK AREAS						Points
1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.						
2) Habits of Mind: Integrate critical habits of mind in all aspects of the teaching/learning process.						
3) Pedagogy: Understand and use pedagogy creatively to ensure active learning, understanding, and growth.						
4) Knowledge: Understand how knowledge is constructed, how the processes of inquiry are applied, and how domains of knowledge are established.						
5) Experience: Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.						
6) Leadership: Develop educational and social visions informed by historical and cultural perspectives; develop as leaders in their profession and in their communities.						
("3" required for satisfactory completion of assignment)						Total:
						Average:

Artifact: Dispositions – Candidate’s Self-Assessment

Candidate's Name: _____ **Date:** _____
Instructor: _____ **Course Title:** _____ **Course Number:** _____
Principal’s Name: _____
Home School Name: _____ **Home School District:** _____
Program: Educational Leadership **Check Point:** ___First: A500 ___Second: A695

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
	Clearly demonstrates this disposition on a regular basis; a model for other professionals; candidate has been recognized in the community as one who is characterized by this disposition; candidate has demonstrated excellence as a classroom teacher on a consistent basis; classroom teaching evaluated as exemplary by principal; educator is willing to grow professionally.	Candidate has shown growth in this area; candidate demonstrates this disposition periodically; candidate has clear knowledge of how to maintain growth and work toward acquiring this disposition; candidate evaluated as a strong teacher and demonstrating desire for professional growth.	Candidate has a conceptual knowledge of the disposition; candidate shows desire to grow; classroom teaching record is rated as effective.	Skills to acquire the disposition require additional effort; candidate requires more experience; a strong teaching record has not been fully established or documented; candidate needs to show more effort to demonstrate desire to grow professionally.	
Candidate demonstrates the capacity and willingness to continuously improve schools and related entities so that they become more effective by					Points
1) becoming more caring, humane, and functional citizens in a global, multicultural democratic society;					
2) Improving the human condition by creating positive learning environments;					
3) Becoming change agents by demonstrating reflective professional practice;					
4) Solving client problems through clear, creative analysis;					
5)Assessing client performance, creating and executing effective teaching, educational leadership by utilizing a variety of methodologies reflecting current related research;					
6) Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.					
7. Establishes and maintains professional relationships and collaborates effectively in order to achieve common school goals.					
				TOTAL POINTS	
				AVERAGE	

Artifact: Dispositions – Principal’s Assessment

Candidate's Name: _____ **Date:** _____

Principal’s Name: _____

School Developmental Level: _____ **Elementary** _____ **Secondary**

School Name: _____ **School District:** _____

Instructor: _____ **Course Title:** _____ **Course Number:** _____

Program: Educational Leadership **Check point:** **A695**

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
	Clearly demonstrates this disposition on a regular basis; a model for other professionals; candidate has been recognized in the community as one who is characterized by this disposition; candidate has demonstrated excellence as a classroom teacher on a consistent basis; classroom teaching evaluated as exemplary by principal; educator is willing to grow professionally.	Candidate has shown growth in this area; candidate demonstrates this disposition periodically; candidate has clear knowledge of how to maintain growth and work toward acquiring this disposition; candidate evaluated as a strong teacher and demonstrating desire for professional growth.	Candidate has a conceptual knowledge of the disposition; candidate shows desire to grow; classroom teaching record is rated as effective.	Skills to acquire the disposition require additional effort; candidate requires more experience; a strong teaching record has not been fully established or documented; candidate needs to show more effort to demonstrate desire to grow professionally.	
Candidate demonstrates the capacity and willingness to continuously improve schools and related entities so that they become more effective by					Points
1) becoming more caring, humane, and functional citizens in a global, multicultural democratic society;					
2) Improving the human condition by creating positive learning environments;					
3) Becoming change agents by demonstrating reflective professional practice;					
4) Solving client problems through clear, creative analysis;					
5)Assessing client performance, creating and executing effective teaching, educational leadership by utilizing a variety of methodologies reflecting current related research;					
6) Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.					
7. Establishes and maintains professional relationships and collaborates effectively in order to achieve common school goals.					
				TOTAL POINTS	
				AVERAGE	

Technology Candidate's Self-Assessment Log

Candidate's Name: _____ **Date:** _____

Instructor: _____

Name of Artifact: Technology - Self-Assessment Log _____

Course Title: _____ **Course Number:** _____

Program: Educational Leadership **Check point:** _____ **First:** A500 **Second:** (A695)

Description	Example 1	Instructor/Location	Example 2	Instructor/Location	Example 3	Instructor/Location
Email contact with professor						
Email contact with colleagues						
Send/Open email attachments						
Use course management tool						
Construct a webpage						
Create a Power Point						
Use a Power Point in Instruction						
Teach with a video/DVD/movie						
Create a video/DVD/movie						
Take Pictures with digital camera						
Upload/download digital pictures						
Use digital pictures in a lesson						
Library search skills						
Create a spreadsheet						
Participate in a weblog						
Create a web-based lesson						
Participate in a videoconference						
Organize a virtual field trip						
Optional Uses of Technology						
Create a podcast						
Create a wiki						
Use a photo sharing site						
Create a web portal						
Create Zip files						
Determine readability of websites						
Other						
Other						

Technology Reflection

Technology Skills Aligned with the Conceptual Framework

As the State of Indiana moves to alter certification/licensing requirements to more adequately reflect national standards, technology skills are expected to be acquired in relation to the standards. Please review your technology experiences and reflect on the following two components of the Conceptual Framework:

(1) Democracy and Community

Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

and

(3) Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. **Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

Rubric for Technology Reflection Aligned with the Conceptual Framework

Candidate: _____

Program: Educational Leadership

Evaluator: _____

Date: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	<p>The <u>response</u> is highly appropriate for this category of the CF.</p> <p>The <u>response</u> shows significant learning and growth in this category of the CF, and is very well conceptualized and persuasively stated.</p>	<p>The <u>response</u> is appropriate for this category of the CF.</p> <p>The <u>response</u> shows learning and growth in this category of the CF, and is framed logically; the response is presented effectively and well.</p>	<p>The <u>response</u> is somewhat appropriate for this category of the CF.</p> <p>The <u>response</u> shows some learning and growth in this category of the CF, but needs more thought and attention to framing beliefs and values.</p>	<p>The <u>response</u> is marginally appropriate for this category of the CF.</p> <p>The <u>response</u> shows little learning and growth in this category of the CF, and is not well articulated. The response is incomplete.</p>		
CONCEPTUAL FRAMEWORK AREAS						Points
1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.						
3) Pedagogy: Understand and use pedagogy creatively to ensure active learning, understanding, and growth.						
Total:						
Average:						

Technology Reflection Rubric: Experience

Candidate: _____

Evaluator: _____

Date: _____

Program: Educational Leadership

Check point: _____ Second (A695)

Supporting Evidence of Professional Development	Provides clear examples of using and improving your use of technology	Provides 1 or 2 examples of using and improving your use of technology	Provides general examples that present limited evidence of using and/or improving your use of technology	Little or no examples are provided to show use and/or improving your use of technology	
Scholarly Practice and Application	Provides clear evidence of how using technology assists you with improving learning and instruction for p-12 students	Provides 1 or 2 examples of how using technology assists you with improving learning and instruction for p-12 students	Provides general statements about the use of technology in educational settings with p-12 students	Little or no evidence of considering how technology applies to educational settings with p-12 students	
Organization	Information is well organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs lack coherence.	Information lacks organization.	
Mechanics	No grammatical, spelling or punctuation errors	Minimal grammatical, spelling or punctuation errors	A few grammatical, spelling or punctuation errors	Numerous errors that interfere with comprehension	
Average:					

Comments:



SCHOOL OF EDUCATION
260-481-4146

Service Learning for Diversity Field Experience

Service Learning Definition

IPFW has adopted the definition of service learning as the following:

Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility and personal values.

Robert Bringle and Julie Hatcher. *A Service Learning Curriculum for Faculty*. *The Michigan Journal of Community Service-Learning*. (Fall 1995): 112-122.

The IPFW School of Education believes that service learning is an important opportunity that will benefit both the student and the site. As the students and sites work together to determine each other's needs and to negotiate a positive learning experience, both will want to consider the following characteristics about what service learning is and is not.

Below is a description of service learning that is widely used.

Service Learning Description

The following is copied from:

<http://www.servicelearning.org/article/archive/35/>

In general, authentic service-learning experiences have some common characteristics (taken mostly from Eyler and Giles 1999).

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract

knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.

- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

Reference: Eyler, J., & D. E. Giles, J. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

Service learning is NOT:

- An episodic volunteer program.
- An add-on to an existing school or college curriculum.
- Logging a set number of community service hours in order to graduate.
- Compensatory service assigned as a form of punishment by the courts or by school administrators.
- Only for high school or college students.
- One-sided: benefiting only students or only the community

For more information about what service learning is, please see the following websites.

http://www.ipfw.edu/vcaa/conversations/service_learning/SL_index.htm

<http://www.servicelearning.org/>

<http://csl.iupui.edu/servicelearning.html>

Service Learning for Diversity Field Experience Guidelines

A **Field Experience: Service Learning for Diversity** has recently been incorporated into several graduate courses in the M.S. programs in Elementary Education, Secondary Education, and Educational Leadership. The intent is to provide an opportunity for a field experience in these programs, an opportunity to learn more meaningfully and directly about diversity issues, and an opportunity to be of service to the agencies and children with whom the candidate will be working. In the course of the program the candidate will be required to complete two field experiences, paired with two specific courses, with a minimum of ten hours each, for a total of twenty hours. Candidates are encouraged to devote more hours if they wish. The experiences should take place in a setting other than the candidate's place of employment if that is an educational setting and outside of regular school hours. Below is pertinent information for initiating the field experience:

- 1) **Learn** about Service Learning from your instructor, or see handouts.
- 2) **Get** a Criminal History Report (CHR).
 - a. See form for applying. If you do it by email it costs \$16.32 with a credit card.
 - b. If you already have a CHR for a school corporation, check to see if you can get a copy of it. It will cover this experience; you do not have to get an additional one.
- 3) **Choose** a site from the list or suggest a different site to your professor for approval.
- 4) **Contact** the Site Supervisor (See list for names.) by phone or email to set up the experience or to ask for an appointment to make arrangements. Ask if you need to bring (or have mailed) the CHR.
- 5) **If you make an arrangement with an agency not on the list,** bring the contact person's name, address, phone, and email address, as well as information explaining the purpose of the agency to your instructor for approval. The site must include a diverse population of young people.
- 6) **Provide a copy** of the form for the Site Supervisor to complete at the end of the field experience. The form also explains the Field Experience to the Supervisor.
- 7) **Enjoy and learn from the experience!**
- 8) **Return** the signed, Site Supervisor's assessment form, which logs the number of hours you completed, back to your instructor.
- 9) **Submit** an artifact from the experience and a reflection to your instructor for assessment.

**Field Experience: Service Learning for Diversity
Documentation and Format for Writing a Reflection**

Candidate: _____ Semester: _____

Instructor: _____

Course number with which this Field Experience is paired: _____

Course title: _____

Site of Field Experience: _____

Address: _____

Supervisor of Field Experience: _____

Hours completed: _____

ATTACH:

1. Artifact(s) from field experience.

2. Reflection

- a. **Description of artifact(s) and its/their relationship to the service learning experience.**
- b. **Reflection on how this shows my growth in Category 1 of the Conceptual Framework, Democracy & Community: *Foster a democratic, just, inclusive learning community with all stakeholders.***
- c. **Reflection on how this shows my growth in Category 5 of the Conceptual Framework, Experience: *Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.***

Rubric for Assessing Service Learning for Diversity Reflections Aligned with the Conceptual Framework

Date: _____ Name of Artifact: _____
 Candidate: _____ Program: _____
 Instructor: _____ Course Number: _____
 Course Title: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)
	<p>The <u>artifact</u> is very appropriate for this category of the CF and relates very well to the Service Learning field experience.</p> <p>The <u>reflection</u> shows significant learning and growth in this category of the CF, and is very well and persuasively written.</p>	<p>The <u>artifact</u> is appropriate for this category of the CF and relates well to the Service Learning field experience.</p> <p>The <u>reflection</u> shows learning and growth in this category of the CF, and is well written and well presented.</p>	<p>The <u>artifact</u> is somewhat appropriate for this category of the CF, and relates somewhat to the Service Learning field experience.</p> <p>The <u>reflection</u> shows some learning and growth in this category of the CF, but needs more attention to writing and presentation.</p>	<p>The <u>artifact</u> is marginally appropriate for this category of the CF and relates only marginally to the Service Learning field experience.</p> <p>The <u>reflection</u> shows little learning and growth in this category of the CF, and is not well written.</p>	

CONCEPTUAL FRAMEWORK AREAS

						Points
1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.						
5) Experience: Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.						
Total:						
("3" required for satisfactory completion of assignment)						
Average:						

**Indiana University – Purdue University Fort Wayne
School of Education**

**Field Experience: Service Learning for Diversity
Site Supervisor’s Confirmation and Evaluation**

Site of Field Experience: _____

Address: _____

Supervisor of Field Experience: _____

Student: _____ Semester: _____

Course Instructor: _____

Hours completed: _____ Course this Field Experience is paired with: _____

To the Site Supervisor:

As part of the School of Education’s revised M.S. programs in Elementary and Secondary Education and Educational Leadership, M.S. candidates will complete at least twenty hours of field experience in a setting other than their own place of work during regular school hours. The purpose of the field experience is for candidates to have an opportunity to observe, interact with, and learn about populations of diverse learners, in order to enrich their understanding of and sensitivity to diversity issues. At the same time, we hope that our candidates can be of service to the educational or service agency which they select for this field experience.

The Educational Leadership students will complete twenty hours divided into two ten-hour blocks. The candidate is hoping to complete at least ten hours at the site that you oversee. All candidates will be required to complete these two ten-hour field experiences, M501 Service Learning for Diversity, in tandem with two courses in their respective programs. Candidates will arrange these opportunities themselves from a list of possible sites or by locating an appropriate alternative site on their own. Satisfactory completion of this assignment will be a requirement for the course with which the field experience is paired.

Thank you for letting this student in our Master of Education program participate in your setting. We sincerely hope he or she can be of service to you.

Your comments about the candidate’s participation (continue on back if necessary):

Site Supervisor Signature: _____ **Date:** _____

Please Circle: **Satisfactory** *or* **Unsatisfactory**

**SERVICE LEARNING FOR DIVERSITY FIELD EXPERIENCE
POSSIBLE SITES**:**

TRANSITIONS – FORT WAYNE WOMEN’S BUREAU

Director
2440 Bowser Ave.
Fort Wayne, IN 46803
744-9201
<http://www.womensbureau.com/transitions.html>

Shelter for women in recovery. Some have their children living with them. There is a need for tutoring and recreational activities for the children.

THE HISTORY CENTER (Allen County - Fort Wayne Historical Society)

Todd Pelfrey, Education Director
302 E. Berry
Fort Wayne, IN 46802
#426-2882 ext. 311
Todd_Pelfrey@fwhistorycenter.com
www.fwhistorycenter.com/
<http://www.fwhistorycenter.com/educatorsCorner.html>

Need assistance with children’s tours and educational programs. Most are during the school day. A few are after school hours. There is much available in the summer.

CHARIS HOUSE (Women and Children’s Division of Rescue Mission Ministries)

Rev. Patty Crisp, Director
533 West Washington
Fort Wayne, IN 46802
426-8123
pastorpatty@rescueministries.us
<http://www.rescueministries.us/contact.html>

Homeless shelter for women and children. They not only work with the children who are living in the shelter, but also with “alumni” children who are involved in their long-term follow-up program. Need for assistance with tutoring and recreational programs.

TURNSTONE CENTER FOR DISABLED CHILDREN AND ADULTS

Karen Tyner, Director
3320 N. Clinton
Fort Wayne, IN 46805
483-2100
<http://turnstone.org/>
karent@turnstone.org

Many after-school recreational programs and activities for children with disabilities. Children range in age from preschool through high school. Activities in which they could use help are wheelchair basketball, aquatics, social activities, etc.

EDUCATIONAL OPPORTUNITY CENTER

Executive Director

3000 South Wayne Ave.

Fort Wayne, IN 46807

#745-5421

<http://www.fwtrio.com>

<http://local.yahoo.com/info-16010456-educational-opportunity-center-fort-wayne>

Many services for immigrant and low socioeconomic families. 3000 people a year receive free services. ESL programs, tutoring and SAT prep for middle school and high school, tutoring and computer instruction for elementary students.

CROSSROAD – FORT WAYNE CHILDREN’S HOME

Education Director

2525 Lake Ave.

Fort Wayne, IN 46805

484-4153 ext. 290

<http://www.crossroad-fwch.org/>

Residential facility for youth ages about 11-18. Need for academic and recreational assistance days, evenings, weekends, summers.

EASTSIDE – WESTSIDE (Wellspring Social Services – West Central Neighborhood)

Director

1316 Broadway

Fort Wayne, IN 46802

#422-6618 ext. 105

<http://www.westcentralneighborhood.org/>

Students grade 1 through 12. Tutoring 3:30 – 5:00, dinner, evening recreation – every day

PRIMETIME COMMUNITY CENTER

David Vielma

3701 South Calhoun

Fort Wayne, IN 46807

744-0914

<http://www.volunteermatch.org/search/org53769.jsp>

<http://www.fwayfc.org>

Many types of opportunities available: tutoring for Hispanic students, mentoring middle school girls (“Girl Talk”), advocates in juvenile justice system, etc.

PONTIAC YOUTH CENTER

Joe Shade Jr., Director of Education and Youth Services

1521 Pontiac St.

Fort Wayne, IN 46803

456-3879

jshadejr@fwurbanleague.org

<http://www.fwurbanleague.org/educationyouth.htm>

After school: Grades K – 5 (Core 45) homework assistance, instruction on state standards in reading, writing and math. Grades 6-8 standards-based academic assistance.
All academic assistance. No recreation.

WHITINGTON HOMES & SERVICES

Executive Director

2423 Fairfield Ave.

Fort Wayne, IN 46807

#745-9431

<http://www.whittington.org/>

Tutoring and mentoring for pregnant teens and teen mothers

YWCA WOMEN'S SHELTER – DOMESTIC VIOLENCE SERVICES

Peggy Osenbaugh, Shelter Director

2000 N. Wells St.

Fort Wayne, IN 46808

447-7233

<http://www.ywca.org/site/pp.asp?c=juI0KhM0Ix&b=709463>

posenbaugh@ywcaerew.org

Children living in the shelter with their mothers need tutoring and recreational assistance afternoons, evenings, and weekends. Assistance needed with children's support groups that are held every Tuesday and Thursday evenings__

** The selection of sites is to be discussed with the professor prior to the completion of the experience.

Exit Interview Sample Questions

Candidate's responses during the interview should reflect his/her dispositions related to the SOE Conceptual Framework. Below are sample questions:

SOE Conceptual Framework:

- 1. Democracy and Community**
- 2. Habits of Mind**
- 3. Pedagogy**
- 4. Knowledge**
- 5. Experience**
- 6. Leadership**

Examples of interview questions include, but are not limited to the following:

1. How might a school leader ensure that the school community is organized to sustain a democratically constituted society? **CF1**
2. It has been written (Dewey, 1944) that “education is a social process.” Describe roles and responsibilities of the principal in order to model an exemplary social process that meets the needs of all within the school community. **CF1**
3. What are the moral, cultural, social, political, and economic characteristics of a democratic society? **CF1**
4. Give examples of how a building leader would foster a democratic, just, and inclusive learning community. **CF1**
5. What is your definition of “critical reflection?” **CF2**
6. What are the benefits if one becomes a “reflective practitioner?” **CF2**
7. Describe the “ethic of caring.” **CF2**
8. How might a principal encourage inquiry within instruction and the curriculum? **CF2**
9. Briefly describe various roles of the educator that lead to multiple approaches to pedagogy. **CF3**
10. How does a principal assess diverse perspectives, various modes of understanding, and the variance in social circumstances among students that are accepted and appreciated? **CF3**
11. Give examples of how an educator uses pedagogy creatively to ensure active learning. **CF3**

12. Describe your view of “meaningful growth” for students, faculty, or school leaders. **CF3**
13. How might a principal assist teachers to be well grounded in their content areas? **CF4**
14. What can a principal do to ensure that disciplines are integrated throughout the school?
CF4
15. What is a learning community? **CF4**
16. What is the value of teaching methods using inquiry? **CF4**
17. How does the principal facilitate learning through experience among students? **CF5**
18. How does she facilitate learning through experience among teachers? **CF5**
19. Is experience among diverse populations valuable to the teacher and learner? Why or why not? **CF5**
20. What steps can a principal take to facilitate collaboration? **CF5**
21. What is an instructional leader? **CF6**
22. How does one articulate a vision? **CF6**
23. What is a theory? **CF6**
24. Why are historical and cultural perspectives relevant to changes in education? **CF6**

Candidate's Name: _____	Date: _____
Evaluator: _____	Evaluator: _____

Exit Interview
I. Rubric Aligned with the Conceptual Framework

Conceptual Framework	Exceeds Expectations (2)	Meets Expectations (1)	Does Not Meet Expectations (0)
<p>Democracy and Community Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.</p>			
Question:			
<p>Habits of Mind Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.</p>			
Question:			
<p>Pedagogy Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.</p>			
Question:			

Candidate: _____

<p>Knowledge Effective educators need to be well grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.</p>			
<p>Question:</p>			
<p>Experience Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.</p>			
<p>Question:</p>			
<p>Leadership Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.</p>			
<p>Question:</p>			

Candidate: _____

Comments for consideration in recommending this candidate:

Comments for consideration in refining the Educational Leadership program:

Candidate's Name: _____	Date: _____
Evaluator: _____	Evaluator: _____

Exit Interview
II. Rubric Aligned with the ISLLC Standards

ISLLC Standards	Exceeds Expectations (2)	Meets Expectations (1)	Does Not Meet Expectations (0)
<p>Standard 1: Vision 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.</p>			
Question:			
<p>Standard 2: Learning Culture 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.</p>			
Question:			
<p>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.</p>			
Question:			
<p>Standard 4: Community 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.</p>			
Question:			
<p>Standard 5: Ethics A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>			
Question:			
<p>Standard 6: Politics 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.</p>			
Question:			

Candidate: _____

Comments for consideration in recommending this candidate:

Comments for consideration in refining the Educational Leadership program:

Candidate's Name: _____	Date: _____
Evaluator: _____	Evaluator: _____

Exit Interview Assessment

I. Final Review of the Portfolio Satisfactory Unsatisfactory

The student will submit the portfolio for the Final Review. The portfolio is to include items completed since the assessment of the portfolio at the conclusion of *A695 Practicum in School Administration*. A “satisfactory” evaluation in the Final Review is required before the student may sit for the exit interview.

II. Exit Interview Points Earned: _____

Criteria Assessed	Possible Points		Achievement Level	Point Range
Conceptual Framework	0-12 points		Exceeds Expectations	22 – 24
ISLLC Standards	0-12 points		Meets Expectations	17 - 21
Total	0-24 points		Does Not Meet Expectations	Less than 17

Required for designated foundations courses and for the UAS, but not for the Educational Leadership Portfolio.

**Indiana University – Purdue University Fort Wayne
School of Education
Master of Science Course in Elementary or Secondary Education**

**Format for Writing a Reflection
Course Artifact**

Include:

Your Name: _____ **Program:** _____
Course Number: _____ **Course Title:** _____
Instructor: _____ **Date:** _____
Name of Artifact: _____

- 1) **Description of Artifact**
- 2) **Reflections on how this demonstrates your growth in the six areas of the Conceptual Framework:**
 - #1 **Democracy & Community**
 - #2 **Habits of Mind**
 - #3 **Knowledge**
 - #4 **Pedagogy**
 - #5 **Experience**
 - #6 **Leadership.**
- 3) **Your paper, description plus reflection, should be at least two, single-spaced, typewritten pages.**

Rubric for Reflections Aligned with the Conceptual Framework (CF)

Date: _____

Title of Artifact: _____

Candidate: _____

Program: _____

Course: _____

Instructor: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)
	<p>The <u>artifact</u> is highly appropriate for this category of the CF.</p> <p>The <u>reflection</u> shows significant learning and growth in this category of the CF, and is very well and persuasively written.</p>	<p>The <u>artifact</u> is appropriate for this category of the CF.</p> <p>The <u>reflection</u> shows learning and growth in this category of the CF, and is well written and well presented.</p>	<p>The <u>artifact</u> is somewhat appropriate for this category of the CF.</p> <p>The <u>reflection</u> shows some learning and growth in this category of the CF, but needs more attention to writing and presentation.</p>	<p>The <u>artifact</u> is marginally appropriate for this category of the CF.</p> <p>The <u>reflection</u> shows little learning and growth in this category of the CF, and is not well written.</p>	

Points

CONCEPTUAL FRAMEWORK AREAS

1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.						
2) Habits of Mind: Integrate critical habits of mind in all aspects of the teaching/learning process.						
3) Pedagogy: Understand and use pedagogy creatively to ensure active learning, understanding, and growth.						
4) Knowledge: Understand how knowledge is constructed, how the processes of inquiry are applied, and how domains of knowledge are established.						
5) Experience: Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.						
6) Leadership: Develop educational and social visions informed by historical and cultural perspectives; develop as leaders in their profession and in their communities.						

("3" required for satisfactory completion of assignment)

Total:

Average:

Required for designated foundations courses and for the UAS, but not for the Educational Leadership Portfolio.

Indiana University – Purdue University Fort Wayne
School of Education
Master of Science Course in Elementary or Secondary Education

**Format for Writing a Reflection
on an Artifact from an Educational Setting***

Include:

Your Name: _____ Program: _____
Course Number: _____ Course Title: _____
Instructor: _____ Date: _____
Name of Artifact: _____

- 1) **Description of Artifact**
- 2) **Reflections on how the artifact demonstrates your growth in the 5 Core Propositions of the NBPTS Standards:**
 - #1 Teachers are committed to students and their learning.
 - #2 Teachers know the subjects they teach and how to teach those subjects to students.
 - #3 Teachers are responsible for managing and monitoring student learning.
 - #4 Teachers think systematically about their practice and learn from experience.
 - #5 Teachers are members of learning communities.
- 3) **Your paper, description plus reflection, should be at least 1 single-spaced, typewritten page.**

*An artifact from an educational setting could include, for example, lesson plans and P-12 student work, videotaping of teaching, or other evidence to show progressive effectiveness as an educator. The effectiveness may not directly relate to the course taken in the SOE at the same time, but should reflect general raised consciousness and critical reflection, fostered by the program, about the processes that impact the planning, execution, and outcomes of educational practice.

National Board for Professional Teaching Standards (NBPTS):
Five Core Propositions

Proposition #1: Teachers are committed to students and their learning.

Teachers recognize individual differences in their students and adjust their practice accordingly;
Teachers have an understanding of how students develop and learn;
Teachers treat students equitably;
Teachers' mission extends beyond developing the cognitive capacity of their students.

Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines;
Teachers command specialized knowledge of how to convey a subject to students;
Teachers generate multiple paths to knowledge.

Proposition #3: Teachers are responsible for managing and monitoring student learning.

Teachers call on multiple methods to meet their goals;
Teachers orchestrate learning in group settings;
Teachers place a premium on student engagement;
Teachers regularly assess student progress;
Teachers are mindful of their principal objectives.

Proposition #4: Teachers think systematically about their practice and learn from experience.

Teachers are continually making difficult choices that test their judgment;
Teachers seek advice of others and draw on educational research and scholarship to improve their practice.

Proposition #5: Teachers are members of learning communities.

Teachers contribute to school effectiveness by collaborating with other professionals;
Teachers work collaboratively with parents;
Teachers take advantage of community resources.

Required for designated foundational courses and for the UAS, but not for the Educational Leadership Portfolio.

Rubric for Reflections Aligned with the NBPTS Five Core Propositions

Date: _____ Name of Artifact: _____
 Candidate: _____ Program: _____
 Course Title: _____ Course Number: _____
 Instructor: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)
Artifact	The <u>artifact</u> is highly appropriate for this category of the NBPTS. The <u>reflection</u> shows significant learning and growth in this category of the NBPTS, and is very well and persuasively written.	The <u>artifact</u> is appropriate for this category of the NBPTS. The <u>reflection</u> shows learning and growth in this category of the NBPTS, and is well written and well presented.	The <u>artifact</u> is somewhat appropriate for this category of the NBPTS. The <u>reflection</u> shows some learning and growth in this category of the NBPTS, but needs more attention to writing and presentation.	The <u>artifact</u> is marginally appropriate for this category of the NBPTS. The <u>reflection</u> shows little growth and learning in this category of the NBPTS, and is not well written.	

NBPTS Core Propositions

Points

Proposition #1: Teachers are committed to students and their learning.						
Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.						
Proposition #3: Teachers are responsible for managing and monitoring student learning.						
Proposition #4: Teachers think systematically about their practice and learn from experience.						
Proposition #5: Teachers are members of learning communities.						
("3" required for satisfactory completion of assignment)						Total:
Average:						