



School of Education
260 - 481- 6441

**Practicum and
Portfolio Preparation
Guidelines**

**M.S.Ed.
in
Educational Leadership
and
Indiana Building Level Administrator License**

**School of Education
Indiana University-Purdue University
Fort Wayne, Indiana
(IPFW)**

June 2006

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FOUNDATION OF THE EDUCATIONAL LEADERSHIP PRACTICUM AND PORTFOLIO

The foundation for instruction and curriculum in all programs in the School of Education at Indiana University-Purdue University Fort Wayne (IPFW) is grounded in the School of Education Mission Statement and the School of Education Conceptual Framework. The faculty worked collaboratively to develop these documents so that the documents reflect the deeply held views of the faculty. These statements represent the broadest, universal goals of the faculty as they participate in the educational preparation of future educational leaders.

In addition, the Educational Leadership Program is based on the Indiana Department of Education Division of Professional Standards (DPS)¹/Interstate School Leaders Licensure Consortium (ISLLC) Standards² to ensure assistant principals and principals are prepared with the knowledge, dispositions, and performances to provide visionary leadership for Indiana schools. The Educational Leadership Program Vision Statement is also part of the foundation of the Educational Leadership Program.

The School of Education has developed a Unit Assessment System (UAS) for the Educational Leadership Program³ to assess student performance and program effectiveness. According to the UAS, the first portfolio checkpoint occurs in A695. It is this portfolio assessment process and the practicum that are explained in these guidelines. Please note that the guidelines are considered a “work in progress.” The first document was completed in August 2005. The second, revised document was completed in June 2006. In the future it is anticipated that an electronic portfolio process will be implemented.

¹ As of July 2005, the Division of Professional Standards of the Indiana Department of Education has replaced the former Indiana Professional Standards Board (IPSB).

² The Interstate School Leaders Licensure Consortium (ISLLC), organized by the Council of Chief State School Officers, was formed for the purpose of developing model standards and assessments for school leaders. ISLLC's primary constituency is the state education agencies responsible for administrator licensing. It includes representatives of state agencies/departments of education and professional standards boards, with considerable participation by professional associates.

³ The Unit Assessment System (UAS) is an assessment system designed to assess the work of students as they proceed through the Educational Leadership Program. The aggregated assessments of the students are then used to assess the effectiveness of the Educational Leadership Program in preparing students to meet the standards. The faculty will consistently review the program's effectiveness and make refinements when necessary.

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.

EDUCATIONAL LEADERSHIP PROGRAM
VISION STATEMENT

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.

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 is broadly defined as pre-service and in-service teachers, administrators, and counselors.

**INDIANA DEPARTMENT OF EDUCATION DIVISION OF
PROFESSIONAL STANDARDS/INTERSTATE SCHOOL LEADERS
LICENSURE CONSORTIUM STANDARDS
(DPS/ISLLC STANDARDS)**

A school administrator:

1. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision that is shared by the school community.
2. 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.
3. Ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acts with integrity, fairness, and in an ethical manner.
6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

Please see APPENDIX R for the details of the DPS/ISLLC Standards, including Knowledge, Dispositions, and Performances.

OVERVIEW OF THE PRACTICUM AND OF THE PORTFOLIO

PURPOSE OF THE PRACTICUM AND THE PORTFOLIO

1. To meld theory and practice through the practicum experience.

The practicum provides an opportunity for the students to apply their learning. The practicum process allows students to work closely with a mentor principal in a school setting to learn about educational leadership from observation, dialogue, actual practice, and reflection.

2. To meld theory and practice through the development of a portfolio based on standards and performance-based assessment.

The portfolio is a document that will assist students to reflect upon their educational leadership philosophies and theoretical beliefs in the world of the practitioner. The portfolio is the selected method for students to demonstrate standards and performance-based learning.

The School of Education faculty and licensed administrators will assess the portfolio. The data from these assessments will allow us to assess student work. Thus, it will help the School of Education to assess and to refine the Educational Leadership Program and to more effectively prepare future principal candidates to meet the needs of the local school community.

3. To prepare students to meet the requirements of Indiana licensing in educational leadership. Students will be prepared to meet Indiana licensing requirements relative to the standards and performance-based assessment of their learning and to be reflective leaders in order to meet the current and future challenges of education.

4. To meet the requirements of the Indiana DPS and the requirements of NCATE. The portfolio process also helps the School of Education to evaluate its Educational Leadership Program in meeting the requirements of both the Indiana Department of Education Division of Professional Standards (DPS) and the School of Education accreditor, the National Council for Accreditation of Teacher Education (NCATE).

PORTFOLIO CHECKPOINTS

Students will turn the portfolios in to be assessed during A695 and again during the licensing exit interview. At the A695 checkpoint and at the exit interview checkpoint, several portfolios will be copied by the School of Education for use as evidence to our accreditors of the work students are completing, as well as to serve as exemplars for students who are in the process of developing their portfolios. Portfolios will be evaluated by professors and by school administrators. The original portfolio will be returned to the student.

PORTFOLIO CONFIDENTIALITY

Educational leadership students in preparing materials for the portfolio must guard against violating the confidentiality of the P-12 students served by the school. Therefore, P-12 students' names should always be omitted. Any information that would allow the reader to identify the student being discussed must also be omitted. Any information that would allow the staff member being discussed to be identified should be omitted.

PORTFOLIO EXEMPLARS

To help guide students, copies of previously completed portfolios are available for review at the School of Education, NEFF 250, from 8:00 a.m. to 5:00 p.m. They may be read in the School of Education library, NEFF 240 H. Examples of reflections are also included in the appendices of this document.

ASSEMBLING THE PORTFOLIO COMPONENTS

PORTFOLIO BINDER

Select a binder (usually a 4”) that has a clear page over the cover and on the spine. The cover page should include the following items: *Student Name; Educational Leadership Portfolio; and the Semester and Year*. The student’s name should be on the spine label.

It is recommended that students not use plastic sleeves except for items that the student does not wish to hole punch. The sleeves create bulk and make reading the documents more difficult.

PORTFOLIO TABLE OF CONTENTS

Summary Table of Contents

Prepare a *Summary Table of Contents* for the entire portfolio. In addition, prepare an additional table of contents for: *Section 2: Activity Logs; Section 3: Educational Leadership Domains; and Section 6: Course Artifacts*. ***Please see Appendix A for an example of the Summary Table of Contents.***

Tabs

To make it easier to find student work, tabs with the typed categories should be used, rather than numbered tabs. Students who choose to use plastic sleeves (See *Portfolio Binder* above.), should use the “extra-wide tabs” that extend beyond the plastic sleeves.

SECTION 1: REQUIRED ENTRIES

This section is evaluated only for the inclusion of the following completed items:

A. Basic Entries

1. Summary Table of Contents for the Entire Portfolio
2. Detailed Table of Contents for Section 2, 3, and 6
3. Unofficial Transcript
4. Dispositions Self-Assessment Rubric
5. Dispositions Principal/Mentor Assessment Rubric
6. Signed Evaluation of Practicum Experience
7. Cooperative Administrator’s Authorization Form⁴
(***Please see Appendix B for a copy of the form.***)

⁴ This form is due by the end of the first week of the practicum unless the student makes other arrangements with the professor. It is advisable that students discuss the practicum and receive approval prior to the semester they plan to enroll in the practicum.

B. Activity Log Documentation (Daily Practicum Activities)

Students will arrange their practicum schedule with their principals. A minimum of ten hours per week for one semester is required for the practicum experience. Students will maintain activity logs of all practicum activities, which will be submitted to the professor weekly. The log entries should document leadership activities and events that enable the practicum student to observe some of a typical school leader's experiences.

All log entries are to be typed in 12-point font and double-spaced. (With the permission of the professor, entries may be single-spaced.) At the top of each entry, in bold print the following should be included:

- Activity title.
- Date and time.
- Individuals involved in the experience. (For school staff, include the position held. Names should not be included. Please see the section on *Confidentiality*.)
- Factual summary of the event. Sufficient detail should be included to allow the student to reflect on the item later in the semester.

Please see APPENDIX C for Exemplars of Activity Log Entries.

SECTION 2: ACTIVITY LOG PRACTICUM REFLECTIONS ALIGNED WITH THE DPS/ISLLC STANDARDS

Six reflections are to be written in this section. One reflection should be written aligned with each DPS/ISLLC standard. Each of the six reflections should be a minimum of one to two pages, typed, double-spaced. Students are responsible for including sufficient detail to communicate that they understand the standard.

When the student selects an entry (or series of related entries) upon which to reflect, the summary of the entry or entries may be copied from the Activity Log. The selected standard is to be cited following the summary of the entry in its entirety and should be in bold print.

Please see APPENDIX D for Exemplars of Activity Log and Educational Leadership Domain Reflections.

SECTION 3: REFLECTIONS ON THE SELECTED ACTIVITIES IN THE EDUCATIONAL LEADERSHIP DOMAINS ALIGNED WITH THE DPS/ISLLC STANDARDS

The student with the principal/mentor should select a minimum of two activities in each of the educational leadership domains in order for the student to experience a variety of leadership activities during the practicum. The list identifying the selected activities should be submitted to

the professor at the beginning of the semester. The completed checklist is to be included in the portfolio. Students should include only activities completed during the practicum.

Six reflections are to be written in this section. One reflection should be written aligned with each DPS/ISLLC standard. Each of the six reflections should be a minimum of one to two pages, typed, double-spaced. Students are responsible for including sufficient detail to communicate that they understand the standard.

The reflection should be preceded by a summary of the activity upon which the student is reflecting. The selected standard is to be cited following the summary in its entirety and should be in bold print.

Students should retain pertinent documentation from their selected activities until after the end of the semester should the professor wish to review. However, the documentation should not be included in the portfolio.

Please see Appendix E for a listing of the Educational Leadership Domains from which to select activities. Please see Appendix D for Exemplars of Activity Log and Educational Leadership Domain Reflections.

SECTION 4: REFLECTIONS ON THE TOTAL PRACTICUM EXPERIENCE ALIGNED WITH THE CONCEPTUAL FRAMEWORK

Students should write a reflection relating the experiences in the practicum to each of the six *IPFW Conceptual Framework* components:

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

Each of the six reflections should be a minimum of one page, typed, double-spaced. Students are responsible for including sufficient detail to communicate that they understand the components of the Conceptual Framework. Each component of the Conceptual Framework is to be cited in bold print in its entirety prior to each reflection.

SECTION 5: TECHNOLOGY LOG AND REFLECTION ALIGNED WITH THE CONCEPTUAL FRAMEWORK

Technology Log

Students will complete a Technology Log beginning in A500. Students are to include the use of technology in each graduate class. In addition, students may also include examples of the use of technology in their teaching or other professional responsibilities.

Technology Reflection

Students will complete a Technology Reflection aligned with two of the items in the Conceptual Framework: *Democracy and Community* and *Pedagogy*. The reflection should be a minimum of one to two pages, typed, double-spaced. Students are responsible for including sufficient detail to communicate that they understand the standard. The A500 and the A695 professors will assess the reflection with the Conceptual Framework for Technology Rubric. ***Please see APPENDIX N.***

Technology Rubric

The A500 and the A695 professors will assess the Technology Log and the Technology Reflection and complete the Technology Experience Rubric for the students. ***Please see APPENDIX G for Exemplars of Technology Reflections.***

SECTION 6: COURSE ARTIFACTS AND REFLECTIONS ALIGNED WITH THE DPS/ISLLC STANDARDS

Students begin to write artifacts in each leadership course beginning with A500. Each course artifact selected by the students will be stamped by the professor. In each educational leadership course, the students will write a reflection on that course and course artifact and will discuss how the artifact aligns with the selected DPS/ISLLC standards. The students should select one of the six standards with which to align the reflection and being sure to reflect on all six standards at least once overall in the course artifact section.

Each of the six reflections should be a minimum of one to two pages, typed, double-spaced. Students are responsible for including sufficient detail to communicate that they understands the standard. Selected standards are to be cited following the entry in their entirety and should be in bold print.

Required Artifacts

The artifacts for submission in A695 include work from the following:

- A500 *School Administration*
- A510 *School Community Relations*
- E535 or S503 *Elementary or Secondary Curriculum*
- E536 or S655 *Supervision of Elementary or Secondary School Instruction*
- A608 *Legal Perspectives on Education*
- A625 or A627 *Administration of Elementary or Secondary Schools*
- A630 or A635 *Economic Dimensions of Education or Public School Budgeting and Accounting*
- A638 *Public School Personnel Management*
- T555 *Problems in Human Relations and Cultural Awareness (Traditional Students Only)*

Students are required to submit at least one artifact from each educational leadership course completed and the reflection for that artifact in A695-- the first portfolio checkpoint. Students are required to supply a copy of an unofficial transcript, as well as a list of portfolio artifacts. The portfolio evaluator will check the dates of courses completed and the pertinent artifacts. All artifacts will be dated and signed by the professor.

Artifacts and Reflections for Transfer Courses

Students who receive approval to transfer courses from other universities to substitute for the courses above will be required to submit artifacts and reflections from those courses.

Requirements for A695 Admission

No students will be admitted to A695 without the following:

- a.) Completion of a minimum of 15 hours in educational leadership courses and
- b.) Possession of a minimum of five course artifacts to be included in the portfolio, which are stamped by the professor of the course. Students who fail to produce five artifacts in A695 will risk failing the course and losing the portfolio credit.

Students who completed their educational leadership courses prior to 2001 should make an appointment with their advisors.

Artifact Evaluation – Educational Leadership Courses

The course artifacts and reflections will be evaluated in the individual educational leadership courses. Although they will be included in the portfolio, they will not be evaluated again.

Artifact Evaluation - Foundation Courses

Artifacts and reflections that are written for foundation courses, such as H520, *Education and Social Issues*; or P507, *Testing in the Classroom*, will not be a part of this portfolio. Those artifacts do not need to be stamped and saved for this portfolio.

Please see APPENDIX F for Exemplars of a Course Artifact Reflections.

SECTION 7: SERVICE LEARNING FOR DIVERSITY FIELD EXPERIENCE

Although the artifacts and reflections completed for the Service Leadership for Diversity Field Experiences will be assessed at the time they are completed and not upon submitting the portfolio, it is to the students' advantage to include these items to demonstrate experience with diversity.

APPENDIX A
EDUCATIONAL LEADERSHIP PORTFOLIO
SUMMARY TABLE OF CONTENTS

SECTION 1: REQUIRED ENTRIES

Basic Entries

- 1. Unofficial Transcript**
- 2. Dispositions Self-Assessment Rubric**
- 3. Dispositions Principal/Mentor Assessment**
- 4. Cooperative Administrator's Evaluation of Practicum**
- 5. Cooperative Administrator's Authorization Form**

Activity Logs

SECTION 2: ACTIVITY LOG PRACTICUM REFLECTIONS

Table of Contents

Reflections Aligned with DPS/ISLLC Standards

SECTION 3: EDUCATIONAL LEADERSHIP DOMAINS REFLECTIONS

Table of Contents

Selected Items in the Educational Leadership Domains

Reflections Aligned with DPS/ISLLC Standards

SECTION 4: TOTAL PRACTICUM EXPERIENCE REFLECTIONS

SECTION 5: TECHNOLOGY LOG AND REFLECTION

Technology Log

Technology Experience Rubric

Technology Reflection

Conceptual Framework Technology Rubric

SECTION 6: COURSE ARTIFACTS AND REFLECTIONS

Table of Contents

Course Artifacts and Reflections Aligned with the DPS/ISLLC Standards

**SECTION 7: SERVICE LEARNING FOR DIVERSITY FIELD
EXPERIENCE**

APPENDIX B
A-695

PRACTICUM IN EDUCATIONAL LEADERSHIP
COOPERATING ADMINISTRATOR'S AUTHORIZATION FORM

PRACTICUM STUDENT _____

SEMESTER/YEAR TO COMPLETE PRACTICUM _____

TO BE COMPLETED BY THE COOPERATING ADMINISTRATOR: (Please 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 _____

School Address _____

City _____ State _____ Zip _____

School Telephone _____ Email _____

Cooperating Administrator's Signature _____ Date _____

TO BE COMPLETED ONLY BY THE SUPERINTENDENT: (Please 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 for the student in **A695 Practicum in Educational Leadership**.

Superintendent's Signature _____ Date _____

APPENDIX C
Exemplars of Weekly Activity Log Entries

WEEKLY ACTIVITY LOG DIARY – Cohort A695 – Fall 2005

NAME: Practicum Student **LOG DUE DATE:** Week of: 2/27/06 through 3/02/06

Total hours completed during the week reported: 5 hours

Activity: National Junior Honor Society **Date:** 2/28/06

Persons Involved: Practicum Student, Mr. Principal, Mrs. Counselor

Summary: Each spring the National Junior Honor Society holds an induction ceremony for their new members. It is about a 45-minute program and is a great way to meet, greet, and socialize with our honor students and parents. Being part of this club is a prestigious honor. Only between 10 and 20 students are chosen each year. Students are first selected based on their grades. Then they fill out applications showing all their hours and areas of service. Students who are not chosen and their parents are often very upset. The sponsor and principal have to explain that the club is one of both scholarship and service. This is hard to have at such a young age, but we have found that it gives many of our students who focus solely on grades, a chance to get out and try their hands at different activities that share their talents. Parents enjoy seeing the administrators at an event like this. It reassures them that academics are just as important as athletics. Sometimes it may seem that these priorities are reversed.

Activity: Student Discipline **Date:** 3/1/06

Persons Involved: Practicum student, student

Summary: A student was sent to the office on a referral. The other administrators had to go to lunch duty so they asked if I would take care of the referral. After looking at the referral and the student's SMART data of past incidences, I noticed that this student seems to have trouble with one particular teacher. The student and I discussed the problem and the reason behind his defiance and constant interruptions in class. We discussed alternative behaviors and actions he could take in these situations with the teacher. It was decided that because this behavior was a repeat offense, he would spend the remainder of the day in the In-School Suspension room. I wrote him a pass to his locker to get his things, emailed his teachers to let them know he would not be in their classroom the rest of the afternoon and requested that his assignments be sent to him. I then wrote a note to the ISS teacher to inform her that he would be coming to him for the afternoon.

Activity: Curriculum **Date:** 3/1/06

Persons Involved: Practicum student, Mr. Principal

Summary: The math department has put together a proposal for a new path to be taken by students to help accelerate the learning and offer challenges to our gifted and talented

population. It seems that we have many bright students, but they are not being challenged and the parents are demanding more from the school. We are hoping to satisfy some of their desires with this new math curriculum path. A letter has been developed to be sent home with students to explain the new program. It is the hope of the math department that this will help both parents and students to see the importance of success in all levels of math. Currently many students have advanced to the highest level of math because their friends are in those courses or because their parents insisted. It is supposed to be the recommendation of the teacher that allows a student into the higher course, but this is not holding true in the last few years and it is creating a headache for the teachers. The letter has been sent downtown to the math curriculum head. She has responded to the letter with critiques and questions she has and feels parents may have too. The principal and I discuss these questions and I share with him the vision of the math department for our students and school. As we work through the questions, I mark the responses. As we finish, I send a copy to the curriculum department head, as well as Mr. Principal, to see if it is now acceptable to be copied and sent home. If it is, our next step will be to create the assessment test for the students.

Activity: School Budgets **Date:** 3/2/06

Persons Involved: Practicum Student, Mr. Principal

Summary: After school, Mr. Principal shared with me the various budgets that exist for the school. He explained each fund and on what it can be spent. Many of the funds cannot be spent on anything other than what is specifically designated. Trying to manipulate funds is impossible because the individual schools do not actually ever see the money from the fund. An ASN number is assigned to each fund, and this means that when requests are made complete with ASN #'s, the information is checked not only by our school secretary, but by the district's finance department, as well. The only fund or money that can actually be manipulated is that in the Extra Curricular Accounts. This is the money generated from sporting and drama events and through pop, candy, and vending machine sales. For elementary and middle school, this money does not add up to a lot for the school. On the high school level, Mr. Principal explains to me that it can mean several thousands of dollars. After discussing the budgets and their use, we discuss leadership and the effect of school culture and corporation size. He shares with me his experience at the high school level and at a smaller district. He explains the dramatic differences not only with budgets, but with responsibilities and duties as well. It was very interesting to me all the differences and what an impact some differences that are minor to the high school level make at the middle and elementary levels. Finally, we discuss the pension that is received at the end of a career. He is thinking of going back into the classroom and said that although he will be taking a cut in his pay, he will not lose anything on his pension. This week our conversation which started very business-like and structured, became very informal and interesting. It was interesting to gain views on different aspects of leadership and levels, as well as how to deal with staff and the differences that can exist because of staff or level of leadership in the corporation.

APPENDIX D
Exemplars of Practicum Activity Log Reflections

Activity Log Reflection

Name of Practicum Student

Name of Activity: Cuddle Up With a Good Book

Participants: Practicum student, Mr. Principal, PTA members, students, teachers

Description of Activity: November 17, Activity Log excerpt: Cuddle up with a Good Book Night: The festivities were set to start at 6:30, but many arrived early. The media center was transformed into a Mecca of blankets, stuffed animals and other feel-good items. The PTA (Parent Teacher Association) was staffing a dimly lit table in the corner, near the entrance to the media center, registering people for the drawing, and serving cocoa, hot cider, and donut holes. The evening went back and forth between parents cuddling up with their children reading, to teachers, and the principal reading to small groups. The first 45 minutes were supreme. The remaining time was still fun, but some of the kids were reaching their maximum attention span. When the night was over, several people helped clean up. I thanked the PTA profusely for a job well done. The kids really had a great time.

Standard 1: Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision that is shared by the school community.

The core beliefs of the school vision were modeled for stakeholders at this most-inviting evening. Reading is fundamental to the larger educational picture. We modeled good reading behaviors by providing comfortable places to read, being here, and by actually engaging parents and students in effective read-alouds.

I would classify our activity tonight as being “stewards” of our vision. Everyone was invited. It was a place where you could come with all your children, not just the ones who go to school here, so no need for a babysitter. On a night like tonight, the students want to show off what they can do to their parents and others here. The fact that they may not be at grade level reading does not matter. What does matter is the joining together of attendees. The parents who came were from a variety of backgrounds. I was pleased to see this. This says something about the school culture in itself. By including all members of the school community, we show solidarity to the educability of all. This speaks volumes to the students even though they may be unable to recognize or articulate the larger meaning. They gain a sense of, “something big is happening, and I’m a part of it.”

One particular instance stood out for me tonight. While a seasoned fifth grade teacher was reading to a group of students, she was not only modeling meta-cognitive behaviors so important to our school improvement plan, but she was encouraging students and parents to think about their own thinking. I saw this as this teacher’s professional step to continuously examine her own practices. Prior to our professional development, she may not have done so. To see her take on new practices and try to help others to do the same was a testament to the power of reaching even teachers at their own level.

As a principal, I will use every opportunity where parents and other stakeholders are present, to model our vision. I will most likely seek out even more ways to do this, and to encourage a wide variety of attendees in order to improve the chances of our message being clearly communicated. Tonight provided me with a great tool to carry with me to principalhood.

Activity Log Reflection

Name of Practicum Student

Name of Activity: Yelling Mom

Participants: Practicum student, angry parent, transportation employee, secretary

Description of Activity: Angry parent: RC's mom was yelling at the secretary, I put her on speakerphone for a moment while I took over the call. As soon as she stopped to take a breath, I told her who I was and asked her what I could do to help her right now. As far as I could tell, her kids were not let off at the venue where she was expecting them although she had called earlier to change venues. (It sounded like she did not know where they currently were.) She hung up on me almost immediately, and then called back when she was not able to locate her kids, I asked for the number where she currently was. Took it down, called transportation immediately and tracked down where the students were and by the time I called the mother back at the number she had just given me, there was no answer. I left a message there, had to look up RC's last name on my class lists, then pull his card, which was in the "to file" file, called the other two numbers left a message at one of the numbers, but the other one just played music. Mom did not call back, and I tried a second time. Ultimately, I called transportation back to inform them of my attempts at contacting just in case the mom called them.

Standard 3: Ensures the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

I was willing to put myself on the line to find this woman's children if that needed to be done. The bottom line was that I had to make a management decision based on the best interests of the children. The students are our responsibility until they are picked up from the bus stop. We are responsible to provide a safe environment. There is trust involved here. I trusted that the secretary had disseminated the information to the teachers of the students (as that is the standard operating procedure), and I had to trust the bus driver to remember to drop these students off. I handed her the change notification form myself, but as things go, it would be easy to forget when you've got a bus load of yelling kids and you're trying to juggling that and drive.

The bottom line is that I verbally told apologized to the mom, accepting responsibility for what had occurred. It was irrelevant whether we were really at fault here. The focus was finding these students.

When the mom communicated that she still did not know where her kids were after 5:00, I was the only one in the office. I had on the job training 101! I could not easily find the phone number to transportation on the secretary's desk, so I ran to the conference room and quickly grabbed the copy from there. I punched the number for emergencies, and got a very kind

gentleman who was keenly aware of the issue. He filled me in on the need they had in regards to this child. I was impressed with the high quality of communication this office had with the drivers. They sent a mobile unit out to take the kids to where they would be safe, but the gentleman sounded like this was not a first time occurrence. Either way, I learned a bit more about the management of the system and could connect it to my experience with School. The ordeal ended well, but it was quite stressful for a bit.

Standard 5: Acts with integrity, fairness, and in an ethical manner.

In the situation with this angry parent, I had to act ethically. Though I was angry with her for yelling incoherently at the secretary, I had to subordinate my own interest in exchange for what was best for the children in this case. I was proud of myself for not letting her get me aggravated. It was as if the magic principal genie stepped up to the plate and whispered, “Remember, you’re trying to develop and maintain a caring school community, check your ego at the door.”

What I did not write in the summary was that I felt responsible for the situation at first (until I compared notes with the secretary and the bus driver—the next day.) I felt as though it might have been my fault because I did not specifically remind the students of the change. When the mother called back 20 or 30 minutes later, she said that she did not know where her kids were. She was much calmer this time. I did not treat her disrespectfully even though she had been rude prior. I asked her to give me the number where she was so that I could call right back after I had called transportation.

I called transportation, and had an answer within about 4 minutes. When I called the number that RC’s mom had given me, there was no answer. I tried every number I had on the woman, but still could not reach her. I left very appropriate messages, and then called transportation back. I felt like calling transportation back to let them know what my efforts had been was the responsible, ethical thing to do. I thought maybe the mom would call transportation again instead of the school.

Though this was not the most positive occurrence, hopefully my behavior communicated a willingness to help, and gave the mother a more positive spin to what could have been a very negative outcome.

APPENDIX E
Educational Leadership Domain Activities
(Experiences from Which to Select)

Select a minimum of two activities in each category. Write the date completed next to the selected activities, and include in your portfolio.

A. SCHOOL IMPROVEMENT INITIATIVES

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|---|----------------|-----------------------|
| • <i>Becoming familiar with the school and district school improvement initiatives and P.L. 221 Plan.</i> | _____ | _____ |
| • <i>Researching NCLB.</i> | _____ | _____ |
| • <i>Preparing a report for the principal/staff on NCLB.</i> | _____ | _____ |
| • <i>Disaggregating student achievement test scores and other indicators of student achievement.</i> | _____ | _____ |
| • <i>Appraising the culture of the school.</i> | _____ | _____ |
| • <i>Other_____</i> | _____ | _____ |

B. CURRICULUM

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|---|----------------|-----------------------|
| • <i>Meet with corporation administrators responsible for curriculum development.</i> | _____ | _____ |
| • <i>Evaluating the curriculum operation</i> | _____ | _____ |
| • <i>Assisting teachers with daily program plans.</i> | _____ | _____ |
| • <i>Making out the master or class schedule.</i> | _____ | _____ |
| • <i>Planning curricular changes.</i> | _____ | _____ |
| • <i>Planning the summer program.</i> | _____ | _____ |
| • <i>Assisting teachers with children with difficulties.</i> | _____ | _____ |
| • <i>Working with teachers on a case study.</i> | _____ | _____ |
| • <i>Planning career days, other guidance efforts.</i> | _____ | _____ |
| • <i>Developing instructional guides/ resource materials.</i> | _____ | _____ |
| • <i>Coordinating the testing program.</i> | _____ | _____ |
| • <i>Evaluating/ selecting new texts.</i> | _____ | _____ |
| • <i>Developing experimental teaching units.</i> | _____ | _____ |
| • <i>Improving the library services.</i> | _____ | _____ |
| • <i>Conducting a demonstration lesson.</i> | _____ | _____ |
| • <i>Conducting a study of pupil retention and academic failure.</i> | _____ | _____ |
| • <i>Arranging instruction for children with special needs.</i> | _____ | _____ |
| • <i>Other_____</i> | _____ | _____ |

C. STUDENT SUPPORT SERVICES

Participation in the following selected activities:

	<i>Desired</i>	<i>Date Fulfilled</i>
• Review and discuss selected pertinent school practices/board guidelines.	_____	_____
• Explore the transitioning of students.	_____	_____
• Keeping attendance records/ reports.	_____	_____
• Supervising the maintenance of permanent pupil records.	_____	_____
• Evaluating the effectiveness of the discipline program.	_____	_____
• Addressing student conflicts.	_____	_____
• Working with juvenile authorities.	_____	_____
• Conferring with students on attendance.	_____	_____
• Discussing attendance policies with students and parents.	_____	_____
• Planning career days and other guidance initiatives.	_____	_____
• Making home visits for truancy or other serious problems.	_____	_____
• Investigating disciplinary cases.	_____	_____
• Enrolling new students.	_____	_____
• Issuing a student transfer.	_____	_____
• Approving an early dismissal.	_____	_____
• Approving a student excuse for absence or tardiness.	_____	_____
• Conducting a study of dropouts.	_____	_____
• Enforcing student suspension rules for exceptional children.	_____	_____
• Working with student government.	_____	_____
• Administering students driving/ parking.	_____	_____
• Supervising students in the cafeteria.	_____	_____
• Supervising the student transportation program.	_____	_____
• Planning graduation or other formal programs.	_____	_____
• Administering student social activities.	_____	_____
• Other _____	_____	_____

D. HUMAN RESOURCES

Participation in the following selected activities:

	<i>Desired</i>	<i>Date Fulfilled</i>
• Meet with corporation administrators responsible for human resource functions.	_____	_____
• Review/discuss school practices/board policies.	_____	_____

- | | | |
|--|-------|-------|
| • <i>Conducting staff orientation and opening-of-school activities.</i> | _____ | _____ |
| • <i>Assisting teachers with daily program plans.</i> | _____ | _____ |
| • <i>Advising teachers regarding classroom Management.</i> | _____ | _____ |
| • <i>Discussing teacher evaluation procedure with the principal.</i> | _____ | _____ |
| • <i>Making a classroom visit and observation.</i> | _____ | _____ |
| • <i>Participating in a teacher conference with cooperating administrator with the agreement of the teacher.</i> | _____ | _____ |
| • <i>Discussing classroom management with teachers.</i> | _____ | _____ |
| • <i>Developing the professional development plan.</i> | _____ | _____ |
| • <i>Planning changes in staff utilization (e.g. team teaching).</i> | _____ | _____ |
| • <i>Assessing staff needs for next year.</i> | _____ | _____ |
| • <i>Addressing teacher conflicts.</i> | _____ | _____ |
| • <i>Discussing teacher evaluation procedures with advisor.</i> | _____ | _____ |
| • <i>Conducting a faculty meeting.</i> | _____ | _____ |
| • <i>Analyzing the work of the school secretary.</i> | _____ | _____ |
| • <i>Preparing a report on teacher absences.</i> | _____ | _____ |
| • <i>Obtaining teacher substitutes.</i> | _____ | _____ |
| • <i>Organizing substitute teacher services.</i> | _____ | _____ |
| • <i>Reviewing the custodial schedule.</i> | _____ | _____ |
| • <i>Evaluating the work of the classified employee</i> | _____ | _____ |
| • <i>Other</i> | _____ | _____ |

E. GENERAL ADMINISTRATION

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|--|----------------|-----------------------|
| • <i>Assigning students to homerooms and classes.</i> | _____ | _____ |
| • <i>Developing teacher extra-duty assignments.</i> | _____ | _____ |
| • <i>Planning fire drills or school evacuations.</i> | _____ | _____ |
| • <i>Developing a school safety program.</i> | _____ | _____ |
| • <i>Planning nursing services.</i> | _____ | _____ |
| • <i>Estimating enrollment for next year.</i> | _____ | _____ |
| • <i>Planning new student groupings for next year.</i> | _____ | _____ |
| • <i>Developing a teacher handbook.</i> | _____ | _____ |
| • <i>Developing a student policy handbook.</i> | _____ | _____ |
| • <i>Developing a policy for student field trips.</i> | _____ | _____ |

- *Participating in school closing activities.* _____
- *Developing a supervisory bulletin.* _____
- *Supervising the completion of district/state annual reports.* _____
- *Other*_____

F. SCHOOL BUDGET

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|---|----------------|-----------------------|
| • <i>Determining the expenditure of the instructional supplies budget.</i> | _____ | _____ |
| • <i>Inventoring instructional equipment.</i> | _____ | _____ |
| • <i>Determining the expenditure of the equipment budget.</i> | _____ | _____ |
| • <i>Determining specifications for instructional supplies & equipment.</i> | _____ | _____ |
| • <i>Other</i> _____ | _____ | _____ |

G. PARENTS

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|--|----------------|-----------------------|
| • <i>Attending a PTA or PTO meeting.</i> | _____ | _____ |
| • <i>Meeting with parents to gain their perspective on an issue being addressed or researched.</i> | _____ | _____ |
| • <i>Communicating with parents on a disciplinary situation.</i> | _____ | _____ |
| • <i>Planning a parent visitation program, open house, etc.</i> | _____ | _____ |
| • <i>Preparing written reports to parents.</i> | _____ | _____ |
| • <i>Participate in leading a PTA program.</i> | _____ | _____ |

H. COMMUNITY RELATIONS

Participation in the following selected activities:

- | | <i>Desired</i> | <i>Date Fulfilled</i> |
|---|----------------|-----------------------|
| • <i>Preparing newsletters summarizing student and staff accomplishments.</i> | _____ | _____ |
| • <i>Developing an adult education program.</i> | _____ | _____ |
| • <i>Developing a program of community volunteers for classrooms.</i> | _____ | _____ |
| • <i>Coordinating school-community recreation programs.</i> | _____ | _____ |
| • <i>Recommending ways of sharing services and facilities with the community.</i> | _____ | _____ |
| • <i>Other</i> _____ | _____ | _____ |

I. FACILITIES

Participation in the following selected activities:

	<i>Desired</i>	<i>Date Fulfilled</i>
• <i>Meeting with corporation administrators responsible for facility management.</i>	_____	_____
• <i>Identify and report to the principal any safety issues.</i>	_____	_____
• <i>Becoming familiar with safety areas and procedures.</i>	_____	_____
• <i>Identifying any facility limitations affecting Instruction.</i>	_____	_____
• <i>Planning new instructional facilities.</i>	_____	_____
• <i>Conducting a building and playground safety check.</i>	_____	_____
• <i>Inspecting, evaluating, maintaining buildings</i>	_____	_____
• <i>Discussing facility needs with the principal, custodial staff, etc.</i>	_____	_____

APPENDIX F

Exemplars of Course Artifact Reflections

Name of practicum student
Course Artifact and Reflection for A638

Summary of Artifact

The artifact for the A638 course, Public School Personnel Management, is a paper entitled “The Role of the Human Resources Department in Professional Learning Communities.”

In these turbulent times of No Child Left Behind (NCLB) and the drive to reach Adequate Yearly Progress (AYP), the Human Resources (HR) Department for a school district is very important in the development of a professional learning community (PLC) in the schools. In order to build the collaborative culture necessary for a successful PLC, the district must recruit, hire, induct, and mentor employees that share the mission and vision of the schools in the district, to increase student learning and achievement. The Human Resources Department must also be able to support the district’s employees with professional development and competitive benefits. The Human Resources Department can support the formation of a PLC by providing data for the PLC to use in action research to identify important issues at the school and to allow for transformational change within the school.

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

In writing the paper for the course, I learned about the many roles and facets of a school district’s Human Resources (HR) Department, whether the department is centralized or decentralized. In my artifact, I stated that I felt the Human Resource functions of recruitment, compensation, evaluation, benefits, and collective bargaining should be centralized in one location so that there is consistency and one place for every employee to go to for answers to their questions. The Human Resources Department should also maintain a pool of teaching candidates whose references have been checked and who share the mission and vision of the school district to increase student achievement. This pool of qualified candidates can be made available to principals as they interview prospective employees for open positions and try to build a collaborative culture in their school.

The centralized Human Resources Department should be responsible for monitoring the school’s progress with student achievement and by assisting them wherever necessary in working toward their ultimate goal of meeting Adequate Yearly Progress (AYP), as required by NCLB, by providing data, information, and support.

Though the school may not meet AYP, as will happen with many schools by the year 2014, it is important for the HR department to support each school’s PLC as it works to increase student achievement. The ultimate purpose of the PLC in the school is to allow all of the stakeholders in a school community to work together as a collaborative community toward the common goal of increasing student learning.

In taking this class, I learned how important it is to know what I believe in so that as I face decisions as an administrator, I can base those decisions on the foundation of my beliefs. As an educator, I believe that all students can learn. I am a life-long learner, and I believe that all educators should continue to grow and learn through professional development. The Human Resources Department is important in providing the support and opportunity for each staff member to learn and grow in their job, whether it is as a teacher, a school assistant, or a custodian.

As an administration student and teacher, I have had the opportunity to see a school in transition. This year, with the death of the principal, and the changes brought in by an interim principal, and now a new permanent principal, I have been able to see how the staff has pulled together to work as a team to get through a tough year. This culture of collaboration has been encouraged by a strong Quality Improvement Team (QIT) and administrators who have encouraged collaboration, both across the grade level and within each of the different disciplines.

As a future administrator, I feel that it is important to build and sustain a school culture that supports collaboration and teamwork. The days of the teacher going into his classroom and closing his door are gone. In order to increase student achievement and try to reach AYP, all of the members of the staff must work and grow together as a team in a Professional Learning Community.

Name of Practicum Student
Course Artifact and Reflection for A635

Summary of Artifact:

The artifact for this class, “Developing a Building Budget” is the estimated total operating cost for Emerson School for 2005. The budget was developed based on a student enrollment of 516 and a faculty of 28 using information obtained from Emerson School and the Indiana Department of Education web site.

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

As I worked on developing this budget, I was amazed by the amount of money that it took to run a school for a year. The estimated operating cost for 2005 for Emerson School was \$2,447,931. This budget was based on an enrollment of 516 students, a teaching staff of 28, and a certified administrative staff of 4, including the principal, media teacher, guidance, and assistant principal.

As I looked at teachers’ salaries, I noticed there were several teachers with many years of service. As of the summer of 2005, there were 28 teachers with 461 combined years of service, or an average of 16.5 years each. Of those 28 teachers, fourteen teachers (50%) had earned their Master’s degree or above. Five teachers (17.9 %) had over 30 years of service, and there were eleven teachers (39.3%) who were at the top of the pay scale.

One issue I noticed is that funding many teachers with a number of years of service requires a large part of each year's budget. Over \$1,326,796, or more than half of the total operating budget was designated for teachers' salaries in the 2005 budget for Emerson School.

Costs related to staffing did not stop with the teachers' salaries. Over \$289,127 was budgeted for the principal, assistant principal, guidance, and media teacher salaries. The budget also included \$206,194 for Classified Staff salaries, including the teaching assistants, an administrative assistant, and secretarial and custodial staff. Funds totaling \$157,668 were also allotted for substitute teacher salaries. Other expenses involving staff included \$9,653 for Professional Leave and Development, and \$147,310 for Fringe Benefits and Retirement.

Building-related expenses that were budgeted for included \$96,622 for Utilities, \$112,792 for Maintenance and Supplies, \$53,355 for Food Service, \$34,028 for Instructional Supplies, \$9,165 for Extracurricular Activities, and \$5,221 for Other.

As I reflected on the budget, I noticed that staffing, or items related to staffing, took a majority of the 2005 operating costs for Emerson School. I also observed that many of the things I take for granted as a teacher, including utilities and building maintenance and supplies were quite expensive. As the price of utilities fluctuates with the weather and the cost of natural gas, the amount of money designated for utilities may change. The same could also happen as staffing for Emerson School changes during the summer months.

As an administrator, I realize it will be impossible to rely on a fixed budget because there are too many variables that may affect a yearly budget, including a change in suppliers or costs of services. This is why it is called an "estimated total operating cost."

APPENDIX G
EXEMPLAR OF TECHNOLOGY REFLECTION

Practicum Student Name
Technology Reflection

Summary: As an educator, I have learned the importance of using technology in the classroom. In the five graduate classes I have taken thus far, my skills on the computer have increased considerably. When I started the cohort program, I used the computer for sending and receiving e-mails, entering grades, and as a word processor. As I have learned and grown as an educator in the graduate program, I have been able to expand my use of the computer to include power point presentations to my fellow classmates as well as in my own classroom. Using the computer skills I have gained in the last year, I have learned how to differentiate instruction using technology and have been able to reach more of my students at their individual learning level.

Democracy and Community: Effective educators, such as teachers, counselors, and administrators need to be 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 School of Education should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

The School Improvement Plan (SIP) was part of a democratic process that included all stakeholders. In addition, the Quality Improvement Team (QIT), as part of the school's commitment to the principles of a democracy, focused on addressing the needs of all students in an equitable manner. To the SIP that was written by the QIT, technology was added to help increase student learning and eventually elevate ISTEP scores. The focus for this year's SIP has been reading comprehension, and the QIT included Action Plans in the SIP that called for technology to be used to test each student's reading proficiency with the administration of the Scholastic Reading Inventory (SRI). As the SRI results were evaluated, teachers learned that several students could not read at grade level. These students were being left out of the learning process because they could not read their textbooks. Using Lexile levels obtained from each student's SRI score, teachers were able to differentiate instruction to meet all students' reading needs.

Once SRI testing was complete, parents were notified of their child's Lexile level, and were given a letter with advice on how to increase their student's reading proficiency. The sharing of the SRI results with both the teachers and the parents was just one more way that the school was able to use technology to build on the parent/teacher partnership in student achievement and learning.

To help with the implementation of differentiated instruction using technology, the QIT scheduled professional development for the teachers. At a half-day in-service held on February 22, 2006, many of the teachers were trained in the use of Web Quest and Video Streaming in

their classroom. Learning Web Quest and Video Streaming gave the teachers two more tools to use in the classroom to differentiate instruction to help increase student achievement.

Learning Web Quest also allowed teachers to adapt their lesson plans to each student's reading proficiency by obtaining reading materials that matched students' Lexile levels. Because of the focus on a democratic process and because not all students could read at grade level or at the level of the textbook, a teacher could obtain material to modify individual lessons to meet individual reading levels using Web Quest. Thus, truly no child was left behind.

Pedagogy: 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 School of Education 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.

When the faculty was trained to differentiate instruction for students using Web Quest and Video Streaming, Standard 2 was addressed. The professional development training allowed the teachers to learn and grow as educators. It also gave the teachers another way to modify instruction to fit their students' individual needs and increase student achievement. Video Streaming equipment used in the classroom increased considerably after the in-service.

As an educator, I believe technology should be an integral part of each teacher's professional life. As teachers learn about different technological advances on the computer, they grow as an educator, and it increases the tools that are available to them to make their job easier. It makes me sad to still see "entrenched" teachers who have a computer, but have never turned it on because they are afraid of the technology, or have decided that they do not want to learn how to use their computer. If they only knew how much easier technology could make their life.

In today's school community, much of the communication occurs through e-mail. Those teachers who have refused to use the technology provided for them with their computer are missing vital communication in the form of e-mails from administrators, fellow teachers, and the district.

As a Medical Technologist in my previous career, I learned to use technology to perform laboratory tests. When the instruments were "down," it made our job much more difficult because we had to resort to using manual testing to obtain the needed results. When the instruments were "down," it could have been a matter of life and death if the results were required "Stat" for an emergency patient because manual testing took so much longer to perform. Though I had a great respect for the technology in the laboratory, there were still several Medical Technologists who fought each technological advancement in laboratory testing.

In education, though technology is not a "matter of life and death," it can mean the difference between a child receiving an adequate education or not and is able to be a successful adult in life.

APPENDIX H
EXEMPLARS OF REFLECTIONS ON TOTAL PRACTICUM EXPERIENCE

REFLECTIONS ON TOTAL PRACTICUM EXPERIENCE

Name of Practicum Student

Democracy and Community: Effective educators, such as teachers, counselors, and administrators need to be 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 School of Education should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

From this practicum experience, I understand there is a need to show understanding and to understand cultivation and maintenance of a “democratic”, just, inclusive, learning community among students, faculty, staff, and all other stakeholders. The building that I have had the opportunity to work in for the past three years consistently exhibits an outstanding positive climate. I am able to work in a dynamic educational community which is a model for the climate of community I hope to create one day as an administrator. It has been extremely beneficial to me during my practicum experience to view these administrators and observe them in action. The administrators work more as facilitators and managers, rather than authoritarians and dictators. Teachers and faculty members feel empowered during discussions and decision-making and often offer suggestions or comments openly. I have been able to witness the moral, cultural, social, political, and economic foundations of our school. I understand it is extremely important always to show a commitment to ethics, fairness, and integrity, regardless of the situation or persons involved. Handling situations now can and will affect situations later.

Because of the practicum experience, I also volunteered thirty hours to the community in which I work. I assisted ten hours in the Soup Kitchen and twenty hours in the Clothes Closet. These are hours I would not have donated otherwise. I appreciate the fact that I was required to do this because it allowed me to better understand the community and their moral, cultural, social, and economic foundations. I also participated in the DeKalb County Fair by volunteering in the Industrial Tent for Terra Firma. This also allowed me to view the community and their foundations. After this practicum experience, I plan to continue volunteering at the Clothes Closet regularly. I hope one day, as a principal, to create a dynamic educational community.

Experience: 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 School of Education must integrate critical habits of mind in all aspects of the teaching/learning process.

This experience, as a practicum student, has enabled me as a future leader to see the need to engage or cause others to engage in inquiry, investigation, critiquing, questioning, and evaluating. I now reflect more on my teaching, questioning if it is effective, to ensure all students are learning. If all students are not successful, I need to decide what I can do to help them understand the concept. Currently, I pretest all math standards to help me differentiate and focus my instruction on those students that need it. While still working on a particular concept, I give a short assessment to gather information so I can analyze whether my students understand what is being taught. I understand that as an educator, I must constantly be reflecting on my teaching as well as the student's learning. I have used critical reflection in the way I teach my students and in ways to adapt teaching to be more successful in their understanding of the curriculum. I have gained the understanding that knowledge alone is not sufficient. Critical reflections must occur to improve the teaching/learning process. I also use the dashboard data (assessment and standardized test scores) to alter my teaching. I critically reflect on the student scores and alter my instruction to meet their educational needs. Besides the educator using critical reflection, it is important to engage the learner and allow students to reflect on their learning as well.

The students must be taught to reflect on their own learning. The idea of the data notebook in our building has increased student accountability and critical reflection on the part of the students. My school corporation uses student data notebooks to allow students to be accountable for their own learning. They keep track of their attendance, homework, behavior, assessment scores, and then reflect on how they feel things are going for them as a learner.

I also feel that teachers need to be encouraged to work with discipline in their classroom. Through this practicum experience, I have seen teachers who need to be more understanding of students in their classroom with behavior issues. Currently, some teachers I have observed are stuck on teaching the curriculum and they are not compassionate to those students who are not able to learn because of their situation at home or in the classroom. After critical reflection, I feel student misbehaviors are attributed to a root cause that needs to be identified in order for the student to be successful. Through the practicum experience, I am able to foster habits of mind necessary to engage and educate the learner/student. I can integrate habits of mind in all aspects of the teaching/learning process.

Habits of Mind: 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 School of Education needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

Since not all children learn the same, it is my obligation as a classroom teacher to determine the most effective way to reach all 25 students in my third grade classroom. It has required a number of different teaching approaches depending on the content area and difficulty level of each individual child. After the practicum experience, I have a better understanding of multiple approaches to pedagogy, as well as the multiple roles of the teacher. Depending on the situation and the ability of the child, I may need to be a facilitator or guide. With another child in the same situation, I may simply need to motivate them and they will be able to grasp the concept with

little or no assistance. With yet another child in the same situation, I may need to model the concept and the steps it takes for the student to understand the idea. Regardless of the situation or the individual child, it is my responsibility to ensure their educability of all the third grade standards.

I have also gained an appreciation for diverse perspectives, modes of understanding and social circumstances. By looking at the curriculum, I am able to adjust the curriculum as needed for students. Because not all students learn the same, I am required to present the same idea, standard, and concept to the students in a variety of different ways. This will ensure that all the students are able to understand the one concept I am trying to teach, regardless of their perspective. I have also gained an understanding that each student may understand differently and arrive at that understanding in a different way. It should be accepted that all students understand the concept, despite how they arrived at that understanding.

It is also important to keep classroom management in place. In several classrooms that I had the opportunity to observe, discipline was an issue. Some teachers struggled with keeping students interested in a concept so they did not become behavior issues and disrupt the class. Some students act out because they are bored, either the concepts are too difficult (and they do not understand what is going on) or too easy (they already understand what is being taught) for them. Teachers need to understand this and use multiple approaches to pedagogy to involve all students in the educational process.

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 School of Education should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.

As stated earlier, the school that I have had the opportunity to work in for the past three years has provided me with an outstanding practicum experience. It is a nurturing learning community that has deepened my knowledge and encouraged on-going intellectual, emotion, and personal growth. Each grade level in the elementary building has a “pacing guide” used to monitor and assist teachers on uniformity and covering all standards. This pacing guide allows all teachers to understand at the beginning of the year what they are expected to teach. The administration also offers assistance through teacher coaching, workshops, and personal assistance to ensure that teachers are well grounded in their understanding of the content in their grade level.

Through the use of technology in my master’s courses, I have been able to improve my ability and increase knowledge in this area for student achievement. Each required course has mandated power points, Web CT, and research through the campus library. This has encouraged me to explore with new programs on the computer. By using these new ideas, I have gained knowledge that will help students increase their awareness of the computer.

Through this practicum experience, I have broadened my understanding that knowledge is constructed differently for each child. As a classroom teacher, with all the federal and state mandates, it is my responsibility to know the material I am to teach and use effective strategies so the students can understand. With all the new mandates, it is very important for all teachers to totally understand their content before teaching it to students.

After clearly understanding the content, it is possible for disciplines to be integrated and most effectively communicated to students. Teachers have the ability to integrate a number of different subject disciplines into a lesson or group of lessons to ensure unmistakable understanding of the standards.

The practicum has also allowed me to investigate how the processes of inquiry are applied. While in the learning process, students do not all grasp the concept at the same rate. Students need different kinds of support from the teacher to understand a standard. Because of this, students' processes of inquiry are applied differently and at different rates.

It is also very important for effective educators to have a clear understanding of themselves, of communities in which they intend to teach, and of their students. Through the work I have done in the community (with the Soup Kitchen and Clothes Closet), I have gained better understanding of myself and of the community. By working daily with my assistant principal, I have had the opportunity to understand the students to a higher level.

Pedagogy: 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 School of Education 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.

As a future administrator, I feel there are many leadership practices and strategies from this practicum experience that I will emulate as a building leader. It has been educational to interact with so many teachers at different levels. It is apparent to me that there are a variety of diverse educators in their thinking, teaching, assessing of themselves, and adjusting their teaching to meet the needs of their students.

This year, I have had the opportunity to experience the actual educational setting by teaching half day and observing the Literacy Coordinator teaching the other half day. She teaches Reading Workshop, Writing Workshop, and Word Study (all of the literacy in my classroom). I am able to observe and emulate exemplary teaching and learning from her. Throughout the year, I have been able to observe her daily and reflect upon her lessons. Many of them I have taught before, but she approached it differently, or had a different idea. It was very interesting to be able to observe and reflect on this.

I also had the opportunity, through the practicum requirements, to observe nine teachers from the elementary building, with five of them being identified by administration as "effective." This was educational to me because many of the teachers that were "effective" taught in different

ways, but focused their instructional on student learning. It was apparent to me many of the teachers.

labeled as “not effective.” They seemed to lack the structure and behavior management that was apparent in the other classrooms. With collaboration, observing, and interaction with peers, the “not effective” teachers have the potential to become “effective” teachers.

In addition to the two previous experiences, I also have a mild disabilities endorsement. This has allowed me to expand my ability in the classroom setting; I feel I can make appropriate decisions in the best interest of children. Although I do not teach special education, I feel I am equipped to include those special needs students in my classroom, regardless of their disability.

Through this practicum experience, I had the opportunity to be “Principal for the day” while my principal and assistant were out of town for the day. This allowed me field-based experience. It was interesting to encounter situations that are dealt with daily from administrators. Overall, through this practicum experience I have been able to reflect the diversity of educators, students, and schools into all aspects of the curriculum, and assess and reflect on those experiences.

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 School of Education must provide opportunities for educators to develop as leaders in their profession and in their communities.

Through this practicum experience, I have been able to participate in a variety of activities that have expanded my leadership ability. With many of the activities, I was able to plan with another practicum student or with my assistant principal. Some of these activities include: Grandparent’s Day; Red Ribbon Week; creating a formalized PTA; helping create an ENL handbook for teachers and leading a faculty meeting; working on Riley Children’s Hospital Fundraisers; planning and presenting character assemblies, reorganizing the tutorial program based on student need; and participating on the Literacy committee and teacher handbook revision. I also feel it has been extremely beneficial to work for my principal. I have gained leadership skills through interaction and observation of her.

The experience that has assisted me the most to develop as a leader was the planning and presentation of the Veteran’s Day assembly. I was required to plan, contact individuals, create a power point, and present to all elementary grade students, teachers, staff members, parents, and community members. I had a variety of things I had to consider to make it a successful presentation to all involved.

The experience that surprised me the most as a leader is the variety of teaching abilities, styles, and personalities apparent in the school. Through observation, I discovered that not all teachers are present daily to help students learn and be successful. This will also be the most difficult part of leadership in a school, teacher motivation.

I feel as building leader, teacher motivation will be my greatest challenge. There are many teachers who are effective and strive to make students successful. I also discovered there are teachers who arrive at school to complain, bicker, and teach students, without regard to student learning.

After this practicum experience, I feel I have developed as a leader in my profession and in my community. This experience has given me the opportunity to gain the educational and social vision required to become a competent, ethical, effective leader.

APPENDIX I**A695
EVALUATION OF PRACTICUM EXPERIENCE
AND COOPERATING ADMINISTRATOR'S SIGNATURE**

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

2. Areas for future growth of the student:

3. Overall evaluation:

Strongest aspects of the practicum:

Suggestions to strengthen the practicum:

Student Name: _____ Date: _____

Student Signature: _____

Cooperating Administrator's Name: _____ Date: _____

Cooperating Administrator's Signature: _____

APPENDIX J
Dispositions - Self Assessment

Student's Name: _____

Evaluator: _____

Date: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	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:						
Average:						

APPENDIX K
Dispositions - Principal's Assessment

Student's Name: _____

Evaluator: _____

Date: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	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:						
Average:						

APPENDIX M
Technology Experience Reflection Rubric

Student: _____
 Program: Educational Leadership
 Evaluator: _____
 Date: _____
 Checkpoint: _____ First _____ Second _____ Other

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score
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	
Total:					
Average:					

Comments:

APPENDIX N

Rubric for Technology Reflections Aligned with the Conceptual Framework

Student: _____

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: _____

APPENDIX O
PORTFOLIO ASSESSMENT

Student Name _____

Student ID _____

Semester _____

_____ **Grand Total of Points**

(0-97 points) Total from sections 1-6.

Overall Comments:

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

_____ **87 - 97 points - Exemplary.** Demonstrates proficiency in all areas.

_____ **67 - 86 points - Satisfactory.** Demonstrates proficiency in most areas; however, requires improvement in at least one area.

_____ **0 - 66 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 each major section, 1-4 (activity log, course artifacts, and summary)
 _____ Unofficial transcript
 _____ Dispositions self assessment rubric
 _____ Dispositions principal/mentor assessment
 _____ Signed evaluation of practicum experience.
 _____ Cooperative Administrator's Authorization Form

_____ **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: ACTIVITY LOG PRACTICUM REFLECTIONS (0-24 pts.)

Six reflections aligned to 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 EDUCATIONAL LEADERSHIP DOMAIN REFLECTIONS (0-24 points)

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 4: 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 5: TECHNOLOGY LOG AND REFLECTION (0-8 points)

A reflection aligned with one of the DPS/ISSLC standards.

_____ 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 6: COURSE ARTIFACTS AND REFLECTIONS

(Evaluated previously; no additional points)

The student should 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 7: SERVICE LEARNING FOR DIVERSITY FIELD EXPERIENCE

(Evaluated previously; no additional points)

APPENDIX P
Rubric for Reflections Aligned with DPS/ISLLC Standards

Date: _____

Student's Name: _____

Evaluator: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	
	<p>The <u>response</u> is highly appropriate for this standard.</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 standard.</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 standard.</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 standard.</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>	
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.					

Total: _____

Average: _____

APPENDIX Q
Rubric for Reflections Aligned with the Conceptual Framework

Date: _____

Student's Name: _____

Evaluator: _____

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Applicable N/A (0)	
	The response is highly appropriate for this category of the CF. The response shows significant learning and growth in this category of the CF, and is very well conceptualized and persuasively stated.	The response is appropriate for this category of the CF. The response shows learning and growth in this category of the CF, and is framed logically; the response is presented effectively and well.	The response is somewhat appropriate for this category of the CF. The response shows some learning and growth in this category of the CF, but needs more thought and attention to framing beliefs and values.	The response is marginally appropriate for this category of the CF. The response shows little learning and growth in this category of the CF, and is not well articulated. The response is incomplete.		
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.						
						Total:

Average: _____

APPENDIX R
DPS/ISLLC Standards

Knowledge, Dispositions, Performances

Interstate School Leaders Licensure Consortium: Standards for School Leaders

ISLLC Standards For School Leaders

Standard 1: 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

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one’s own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders

- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: 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

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: 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

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used

- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: 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
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> ▪ emerging issues and trends that potentially impact the school community ▪ the conditions and dynamics of the diverse school community ▪ community resources ▪ community relations and marketing strategies and processes ▪ successful models of school, family, business, community, government and higher education partnerships
Dispositions
<p><i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> ▪ schools operating as an integral part of the larger community ▪ collaboration and communication with families ▪ involvement of families and other stakeholders in school decision-making processes ▪ the proposition that diversity enriches the school ▪ families as partners in the education of their children ▪ the proposition that families have the best interests of their children in mind ▪ resources of the family and community needing to be brought to bear on the education of students ▪ an informed public
Performances
<p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> ▪ high visibility, active involvement, and communication with the larger community is a priority ▪ relationships with community leaders are identified and nurtured

- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: 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
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> ▪ the purpose of education and the role of leadership in modern society ▪ various ethical frameworks and perspectives on ethics ▪ the values of the diverse school community ▪ professional codes of ethics ▪ the philosophy and history of education
Dispositions
<p><i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> ▪ the ideal of the common good* the principles in the Bill of Rights ▪ the right of every student to a free, quality education ▪ bringing ethical principles to the decision-making process ▪ subordinating one’s own interest to the good of the school community ▪ accepting the consequences for upholding one’s principles and actions ▪ using the influence of one’s office constructively and productively in the service of all students and their families ▪ development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: 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

The administrator has knowledge and understanding of:

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

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

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