

Illinois State University
Educational Administration and Foundations

PART I
GUIDE FOR STUDENTS

Professional Practice
EAF 498
EAF 598

Information, Requirements and Policies

Professional practice in the Illinois State University Department of Educational Administration and Foundations is offered to its students to provide opportunities to work with and learn from administrators in public schools, post-secondary institutions, business and industry, social service agencies, and other public and private organizations. During professional practice, the student is guided through experiences designed to provide opportunities to use previously acquired academic and professional knowledge. The overall departmental intent of professional practice is to provide a catalyst for professional growth and development based on standards and tailored to the needs of each student.

An acceptable professional practice must provide structured, sustained, standards-based experiences in authentic multiple settings in at least two different semesters.

The primary objectives of professional practice are:

To experience the realities of educational administration by applying previous classroom knowledge to actual administrative situations.

To gain practical experience in applying administrative skill, techniques, and theory through working with a professional administrator.

To gain problem-based teaming experiences in strategic leadership, instructional leadership, organizational leadership, and political and community leadership.

To provide a laboratory to practice problem-based learning in an authentic supervised environment.

Professional practice is designed to address NCATE/ELCC standards regarding Internship. The standard in effect through the Spring of 2012 reads:

“The internship provides significant opportunities for candidates to synthesize and apply knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit”

In addition, the professional practice experience ties into the College’s Framework, “Realizing the Democratic Ideal.” Realizing the Democratic Ideal, based on the core values that drive Educating Illinois, is the conceptual framework for all teacher education programs at Illinois State University. Through the emphasis on intellectual and moral commitments, candidates at Illinois State University are prepared to take leadership roles as educators in our democratic society.”

The moral commitments are as follows:

- sensitivity toward the varieties of individual and cultural diversity;
- disposition and ability to collaborate ethically and effectively with others;
- reverence for learning and a seriousness of personal, professional, and public purpose; and
- respect for learners of all ages and a special regard for children and adolescents.

The intellectual commitments are as follows:

- wide general knowledge and a deep knowledge of the content to be taught;
- knowledge and appreciation of the diversity among learners;
- understanding of what affects learning and appropriate teaching strategies;
- interest in and an ability to seek out informational, technological, and collegial resources; and
- contagious intellectual enthusiasm and courage enough to be creative.

In addition to having content knowledge and professional skills related to administration, candidates are expected to possess these moral and intellectual commitments.

Selecting Professional Practice

In collaboration with their advisors, students must select a series of experiences in professional practice (EAF 498 and EAF 598) as part of their preparation for State Certification in administration. Students may choose to deepen their professional practice by working at the level of their administrative aspirations (elementary school, middle school, high school, the district office, and higher education) and must choose to experience their internships at two or more levels and/or sites to broaden their internship experiences.

Number of Clinical Hours

Students will take 6 hours of EAF 498 or EAF 598 professional practice, depending upon their program and certification goals. These hours should represent distinct clinical experiences with a beginning and an end, planned activities, and prescribed products for each experience. As a part of this program, each student will be required to attend a one day session on campus at Illinois State University during the semester. All students will normally be expected to complete their 6 hours of professional practice in two semesters, with 3 credit hours per semester (498, fall and spring; 598, fall, spring, summer).

When to Participate in Professional Practice

Students may be considered for enrollment in professional practice (EAF 498 or EAF 598) after the first 15 hours of coursework in their program. The second experience should be near the end of the program. EAF 498 students need to enroll in 498 while classes and students are present. This means that most 498 students can only register during the **fall and spring** semester. Exceptions to this are permitted as long as one works in a school with a **significant** summer school or year-round school schedule. EAF 598 students can register for any of the three semesters (fall, spring, summer).

Students should seek “natural” opportunities that present themselves at their school or district, or at other schools or districts. “Natural” opportunities refer to becoming involved in experiences (such as student scheduling, opening of school planning, staff evaluations, budget preparation, strategic planning) at times they would “naturally” occur during the year. Students in EAF 498 and EAF 598 who seek endorsement may not enroll in their final professional practice class until they have either signed up to take or have passed their Illinois Certification Test in their field of study.

Where to Participate in Professional Practice

Students enrolled in EAF 498 may arrange up to 3 hours of professional practice in their own building provided the experiences are different from their regular duties and add to their administrative knowledge and skills. Three or more hours must be experienced in buildings and levels other than the student’s own. It is recommended that students work with at least

three mentors during their six semester hours of professional practice. These experiences may take place in a different district, other buildings in a large district, in a district office, social service/community organization, a regional office, college/university, or other appropriate educational enterprises as agreed upon by the student and professional practice supervisor. In some cases, students may be required to gain experience at the district office level.

Students enrolled in EAF 598 would normally be engaged in district level experiences in their own district, other districts, a regional office or other appropriate educational enterprises as agreed upon by the student and professional practice supervisor.

Diversity Experience

All professional practice students must have some experience at a site with a student population that is diverse (based on race, SES, and language). If one's building does not meet Illinois State University's definition of a "diverse site," the student **MUST** spend the equivalent of one school day at a site and work with or shadow a school administrator there. If students do not have contacts with administrators at such a site, the EAF professional practice instructor will help place you. In addition to working at a school setting with diversity, students will document the experience in their logs and reflections. See the current definition of a school or district that qualifies as a "diverse field site" on the EAF Department Current Student website.

The Professional Practice Plan

The student, ISU professional practice supervisor, and administrative mentor should agree upon each of the professional practice experiences. A written plan must be developed for each professional practice experience. The plan must name the administrative mentor, list overall goals and detail steps for implementation of the goals.

Required Activities

Although each student's activities will differ based on their prior experiences and their written professional practice plan, the following activities must be a part of one's experiences at some time during one of the two semesters of professional practice.

EAF 498

Required experiences in at least one of the Professional Practice Classes:

- Work with School Improvement Team on instructional issues, articulation, strategic planning and/or visioning.
- Activities involving administration, preparation and scheduling of testing.
- Analysis of test data and sub-groups to address instruction.
- Projects involving the use and understanding of RtI.
- Work on development of building budget; understand purchase order process, activity funds.
- Engage in student/staff scheduling process.
- Engage in various activities involving the opening of the new school year such as registration, staff/student orientation and facility readiness.
- Assist in leading professional development activities.
- Work on attendance, truancy, discipline matters; understand suspension requirements, bullying programs, PBIS type programs.
- Discuss with principal the responsibilities of a building administrator in special education.
- Discuss with principal the role of administering teacher contract.
- Each semester experience at least eight clock hours of activities in schools that meet at least two of the following three criteria: 10% ELL, 20% minority or 20% low-income students.
- Attend at least one district Board meeting.
- Discuss with administrator how he/she is evaluated.

- Assist administration in activities involving the closing of the school year such as graduation, end of year reports, summer projects.

*An incomplete may be required to complete opening/closing school activities requirements.

Encouraged Experiences but not required in at least one of the EAF 498 Professional Practice Classes:

- Participate in supervising and working with support staff activities; secretarial, custodial, food service and transportation.
- Supervise and schedule athletic events and other student events.
- Participate in interviewing and hiring procedures.
- Work in leadership role with parent groups, booster clubs, advisory groups, PTO.
- Work in leadership role in revising handbooks, crisis plans, emergency drills, developing newsletters.
- Serve as chair of committees; conduct staff meetings.
- Work in activities involving the use of technology to promote more effective instructional practices.
- Work with grants; NCLB Consolidated Grant, Title I, ISBE IWAS site.
- Serve as acting administrator if permitted.

NOTE: Other possible experiences are listed under each standard in brochure.

EAF 598

Required experiences in at least one of the Professional Practice Classes:

- Discuss and/or participate with superintendent the process employed in strategic planning and school improvement efforts.
- Analyzing, discussing, and/or participating with superintendent how he/she communicates with Board members; Board president.
- Assisting and discussing with superintendent the preparation for Board meetings; packets, agenda, back-up material.
- Observing and discussing with superintendent the process in working with and directing cabinet.
- Observing and participating in superintendent's role in working with staff and Board on policy-making.
- Experiences in facilitating professional development to promote instruction.
- Work with superintendent or business manager on budget development, monitoring, understanding budget cycle.
- Work with superintendent and/or business manager on calculations for operating tax limit (tax cap), rate establishment for tax levies and development of tax levy, calculation of general state aid, transportation reimbursement.
- Review with superintendent and/or business manager their role in monitoring facilities, food service, transportation, such as life safety, purchasing, warehousing, state/federal requirements, bus routing and scheduling.
- Discuss with superintendent and/or H.R. director issues involving employment and dismissal of personnel; cause and RIF.
- Discuss with superintendent and/or H.R. director preparations for bargaining, matters of collective bargaining, use of scattergram, analysis of contract.
- Discuss with superintendent process in evaluating administrative staff.
- Discuss with superintendent process for evaluating progress of district and superintendent evaluation.
- Each semester experience at least eight clock hours of activities in a district that meets two of the following three criteria; at least 10% ELL students, 20% minority students or 20% low-income students.

- Attend at least one in-district Board meeting during each professional practice course and at least one outside district Board meeting during each professional practice course.
- Discuss with superintendent process for conducting referendums; working with citizen advisory groups.

Encouraged experiences but not required in at least one of the EAF 598 Professional Practice Classes:

- Observe and participate in construction-related activities.
- Examine district audit report; AFR.
- Review W. C., P. & C., unemployment, liability, health insurance programs.
- Review procedures with payroll officer, accounts receivable and accounts payable staff.
- Examine reimbursements, grants and payment disbursements on IWAS and FRIS – ISBE site.
- Discuss with superintendent strategies in major budget reductions.
- Discuss with superintendent use of school attorneys.
- Work in areas in the use of technology to promote the delivering of instruction.
- Review bidding requirement and procedures.

NOTE: Other possible experiences are listed under each standard in brochure.

How to Select Professional Practice

Step 1:

Students should begin the selection of professional practice by studying the “**Standards for Leadership Experience**”. The experiences listed include the areas required by NCATE/ELCC, which in turn support ISLLC and the current requirements for certification in the State of Illinois. Students should then contact their advisor or professional practice supervisor to discuss the types of experiences they need to make their preparation for administration more complete.

Step 2:

The second step to selecting professional practice is for students to speak with practicing school administrators about the opportunities related to the experiences they identified under Step 1. Administrators may have ideas regarding experiences in other buildings, districts, central office, and colleges that may be of value for students. They may also suggest experiences in areas the students did not consider.

Step 3:

The third step is for students to meet with the professional practice supervisor in the Department of Educational Administration and Foundations at Illinois State University. At this time, the student and ISU supervisor will begin narrowing the types of experiences appropriate for each student and set a meeting for the student, professional practice supervisor, and one or more administrators who will serve as administrative mentors on site. A course override will be issued at this time to allow the student to register for university credit.

How to Get Started

Students should discuss their professional development as graduate students and as educators with their professional practice supervisor at ISU. Students must provide their ISU professional practice supervisor with:

- A. A summary of professional/educational experiences/career goals**
- B. Completed, notarized and signed university release form**
- C. Health insurance certification and copy of insurance card**
- D. The professional practice worksheet**
- E. A copy of the Graduate Plan of Study**
- F. A list of potential administrative mentors**

Liability in Professional Practice

Illinois State University assumes no special or expanded legal liability for injuries sustained or accidents incurred by students involved in off-campus clinical or applied study programs. While en route to an off-campus site, students are exposed to the same risks as if they were en route to a class on campus. In such cases, students assume the risk of any accident or injury.

Student Responsibilities

Submit all required forms promptly, including goals, steps for implementation of these goals and tentative timetables for the experience to the professional practice supervisor, as approved by the administrative mentor, the student, and the supervisor.

Engage in a program of professional reading. These readings will ordinarily be determined in cooperation with the administrative mentor and relate directly to the experience.

Prepare a log of professional practice activities that contains a by-date listing of experiences, details the time spent, explains the activity, and provides a reflective perspective on the relevance of the activity in extending the student's understanding of the duties of an administrator. Copies of the log are to be provided to the professional practice supervisor on a regular basis as determined by the professional practice supervisor. Logs may be e-mailed, including the student's name in the subject heading of the file name (e.g., Sue Smith Log 1). Students must complete 45 clock hours of internship experiences for each semester hour of credit.

Submit required discussion papers to the professional practice supervisor.

Each student will be required to submit a discussion paper that reflects and integrates the student's previous course work, their internship experiences, and their professional readings related to their internship experience. The paper should focus on practical applications of their professional practice experience that ties together what the student has learned in university classes, their observations and experiences while involved in their internship and the professional literature related to the subject(s). The student should be able to relate how all of the above will enhance the student's probability of success as an administrator. The paper should cite references to published journals and books and include a bibliography of this literature in APA style. The length of the paper will be five to six pages for three semester hours of professional practice credit.

Prepare a notebook that will be divided into six sections for each standard. During each of the two semesters of professional practice, students will submit an artifact for at least three of the standards and provide a 2-3 page reflective statement for each of the artifacts. All six standards will include at least one artifact with reflections following the second semester of professional practice. Students will designate the NCATE/ELCC standard, element, and component(s) of the artifact(s) submitted. These artifacts and reflections will be submitted to Blackboard.

Schedule a conference with the professional practice supervisor prior to the experience to discuss the logs, papers and notebook. The student should also arrange a meeting with the student's administrative mentor and professional practice supervisor. In addition, the student should contact the professional practice supervisor at any time special circumstances or concerns arise which may prevent professional practice from being the best possible learning experience for the student.

Professional Practice Supervisor Responsibilities

Meet jointly with the student and administrative mentor at the beginning of the experience to facilitate shared understanding of the goals, desired outcomes, and timetables for the experience. Maintain contact with the student to ensure that the student's experiences are meaningful and directed toward the established goals, provide feedback, and ensure that authentic work products are being included in the student notebook.

Contact the administrative mentor to answer questions that arise and ensure that professional practice is a positive experience for the administrative mentors as well as the student.

Maintain appropriate documentation of the experience in the student's file (completed forms, goals, log, and papers).

Assign a grade for the professional practice experience, considering the administrative mentor's evaluation and the appropriateness and quality of the performance and various documentation provided by the student.

Administrative Mentor Responsibilities

Provide the student with quality and authentic administrative experiences directed toward previously determined goals. The student should have hands-on experiences that assist the student in understanding administrative responsibilities.

Assume the role of teacher with respect to the student. This will include meeting regularly to discuss problems, activities, and experiences, and serving as a professional role model for the student.

Consciously include the student in activities that provide an inside perspective of the duties and responsibilities of an administrator.

Meet with the professional practice supervisor and student to discuss the professional practice experience.

Contact the professional practice supervisor at any time special circumstances or concerns arise that may prevent professional practice from being the best possible learning experience for the student. Provide input into the evaluation of the quality of the student's participation in the professional practice.

Note: See "Part II – Guide for Professional Practice Mentors" for more specific directions for administrative mentors.

Student Evaluation

A combination of the student's logs, student's papers and other products, professional practice supervisor's observations, and the administrative mentor's written evaluation will be used to assess learning. If a student is unable to complete his/her work during the semester, the professional practice supervisor must be notified no less than two weeks prior to the end of the semester. At that time, an incomplete form will be processed requiring the signature of the student, professional practice supervisor, and the EAF department chairperson.

STANDARDS FOR LEADERSHIP EXPERIENCE

The content of the professional practice experience for EAF 498 and EAF 598 must include the 7 standards of leadership supported by NCATE (program accreditation requirements for certification students). Listed are the standards for experience required for students who wish to participate in professional practice EAF 498 and EAF 598. Within each of the standards listed are areas that should guide the experiences and activities designed for each professional practice student intern. The intern experience must include experiences from each of the following standards:

Standard 1: Candidates who complete the program are educational leaders who promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
1.1 Develop a Vision	<p>Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.</p> <p>Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.</p> <p>Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.</p> <p>Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.</p>	<p>Candidates use knowledge and data-based research strategies to develop a vision of learning for a school that promotes the success of all students.</p> <p>Candidates base the development of the school's vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and their needs, schools as interactive social and cultural systems, and social and organizational change as it relates to the creation of a shared vision of learning</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
1.2 Articulate a Vision	<p>Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.</p> <p>Candidates explain how data-based research strategies and strategic planning processes that focus on student learning help a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p>Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p>	<p>Candidates can articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</p> <p>Candidates can explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of the school's vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p>Candidates can articulate the important role effective communication skills play in building a shared commitment to high standards of learning and achievement for all students.</p>
1.3 Implement a Vision	<p>Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.</p> <p>Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.</p>	<p>Candidates formulate initiatives necessary to motivate staff, students, and families to achieve the school's vision.</p> <p>Candidates develop plans and processes for implementing the school's vision {e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources}.</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
1.4 Steward a Vision	<p>Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</p> <p>Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information , including student performance data, required to assess progress toward a district's vision, mission, and goals.</p>	<p>Candidates use data-based research strategies to regularly monitor, evaluate, and revise implementation plans for the school's vision .</p> <p>Candidates develop strategies for assuming the stewardship of the school's vision through various methods.</p>
1.5 Promote Community Involvement in the Vision	<p>Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</p>	<p>Candidates demonstrate the ability to involve school and community members in the realization of the school's vision and in related school improvement efforts.</p> <p>Candidates demonstrate the ability to communicate effectively the school's vision to staff, parents, students, and community members and can model it through the use of symbols, ceremonies, stories, and other activities.</p>

Standard 2: Candidates who complete the program are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
2.1 Promote Positive School Culture	<p>Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</p>	<p>Candidates use multiple methods to assess and develop context appropriate strategies for creating a positive school culture for learning that capitalizes on the diversity (e.g. population, language, disability, gender, race, socio-economic) of the school community to improve school programs, and meet the learning needs of all students.</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
2.2 Provide Effective Instructional Program	<p>Candidates can demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</p> <p>Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p> <p>Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.</p> <p>Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</p>	<p>Candidates engage in activities that apply principles of effective instruction based on sound research, best practice, data-based decision making and other resources to improve instructional practices and curricular materials.</p> <p>Candidates make recommendations regarding the design, implementation, and evaluation of curriculum by developing a school profile that fully accommodates the diverse needs of individual learners.</p> <p>Candidates promote and use technology and information systems to enrich curriculum and instruction.</p> <p>Candidates monitor instructional practices and provide school personnel guidance for improvement.</p>
2.3 Apply Best Practice to Student Learning	<p>Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.</p> <p>Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</p> <p>Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</p> <p>Candidates understand how to use appropriate research strategies to profile student performance in a district and</p>	<p>Candidates assist school personnel in understanding and applying best practices for student learning.</p> <p>Candidates apply human development theories, proven learning and motivational theories, and concern for diversity to the learning process.</p> <p>Candidates use appropriate research to profile student performance in the school, analyzing possible differences among subgroups of students along possible differences among subgroups of students (along relevant characteristics such as race, socioeconomic status, and gender), and develop strategies for improved student achievement and heighten professional competence of school</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
	analyze differences among subgroups.	personnel.
2.4 Design Comprehensive Professional Growth Plans	<p>Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.</p> <p>Candidates demonstrate the ability to use observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.</p> <p>Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.</p>	<p>Candidates apply knowledge of adult learning strategies, technology, and research to design comprehensive professional growth plans with teachers and other school personnel that focuses on authentic problems and tasks and uses observations, collaborative reflection, mentoring, coaching, conferencing, and other techniques.</p> <p>Candidates implement well-planned context-appropriate professional development programs based on reflective practice and research that focuses on student learning consistent with the school's vision and goals.</p> <p>Candidates develop and implement personal professional growth plans that reflect commitment to life-long learning and best practices.</p>

Standard 3: Candidates who complete the program are educational leaders who promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
3.1 Manage the Organization	<p>Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.</p> <p>Candidates focus on effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.</p> <p>Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.</p> <p>Candidates demonstrate the ability to organize a district</p>	<p>Candidates optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data-based decision making that focuses on indicators of equity, effectiveness, and efficiency.</p> <p>Candidates demonstrate an understanding that curriculum and instruction are central to organizational management.</p> <p>Candidates demonstrate an ability to organize and manage, effectively, fiscal, human, and material resources, giving priority to student learning and safety.</p> <p>Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
	<p>based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.</p> <p>Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.</p>	<p>that ensure students learning and growth.</p>
3.2 Manage Operations	<p>Candidates create a plan for involving stakeholders in aligning resources and priorities to maximize ownership and accountability.</p> <p>Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.</p> <p>Candidates develop an effective and interactive staff communication plan for integrating district's schools and divisions.</p> <p>Candidates develop a plan to promote and support community collaboration among district personnel.</p>	<p>Candidates create a plan for involving staff in conducting operations and setting priorities.</p> <p>Candidates use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts to align resources with the school's vision and to increase student learning.</p> <p>Candidates develop an effective and interactive school communication plan that includes opportunities for school personnel to develop their family and community collaboration skills.</p> <p>Candidates are able to model community collaboration for school personnel.</p> <p>Candidates demonstrate an understanding of how to apply legal principles to promote educational equity.</p> <p>Candidates develop plans for providing safe, effective, and efficient use of facilities.</p>
3.3 Manage Resources	<p>Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.</p>	<p>Candidates use problem solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) to develop effective and equitable methods for aligning and allocating fiscal, human, and material resources.</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
	Candidates creatively seek new resources to facilitate learning.	Candidates demonstrate the ability to focus on teaching and learning when allocating resources.
	Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.	Candidates creatively seek new resources to facilitate learning.
	Candidates apply and assess current technologies for management, business procedures, and scheduling.	Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4. Candidates who complete the program are educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
4.1 Collaboration	<p>Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.</p> <p>Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.</p> <p>Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.</p> <p>Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.</p> <p>Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.</p> <p>Candidates develop a plan to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family</p>	<p>Candidates use public information and research-based knowledge of issues and trends to collaborate with families and community members.</p> <p>Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.</p> <p>Candidates develop strategies for involving families in the education of their children based on the belief that families have the best interests of their children in mind.</p> <p>Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships.</p> <p>Candidates develop and implement various methods of outreach aimed at business, religious, political and service organizations.</p> <p>Candidates involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.</p> <p>Candidates are able to address student and family conditions affecting learning by collaborating</p>

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
	<p>conditions that affect learning.</p> <p>Candidates develop a plan for community relations that reflect knowledge of effective media relations and that models effective media relations practices.</p> <p>Candidates develop a plan that supports the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of the children in mind.</p>	<p>with community agencies to integrate health, social, and other services.</p> <p>Candidates develop a comprehensive program of community relations program that reflects knowledge of effective media relations.</p> <p>Candidates develop strategies for proactive and effective relationships with the media.</p>
4.2 Respond to Community Interests and Needs	<p>Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.</p> <p>Candidates develop a plan to promote maximum involvement with, and visibility within the community.</p> <p>Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.</p> <p>Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.</p> <p>Candidates develop a plan to advocate for students with special and exceptional needs.</p>	<p>Candidates develop strategies for maintaining high visibility and active involvement within the community.</p> <p>Candidates are able to interact effectively with individuals and groups that reflect conflicting perspectives.</p> <p>Candidates use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</p> <p>Candidates provide leadership to programs serving students with special and exceptional needs.</p> <p>Candidates are able to capitalize on the diversity of the school community to improve school programs and meet the diverse needs of all students.</p>
4.3 Mobilize Community Resources	<p>Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.</p> <p>Candidates develop a plan to offer district resources to the community to solve issues of joint concern.</p> <p>Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p>	<p>Candidates develop strategies to use public funds and apply community resources, including youth services, to support student achievement, solve school problems, and accomplish school goals.</p> <p>Candidates actively seek opportunities to use school resources and social service agencies to serve the community.</p> <p>Candidates develop ways to encourage communities to provide new resources to address emerging student problems.</p>

Standard 5: Candidates who complete the program are educational leaders who promote the success of all students by acting with integrity, fairness, and in an ethical manner.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
5.1 Acts Fairly	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	<p>Candidates demonstrate the ability to combine impartiality, sensitivity to diversity of student needs and circumstances, and ethical considerations in their interactions with others.</p> <p>Candidates demonstrate the ability to interact with others in a fair and equitable manner, showing others dignity and respect.</p>
5.2 Acts with Integrity	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Candidates demonstrate a respect for confidentiality, for the rights of others, and for honest interactions.
5.3 Acts Ethically	Candidates make and explain decisions based upon ethical and legal principles.	Candidates make and explain decisions based upon ethical and legal principles.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
6.1 Understand the Larger Context	<p>Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</p> <p>Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.</p> <p>Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.</p> <p>Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district.</p> <p>Candidates can explain their familiarity with political leaders at the local, state, and national level.</p> <p>Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents.</p> <p>Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.</p>	<p>Candidates act as informed consumers of educational theory and concepts appropriate to their school context and can apply appropriate research methods to a school context.</p> <p>Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.</p> <p>Candidates can explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.</p> <p>Candidates can apply an understanding of how the policies, laws, and regulations enacted by local, state, and federal authorities affect schools, and can explain how proposed policies and laws might improve educational and social opportunities.</p> <p>Candidates can describe the economic factors shaping a local community and the effects economic factors have on local schools.</p> <p>Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.</p> <p>Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.</p> <p>Candidates can explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p>
6.2 Respond to the Larger Context	Candidates develop a plan to engage students, parents, members of the school board, and other community members	Candidates develop a plan for communicating with members of a school community concerning trends, issues, and potential

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
	<p>in advocating for adoption of improved policies and laws.</p> <p>Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.</p> <p>Candidates develop a plan to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.</p>	<p>changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p> <p>Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p>
6.3 Influence the Larger Context	<p>Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.</p> <p>Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>Candidates develop a plan to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</p> <p>Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p>

Standard 7: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
7.1 Substantial	Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.	Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
7.2 Sustained	Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.	Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.
7.3 Standards-based	Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.
7.4 Real Settings	Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.	Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

Elements	Meets Standard for District Leadership	Meets Standards for School Building Leadership
7.5 Planned and Guided Cooperatively	<p>Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.</p> <p>Mentors are provided training to guide the candidate during the intern experience.</p>	<p>Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.</p> <p>Mentors are provided training to guide the candidate during the intern experience.</p>
7.6 Credit	Candidates can earn graduate credit for their intern experience.	Candidates earn graduate credit for their intern experience.

PART II

GUIDE FOR PROFESSIONAL PRACTICE MENTORS

PURPOSE

This guide was prepared for the many educational leaders who provide opportunities for the students of educational administration at Illinois State University to receive practical real-life experiences in administration that when coupled with the university class work will enable the student to be an effective educational administrator.

THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS OF ILLINOIS STATE UNIVERSITY APPRECIATES THE SIGNIFICANT CONTRIBUTIONS OF ITS ADMINISTRATIVE MENTORS IN THE PROFESSIONAL PRACTICE PROGRAM.

Primary Objectives of Professional Practice

To experience the realities of educational administration by applying previous classroom knowledge to actual classroom situations.

To gain practical experience in applying administrative skills, techniques, and theories through working with a professional administrator.

To gain problem based teaming experiences in strategic leadership, instructional leadership, organizational leadership, political and community leadership.

To provide a laboratory to practice problem-based learning in an authentic supervised environment.

Responsibilities of the Administrative Mentor

The student intern will initially meet with the administrative mentor to request permission to work with the administrator, discuss the professional practice program and consider possible internship experiences for the student. The student will then arrange a meeting to be held at the office of the administrative mentor involving the intern, the university supervisor and the administrative mentor. At this meeting, specific goals and activities will be agreed upon by the three parties that address the NCATE standards (for those seeking certification).

During the course of the semester, the student will provide copies of logs to both the university supervisor and the administrative mentor that describe the experiences of the intern. In the final few weeks of the semester, the university supervisor will contact the administrative mentor to discuss the student's progress during the semester. The administrative mentor will be asked to complete an evaluation form provided by the university of the Student's experiences as they relate to the previously agreed upon goals and activities.

During the course of the semester, the administrative mentor's responsibilities will include:

1. Providing the student with quality and authentic administrative experiences directed toward previously determined goals. The student should have hands-on experiences that assist the student in understanding administrative responsibilities.
2. Assuming the role of teacher with respect to the student. This will include meeting regularly to discuss problems, activities, and experiences, and serving as a professional role model for the student.
3. Consciously including the student in activities that provide an inside perspective of the duties and responsibilities of an administrator.

4. Contacting the professional practice supervisor whenever special circumstances or concerns arise which may prevent professional practice from being the best possible learning experience for the student.
5. Providing input into the evaluation of the quality of the student's participation in the professional practice.

The Professional Practice Plan

The student, ISU professional practice supervisor, and administrative mentor should agree upon each of the professional practice experiences. A written plan must be developed for each professional practice experience. The plan must name the administrative mentor, list overall goals and detail steps for implementation of the goals.

Required Activities

Although each student's activities will differ based on their prior experiences and their written professional practice plan, the following activities must be a part of one's experiences at some time during one of the two semesters of professional practice.

EAF 498

Required experiences in at least one of the Professional Practice Classes:

- Work with School Improvement Team on instructional issues, articulation, strategic planning and/or visioning.
- Activities involving administration, preparation and scheduling of testing.
- Analysis of test data and sub-groups to address instruction.
- Projects involving the use and understanding of RtI.
- Work on development of building budget; understand purchase order process, activity funds.
- Engage in student/staff scheduling process.
- Engage in various activities involving the opening of the new school year such as registration, staff/student orientation and facility readiness.
- Assist in leading professional development activities.
- Work on attendance, truancy, discipline matters; understand suspension requirements, bullying programs, PBIS type programs.
- Discuss with principal the responsibilities of a building administrator in special education.
- Discuss with principal the role of administering teacher contract.
- Each semester experience at least eight clock hours of activities in schools that meet at least two of the following three criteria: 10% ELL, 20% minority or 20% low-income students.
- Attend at least one district Board meeting.
- Discuss with administrator how he/she is evaluated.
- Assist administration in activities involving the closing of the school year such as graduation, end of year reports, summer projects.

*An incomplete may be required to complete opening/closing school activities requirements.

Encouraged Experiences but not required in at least one of the EAF 498 Professional Practice Classes:

- Participate in supervising and working with support staff activities; secretarial, custodial, food service and transportation.
- Supervise and schedule athletic events and other student events.
- Participate in interviewing and hiring procedures.
- Work in leadership role with parent groups, booster clubs, advisory groups, PTO.
- Work in leadership role in revising handbooks, crisis plans, emergency drills, developing newsletters.
- Serve as chair of committees; conduct staff meetings.

- Work in activities involving the use of technology to promote more effective instructional practices.
- Work with grants; NCLB Consolidated Grant, Title I, ISBE IWAS site.
- Serve as acting administrator if permitted.

NOTE: Other possible experiences are listed under each standard in brochure.

EAF 598

Required experiences in at least one of the Professional Practice Classes:

- Discuss and/or participate with superintendent the process employed in strategic planning and school improvement efforts.
- Analyzing, discussing, and/or participating with superintendent how he/she communicates with Board members; Board president.
- Assisting and discussing with superintendent the preparation for Board meetings; packets, agenda, back-up material.
- Observing and discussing with superintendent the process in working with and directing cabinet.
- Observing and participating in superintendent's role in working with staff and Board on policy-making.
- Experiences in facilitating professional development to promote instruction.
- Work with superintendent or business manager on budget development, monitoring, understand budget cycle.
- Work with superintendent and/or business manager on calculations for operating tax limit (tax cap), rate establishment for tax levies and development of tax levy, calculation of general state aid, transportation reimbursement.
- Review with superintendent and/or business manager their role in monitoring facilities, food service, transportation, such as life safety, purchasing, warehousing, state/federal requirements, bus routing and scheduling.
- Discuss with superintendent and/or H.R. director issues involving employment and dismissal of personnel; cause and RIF.
- Discuss with superintendent and/or H.R. director preparations for bargaining, matters of collective bargaining, use of scattergram, analysis of contract.
- Discuss with superintendent process in evaluating administrative staff.
- Discuss with superintendent process for evaluating progress of district and superintendent evaluation.
- Each semester experience at least eight clock hours of activities in a district that meets two of the following three criteria; at least 10% ELL students, 20% minority students or 20% low-income students.
- Attend at least one in-district Board meeting during each professional practice course and at least one outside district Board meeting during each professional practice course.
- Discuss with superintendent process for conducting referendums; working with citizen advisory groups.

Encouraged experiences but not required in at least one of the EAF 598 Professional Practice Classes:

- Observe and participate in construction-related activities.
- Examine district audit report; AFR.
- Review W. C., P. & C., unemployment, liability, health insurance programs.
- Review procedures with payroll officer, accounts receivable and accounts payable staff.
- Examine reimbursements, grants and payment disbursements on IWAS and FRIS – ISBE site.
- Discuss with superintendent strategies in major budget reductions.
- Discuss with superintendent use of school attorneys.
- Work in areas in the use of technology to promote the delivering of instruction.

- Review bidding requirement and procedures.

NOTE: Other possible experiences are listed under each standard in brochure.

NCATE Standards and Examples of Experiences to Address Each Standard

The Department of Educational Administration and Foundations of Illinois State University requires that students be involved in experiences that address the standards of NCATE. Listed below is each standard and examples of the types of experiences that would address that particular standard. Examples listed either under “School Leadership or “District Leadership” often can be slightly modified and also apply under the opposite category.

STANDARD 1: Candidates who complete the program are educational leaders who promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 1:

School Leadership

1. Participate in the development of a school mission statement, visioning process, strategic planning sessions with staff, students or parents.
2. Analyze test data, demographic data and other needs assessment data in developing a school improvement plan.
3. Participate in communication of the school’s vision to staff, students, parents, and community.

District Leadership

1. Work with the Board of Education and community in developing a district visioning process, strategic planning sessions and district goals.
2. Analyze district issues of diversity, demographics, and research assessment to measure the progress of the district.
3. Develop policies to implement the district vision and goals.

STANDARD 2: Candidates who complete the program are educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 2:

School Leadership

1. Work with the staff and the community to analyze needs and test data to improve the instructional program of the school.
2. Communicate and develop the best instructional practices with the staff.
3. Implement the use of technology to enrich curriculum and promote instruction to students and staff.
4. Work with the staff in the development of professional growth plans that include an understanding of the state teacher evaluation process and requirements.

District Leadership

1. Work on the development of a long-range district improvement plan involving staff, parents, students, the Board of Education, and the community.

2. Facilitate the use of the best instructional practices and sound educational research at a district level with all relevant stakeholders.
3. Work with programs involved in the promotion of technology to enhance instruction.
4. Facilitate district professional growth plans for staff that will include the development of an understanding of the state teacher evaluation requirements.
5. Participate in the process for aligning state learning standards with district curriculum.

STANDARD 3: Candidates who complete the program are educational leaders who promote the success of all students by ensuring management of the organization, operations, and resources for a safe efficient, and effective learning environment.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 3:

School Leadership

1. Engage in and/or become familiar with various aspects of contract administration including grievances, bargaining, and a general understanding of the roles of unions.
2. Work with the various aspects of scheduling students and the role of technology in that process.
3. Engage in building responsibilities dealing with support services, such as custodial/maintenance, food service, and transportation.
4. Participate in activities that involve the management of various building fiscal responsibilities such as activity funds, grants, and the development and administration of a building budget.
5. Engage in the various tasks involved in the opening of a new school year and the closing of the school year.
6. Engage in responsibilities for reporting and monitoring of student attendance and dealing with issues of truancy.
7. Participate in or become familiar with human resource function of interviewing, evaluations, remediation, probation, and dismissals.
8. Engage in various aspects of building safety, including development of crisis management plans.

District Leadership

1. Participate in activities that develop an understanding of district fiscal areas such as tax levies, differences in funds, state aid claim form and formula, transportation claim form, special education funding sources, state and federal grants, audits, and annual financial reports.
2. Participate in activities that promote an understanding of the budget cycle.
3. Engage in activities that promote an understanding of the various insurance programs including their function and source of funding: tort liability, property, worker compensation, unemployment, and health.
4. Engage in activities to understand procedures and requirements for developing, soliciting, and assimilating employment applications, interviewing procedures, and all other pre-employment requirements and pre-service practices.
5. Engage in activities that promote an understanding of the retention and dismissal of employee procedures and requirements.
6. Engage in activities to understand the process for purchasing, bid specifications and bid letting.
7. Participate in activities to learn about transportation operations, laws, and development of bus routes.
8. Engage in activities to learn the requirements of food service including government regulations involving commodities and reimbursements.
9. Examine payroll accounts receivable, accounts payable operations.

10. Engage in building and grounds issues, including life-safety, asbestos, and emergency plans.
11. Work in activities involving district professional development.
12. Engage in textbook adoption process.
13. Engage in alignment of district curriculum with state learning standards.
14. Participate in district responsibilities for suspension and expulsion of students.
15. Work in areas of contract administration such as negotiations and grievances.

STANDARD 4: Candidates who complete the program are educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 4:

School Leadership

1. Engage in activities involving booster clubs, PTO's and parent advisory groups.
2. Participate in public relations activities such as producing school newsletters or brochures promoting the school.
3. Engage in networking with various community and social agencies.

District Leadership

1. Engage in civic activities with community leaders, service clubs, political and religious groups.
2. Engage in leadership activities with health, social, and community agencies.
3. Work with various media, such as radio, television, and newspaper.
4. Develop district brochures and newsletters.

STANDARD 5: Candidates who complete the program are educational leaders who promote the success of all students by acting with integrity, fairness, and in an ethical manner.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 5:

School Leadership

1. Participate in activities that increase understanding of civil rights issues such as race, age, and gender discrimination, ADA matters.
2. Participate in activities related to 504 plans, RtI, special education.
3. Revise and/or develop student handbooks.

District Leadership

1. Participate in activities that increase understanding of civil rights issues such as race, age, and gender discrimination, ADA matters, 504 plans, and special education laws.
2. Participate in development of Board policies promoting this standard.

STANDARD 6: Candidates who complete the program are educational leaders who have the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Although this list is not intended to be all inclusive, students may engage in tasks related to the following areas to address Standard 6:

School Leadership

1. Engage in activities to understand the demographics of the school and how the school should address the diverse needs of all its students.
2. Participate in the development of policies to improve the school.
3. Engage in activities to communicate with and seek the input of the community in an effort to improve the school.

District Leadership

1. Engage in activities that promote an understanding of the local, state, and federal laws and regulations that affect the district.
2. Participate in activities to gain an understanding of the school aid formula.
3. Participate in the development of the Board of Education policies to improve the school district.
4. Engage in activities to communicate with the public to promote and improve the school district.

PART III

Forms

*The following forms are to be completed
by the student prior to commencing
the professional practice
experience*

(EAF 498 and EAF 598)

These forms may be copied

**Illinois State University
Educational Administration and Foundations**

PROFESSIONAL PRACTICE WORKSHEET

EAF 498 and EAF 598

Name of Student _____ UID _____

Current Position _____ Phone (w) _____

Mailing Address _____ Phone (h) _____

_____ Fax _____

E-mail _____

Semester _____

Number of University Credit hours for this semester _____

Name of administrative mentor (s) _____

Position(s) _____ Address _____

Phone (s) _____

Fax #(s) _____ E-mail (s) _____

The professional practice experience at this site will be from _____ to _____.

The Planned experiences, as outlined on the attached page, have been agreed to by the student, administrative mentor, and EAF professional practice supervisor. The student understands he/she is responsible for completing this form, the attached **Planned Experience** form, and obtaining the signature of the administrative mentor and then returning them to the EAF professional practice supervisor before the professional practice may begin.

Signatures:

Student _____ Date _____

Administrative Mentor _____ Date _____

Administrative Mentor _____ Date _____

Professional Practice Supervisor _____ Date _____

**Illinois State University
Educational Administration and Foundations**

PROFESSIONAL PRACTICE PLANNED EXPERIENCES

EAF 498 and EAF 598

Name of Student _____ UID _____

Administrative Mentor _____ Semester _____

Number of university credit hours for this course _____

List goals and outline steps toward the implementation of the goals listed and agreed upon by the student, administrative mentor and professional practice supervisor.

I. GOAL

I (a) Steps toward implementation

II. GOAL

II (a) Steps toward Implementation

III. GOAL

III (a) Steps toward Implementation

**Illinois State University
Educational Administration and Foundations**

**PROFESSIONAL PRACTICE
Information sheet and Checklist**

EAF 498 and EAF 598

(Must be completed prior to commencing work for professional practice)

Student Name _____	ULID # _____
Position _____	# of university credit hours _____
Work Address _____	Home Address _____
_____	_____
_____	_____
Phone _____	Phone _____
Fax _____	E-Mail _____
E-Mail _____	

Receive mail at: HOME [] WORK []

Administrative Mentor Name _____

Position _____	Employer _____
Work Address _____	Phone _____
_____	Fax _____
_____	E-Mail _____

- Documentation required prior to beginning professional practice:**
- _____ Summary of professional/educational experiences to date, career goals
 - _____ University release form: completed, signed and notarized
 - _____ Health Insurance Certification form
 - _____ Copy of Insurance card
 - _____ Professional practice worksheet with goals and steps for implementation
 - _____ Copy of Graduate Plan of Study (completed in consultation with your advisor)

This section to be completed by professional practice supervisor

JOINT MEETINGS WITH MENTOR AND SUPERVISOR

Date _____	Time _____	Location _____
Date _____	Time _____	Location _____

Dates Student Work is Due

Logs are due on the following dates _____

Paper(s) are due on the following dates _____

Portfolio is due on _____

IMPORTANT NOTE: You are required to attend a Saturday Seminar from 9:00 a.m. to 12:00 noon at Illinois State University. Notification of the date will occur following your request for an override to register for EAF 498 or EAF 598

EAF 498/598
Professional Practice Release and Waiver

In consideration of being permitted to participate in EAF 498/598 (Professional Practice) I, for myself, my heirs, personal representatives or assigns, do hereby release, waive, discharge, and covenant not to sue The Board of Trustees of Illinois State University, its officers, employees, agents and assigns, ("University") from liability from any and all claims, including those which result in personal injury, accidents or illnesses (including death), and property loss arising from, but not limited to, my attendance at and participation in my professional practice.

I also agree to indemnify and hold harmless the Board of Trustees of Illinois State University from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees, brought as a result of my involvement in my professional practice.

I understand that if I am driving my own vehicle to my practice site, I am doing so at my own risk. It is my responsibility to obtain proper insurance or pay all charges associated with any injury or accident.

Furthermore, I understand that some risk of bodily injury, property damage, and other dangers may exist as a result of my participation in the clinical portion of EAF 498/598 including, but not limited to, accidents associated with travel. It is expressly understood by me that I am solely responsible for any costs arising out of any bodily injury or property damage sustained through attendance at and travel to the professional practice site.

I have carefully read the previous paragraphs and I know, understand, and appreciate these and other risks that are inherent in my attendance at and participation in my professional practice in EAF 498/598, and I understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing this agreement freely and voluntarily, and intend by my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

Printed Name: _____

Signature: _____ Date: ____/____/____

NOTE: This form is to be notarized.

PROFESSIONAL PRACTICE
HEALTH INSURANCE CERTIFICATION

One of the requirements for participation in Professional Practice (cooperative Education/Internships) is that each student have adequate health/accident insurance coverage in force during the entire period of participation.* Coverage must be either privately procured or obtained through the University's Group Health Insurance plan. Your signature below attests to your acknowledgement and acceptance of the following statements:

- I understand that any medical or dental expenses incurred while participating in the Professional Practice program are my sole responsibility not that of Illinois State University, the Board of Trustees or their agents or employees. I understand that it is my responsibility to pay any expenses which may not be covered by insurance payments made on my behalf.

- I understand that if I register for nine (9) or more credit hours by the 15th day Fall/Spring I will be automatically assessed for and be included in the student group insurance plan. If I register for six (6) or more hours by the 8th day of summer session, I will automatically be assessed for and be included in the student group insurance plan. If I am registered for fewer hours, I am eligible to purchase student group insurance.

If you will not have ISU's insurance, you should review your other policy's coverage to determine its adequacy. In this case, a copy of an insurance card or other verification of insurance coverage **MUST** be attached to this form. The department will retain the copy or verification along with this form which must be submitted to the department before

If you are assessed an insurance fee and don't want the ISU Policy, you need to complete a request to cancel and submit evidence of other insurance, in room 230 SSB or phone 438-2515 to accomplish this by mail. Cancellation requests must be approved before the 15th calendar day Fall/Spring; 8th day Summer.

CHECK THE ONE OR ONES THAT APPLY:

- I will be covered for the entire period of my participation by ISU student insurance because I have (check one):
- (1) enrolled for sufficient credit hours to be assessed the student health insurance fee, or
 - (2) paid the fee (or will pay the fee) by applying through my i-Campus portal by the 15th calendar day of the start of Fall/Spring (8th day Summer).

 - I am not covered by ISU student insurance and have attached verification of my privately secured policy applicable to my entire period of participation in clinical practice.

 - I have both ISU's student group plan and another policy for maximum protection.

Signature: _____

Date: Print Name: _____

FAILURE TO COMPLETE AND RETURN THIS FORM
WILL PRECLUDE PARTICIPATION IN THE PROFESSIONAL PRACTICE PROGRAM

*Example: Term Coverage Begins Coverage Ends Cost Fall 06 8-14-06 1-15-07 \$158
 Spring 07 1-11-07 5-20-07 \$158 Summer 07 5-21-07 8-19-07 \$114

If your Practice begins before (or lasts beyond) these dates you need coverage for the previous (or following) term.
Note: This signed certification should be retained by the Professional Practice Coordinator for 1 year.
Doc: professional practice Nov 06.

Illinois State University
Educational Administration and Foundations
PROFESSIONAL PRACTICE CHECKLIST
EAF 498 and EAF 598

Name of Intern _____ Name of Mentor _____

Location of Placement _____

Signature of Evaluator _____ Date _____

Listed below are the seven standards and elements for leadership experience that have been developed by the National Council for Accreditation of Teacher Education (NCATE), the professional accrediting organization. These standards correlate with those developed by ISSLC and the State of Illinois. Please rate your professional practice intern according to the behaviors and experiences that you observed.

Standard 1: A candidate who completes the program is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates the ability to work with others to develop and implement a vision that promotes the success of all students.						
Demonstrates the ability to use a variety of strategies to articulate and communicate the vision to various parties.						
Implements and develops plans to achieve a vision.						
Demonstrates the ability to utilize research and analyze data to monitor progress in achieving a vision.						
Demonstrates the ability to promote community involvement in the realization of a vision.						

Please comment concerning experiences in the area of facilitating a vision of learning:

Standard 2: A candidate who completes the program 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.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates a variety of approaches to promote a positive school culture for learning that capitalizes on the multiple aspects of diversity to meet the learning needs of all students.						
Engages in activities that promote principles of effective instruction based on sound research, best practices data-based decision making, and other resources to improve instructional practices.						
Demonstrates ability to facilitate and assist others to apply best practices to promote student learning.						
Demonstrates ability to design comprehensive professional growth plans that focus on school and/or district vision.						

Please comment concerning experiences in the areas of school culture and instructional program:

Standard 3: The candidate who completes the program 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.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates an ability to effectively manage the organization to maintain the focus on student learning.						
Manages operations effectively by involving staff to achieve the school and district vision.						
Manages fiscal, human, technological and material resources effectively.						

Please comment concerning experiences in the area of management:

Standard 4: Candidates who complete the program are educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates ability to collaborate with families and other community members to positively affect student learning.						
Demonstrates ability to respond to community interests and needs by facilitating activities to promote effective feedback and interaction among diverse groups to promote the goals of the school/district.						
Demonstrates ability to mobilize community resources including public funds, youth services, and social service agencies to address school/district goals.						

Please comment concerning experiences in the area of collaboration with families and communities:

Standard 5: Candidates who complete the program are educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Acts with integrity by demonstrating a respect for confidentiality and the rights of others, and the ability to engage in honest interactions.						
Acts fairly by being impartial, sensitive to student diversity, and ethical considerations in their interactions with others.						
Demonstrates ability to make and explain decisions based upon ethical and legal principles.						

Please comment concerning experiences in the area of integrity, fairness and ethics:

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and skills to promote the success of all students by understanding, responding to , and influencing the larger political, social, economic, legal, and cultural context.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates the ability to understand the larger context of a school/district and its political, economic, legal, cultural and social systems.						
Demonstrates the ability to respond to the larger context of a school/district by engaging various stakeholders in activities to promote the goals of the organization by applying their understanding of the larger political, economic, legal, social and cultural systems.						
Demonstrates the ability to influence the larger context of a school/district by developing plans and strategies to influence the policies and laws affecting a school/district.						

Please comment concerning experiences in the area of political, social, economic, legal, and cultural context:

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Indicator	Outstanding	Above Average	Average	Below Average	Seriously Lacking	Not Observed
	1	2	3	4	5	
Demonstrates the ability to assume substantial responsibilities which show the ability to lead, facilitate and make decisions typical of those made by educational leaders.						
Demonstrates, during a sustained period of time, an application of the knowledge and skills expected of an administrator.						
Demonstrates an effective application of the skills and knowledge articulated in the NCATE standards as well as state and local standards for educational leaders.						
Demonstrates experiences in multiple real settings that reflect a wide range of relevant knowledge and skills.						
Demonstrates experiences that reflect planning and cooperative guidance involving the student, mentor, and university supervisor.						
Demonstrates experiences of magnitude and quality to earn graduate credit for their intern experience.						

Please comment concerning experiences in the area of substantial, sustained, standards-based work in real settings:

Thank you for taking the time to carefully assess the skills of your professional practice intern.

Candidates are to submit at least one artifact with reflections for each of the six standards over their two Professional Practice classes. At least three artifacts with reflections (6 items total) must be submitted each semester. Students must identify the Standard, Element, and Component that the artifact addresses when submitting the artifact. Logs will be submitted on a regular basis throughout the semester to verify completion of 135 clock hours of internship experiences in conjunction with independent verification by the onsite mentor. In addition to identifying the MAJOR Standard, element, and component that should be evaluated, please note in your reflection other relevant standards, elements, or components addressed by the artifact as well. Judgment will be based on the MAJOR standard. Items included in the assessment of the first semester should remain with the notebook when you submit the notebook for the second professional practice to assure coverage of all six standards.

NAME _____
 498/598 _____
 Prof. Pract. 1 or 2 _____
 Date _____

Standard	Standard Element	Standard Element Component	ARTIFACT ANALYSIS		REFLECTION ANALYSIS	
			7.1.a & 7.3.a <u>Meets Standards</u>	7.1.a & 7.3.a <u>Does Not Meet Standards</u>	7.1.a & 7.3a <u>Meets standards</u>	7.1.a & 7.3.a <u>Does Not Meet Standards</u>
			The artifacts submitted that address the standard, element, & component that is designated & that demonstrates candidate's ability to understand the meaning of the artifact as it relates to the standards and an ability to perform the skills required of those standards.	Fails to provide artifacts that address the designated standard, element & component & fails to demonstrate candidate's ability to understand or perform the skills of those artifacts representing the standards.	Provides 2-3 page reflection paper for each artifact that demonstrates an understanding of the artifact and a satisfactory theoretical and background knowledge to perform the skills of the standard through written discussion of the internship experience as it rerelates to the standards, prior coursework, and the literature.	2-3 page reflection paper does not satisfactorily provide evidence of candidate's understanding of the artifact as it relates to the standards and fails to provide adequate theoretical and background knowledge to perform the skill in the candidate's written discussion of the internship experience as it relates to the standards, prior coursework, and the literature.
1.0	1.1	a				
1.0	1.1	b				
1.0	1.1	c				
1.0	1.1	d				
1.0	1.2	a				
1.0	1.2	b				
1.0	1.2	c				
1.0	1.3	a				
1.0	1.3	b				
1.0	1.4	a				
1.0	1.4	b				
1.0	1.4	c				
1.0	1.5	a				

1.0	1.5	b				
2.0	2.1	a				
2.0	2.2	a				
2.0	2.2	b				
2.0	2.2	c				
2.0	2.2	d				
2.0	2.3	a				
2.0	2.3	b				
2.0	2.3	c				
2.0	2.3	d				
2.0	2.4	a				
2.0	2.4	b				
2.0	2.4	c				
3.0	3.1	a				
3.0	3.1	b				
3.0	3.1	c				
3.0	3.1	d				
3.0	3.1	e				
3.0	3.2	a				
3.0	3.2	b				
3.0	3.2	c				
3.0	3.2	d				
3.0	3.3	a				
3.0	3.3	b				
3.0	3.3	c				
3.0	3.3	d				
4.0	4.1	a				
4.0	4.1	b				
4.0	4.1	c				
4.0	4.1	d				
4.0	4.1	e				
4.0	4.1	f				

4.0	4.1	g				
4.0	4.1	h				
4.0	4.2	a				
4.0	4.2	b				
4.0	4.2	c				
4.0	4.2	d				
4.0	4.2	e				
4.0	4.3	a				
4.0	4.3	b				
4.0	4.3	c				
5.0	5.1	a				
5.0	5.2	a				
5.0	5.3	a				
6.0	6.1	a				
6.0	6.1	b				
6.0	6.1	c				
6.0	6.1	d				
6.0	6.1	e				
6.0	6.1	f				
6.0	6.1	g				
6.0	6.1	h				
6.0	6.2	a				
6.0	6.2	b				
6.0	6.2	c				
6.0	6.3	a				
6.0	6.3	b				
6.0	6.3	c				

For Notebook to MEET STANDARDS, all 6 items (3 artifacts & 3 reflections) from each internship must MEET STANDARDS AND Hours must >= 135.

Notebooks with fewer than 6 items (3 artifacts & 3 reflections) that MEET STANDARDS OR HOURS < 135, will be judged as DOES NOT MEET STANDARDS

Number of correctly documented hours according to student log : _____

FINAL OVERALL ASSESSMENT a. NOTEBOOK MEETS STANDARDS

OR NOTEBOOK DOES NOT MEET STANDARDS

University Supervisor Signature