Term Information

Effective Term
Spring 2016

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Educational Admin

Fiscal Unit/Academic Org
School/Educ Policy&Leadership - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate

Course Number/Catalog
6189.01

Course Title
Field Experience: PK-6 principal licensure

Transcript Abbreviation
Field Exp: PK-6

Course Description
The planned field experience course is the capstone experience for students in PK-6 principal licensure.

Semester Credit Hours/Units
Variable: Min 0.5 Max 3

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)

Does any section of this course have a distance education component?
Yes

Grading Basis
Satisfactory/Unsatisfactory

Repeatable
Yes

Allow Multiple Enrollments in Term
Yes

Max Credit Hours/Units Allowed
9

Max Completions Allowed
3

Course Components
Field Experience

Grade Roster Component
Field Experience

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
None

Exclusions
None

Cross-Listings

Cross-Listings
None

Subject/CIP Code

Subject/CIP Code
13.0401

Subsidy Level
Doctoral Course

Intended Rank
Masters, Doctoral, Professional
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- The course provides significant opportunities for principal licensure candidates to synthesize and apply the knowledge as well as practice and develop the skills identified in the 2011 ELLC Building Level Standards 1 – 7.

Content Topic List

- Functions of School Supervision
  - Roles, Responsibilities and Relationships
  - Processes and Techniques
  - Supervision in Teacher Education
  - Teacher involvement in Supervision
  - Supervision for Teacher Development Across the Career Span

Attachments

- ESEADMIN 6189.01 Field Exp Syllabus FINAL Year 2015-16.docx
  (Syllabus. Owner: Wheaton,Joe Edward)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tr>
<td>Submitted</td>
<td>Amos,Melissa Christine</td>
<td>06/02/2015 03:54 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>06/03/2015 09:47 AM</td>
<td>Ad-Hoc Approval</td>
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<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>06/29/2015 02:47 PM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>06/29/2015 02:47 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Mission Statement

The mission of the educator preparation program of The Ohio State University is to prepare educators through the generation and use of research, who are highly qualified for and who are passionate about maximizing student learning across all PK-6 grade and demographic groups.

DESCRIPTION/RATIONALE

The planned field experience course is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. It will allow students to document progress; assess needs and plan for a structured, sustained, standards-based experience in an authentic setting.

The course provides significant opportunities for principal licensure candidates to synthesize and apply the knowledge as well as practice and develop the skills identified in the 2011 ELLC Building Level Standards 1 – 7 through substantial, sustained, standards-based work in real settings; planned and guided cooperative by the institution and the school district personnel for graduate credit.

The completion of a standards-based, self-rating instrument allows the student (intern), the university advisor and the site supervisor to individualize the field experience to maximize potential professional growth.

It is essential that the course provide the student intern with genuine responsibility for leading, facilitating and making decisions typical of those of educational leaders. It must 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. The experience must involve a minimum of 6 months, 9 to 12 hours per week, resulting in at least 216 hours of time.
RELATIONSHIP TO OTHER COURSES
This course is offered in conjunction with other courses leading to an Ohio principal license and serves as the culminating, targeted field experience that provides the candidate with an opportunity to synthesize and apply the knowledge and skills developed in the other required licensure courses and address the Educational Leadership Constituent Council (ELLC) 2011 Standards for Building Leaders. All other required courses supplement the overall field experience by integrating guided, field-based, standards-based experiences into the design of the field experience course.

PROGRAM STANDARDS ADDRESSED
Candidates preparing to work in a PK-12 building leadership position need to know and demonstrate the knowledge, skills and dispositions that are described in the 2011 ELCC. In particular, this course will focus on:

ELCC STANDARD 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
   STANDARD ELEMENT 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC STANDARD 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
   STANDARD ELEMENT 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC STANDARD 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
   STANDARD ELEMENT 3.2: Candidates understand and can efficiently use human, fiscal and technological resources to manage school operations.
   STANDARD ELEMENT 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.
   STANDARD ELEMENT 3.5: Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC STANDARD 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice,
transparency, and ethical behavior as related to their roles within the school; safeguarding the values of
democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of
decision making in the school; and promoting social justice within the school to ensure that individual student
needs inform all aspects of schooling.

STANDARD ELEMENT 5.1: Candidates understand and can act with integrity and fairness to ensure a
school system of accountability for every student’s academic and social success.

STANDARD ELEMENT 5.4: Candidates understand and can evaluate the potential moral and legal
consequences of decision making in school.

STANDARD ELEMENT 5.5: Candidates understand and can promote social justice within the school to
ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD 6.0: A building-level education leader applies knowledge that promotes the success of every
student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural
context through advocating for school students, families, and caregivers; acting to influence local, district, state,
and national decisions affecting student learning in a school environment; and anticipating and assessing emerging
trends and initiatives in order to adapt school-based leadership strategies.

STANDARD ELEMENT 6.2: Candidates understand and can act to influence local, district, state, and
national decisions affecting student learning in a school environment.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every
student through a substantial and sustained educational leadership internship experience that has school-based
field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site
mentor.

STANDARD ELEMENT 7.1: Substantial Field and Clinical Internship Experience: The program
provides significant field experiences and clinical internship practice for candidates within a school
environment to synthesize and apply the content knowledge and develop professional skills identified in
the other Educational Leadership Building-Level Program Standards through authentic, school-based
leadership experiences.

STANDARD ELEMENT 7.2: Sustained Internship Experience: Candidates are provided a six-month,
concentrated (9–12 hours per week) internship that includes field experiences within a school-based
environment.

STANDARD ELEMENT 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated
experience as an educational leader within a school and is selected collaboratively by the intern and
program faculty with training by the supervising institution.

STUDENT OUTCOMES
The planned field experience will create educational leaders who have the knowledge and ability to promote
the success of all students by:

- facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared
  and supported by the school community;
- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning
  and staff professional growth;
• ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
• acting with integrity, fairness, and in an ethical manner; and
• Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

OFF CAMPUS FIELD EXPERIENCE
Due to the nature of the course, the majority of the work for this course is off campus. Students will meet on campus at the beginning of the first term for a course orientation. Additional on campus whole class meetings will be scheduled during the field experience as needed. In addition, the student will be assisted by small cohort sessions and/or coached by individual meetings.

DIVERSITY
Since each leadership standard leads with "A school administrator is an educational leader who promotes the success of all students by…..,” meeting the needs of all students is implied in each of the standards. Through courses expectations and activities, candidates will gain the knowledge, skills and dispositions necessary for diversity (language, cultural, racial, economic, and special needs) to create a school environment that promotes the academic and social success of all students.

TECHNOLOGY
Students will be required to use technology as the primary mode of documentation of his/her attainment of course outcomes.

STATEMENT OF STUDENT RIGHTS
Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the term as possible to receive effective and timely accommodations.

COURSE ASSIGNMENTS
1.) Completion of Assessment 4: (A copy is located in the appendix of this document)

Part 1: Intern Self –Evaluation (To Be Completed and uploaded to TK20 no later than the first week after the start of the field experience – Accelerated Licensure: July 30, 2015)
Within the first week after having started the internship experience, the intern completes a self-evaluation by providing reflections and artifacts to support the evaluation, and 2) setting goals for improvement. This self-assessment must be uploaded to TK20.

Part 2: Preparing for the School-based Field Experience Assessment 4
The internship experience must be completed under the site supervision of an appropriately licensed site principal in an elementary school setting. Within the first week of the start of the internship, the ON-SITE PRINCIPAL MENTOR AND UNIVERSITY SUPERVISOR review the intern’s self-evaluation and goals for improvement. The on-site principal mentor and university supervisor meet with the intern to affirm and/or suggest goals for the internship and from that a focus of the field experience specific to the intern.

Part 3: School Based Field Experience Progress (To be completed and uploaded to TK20 by the end of the first term of the field experience – Accelerated Licensure: December 15, 2015)
At the end of the first term of the internship experience, the intern provides the one-site principal mentor and university supervisor a 2 page written report that summarizes progress toward meeting the internship goals.
Part 4: Evaluation of School-based Field Experience (To be completed and uploaded to TK20 two weeks prior to the end of the last term of the internship – Accelerated Licensure: June 30, 2016)

The intern will complete a summative evaluation by providing reflections and artifacts to support the evaluation. Selection of artifacts should demonstrate depth of understanding and application of ELLC standards assessed in this course as well as high degree of insight regarding their interdependence with professional practice. The intern will also provide the principal mentor and university supervisor with a 15 minute presentation that summarizes activities completed and insights learned from the internship experience.

2.) Activity Log and Standards Documentation

The day-to-day activities in the field setting provide the intern with opportunities to learn about administration by being directly involved in administrative tasks and by observing the administrative process. The administrative role includes a broad spectrum of activities, from the mundane to crucially significant decision-making. The intern cannot fully participate in all of these roles and activities, but should be alert to opportunities for participation in as many different administrative activities as feasible. This may necessitate some flexibility in scheduling and in time commitments to the field experience, but the intern would be well-advised to take advantage of opportunities for administrative leadership and involvement whenever possible.

Students will maintain an activity log which will serve to document the field experiences and should work with the site supervisor to identify those activities that will address the breadth of responsibilities of a building leader, particularly in areas in which the student has not had exposure. The activities must be distributed among the six ELCC standards. The log should include the activity, the ELCC standard(s) that are addressed, the time involved and reflection on the experience. Satisfactory completion of the Activity Log will require that the activities are appropriately distributed among the six ELLC Standards and that the reflections demonstrate a depth of comprehension of the ELCC Standards as well as a high degree of insight regarding their interdependence with professional practice. A sample activity log form will be provided.

In addition to the activity log, students must complete a 1-2 page write up that describes their activities and provide accompanying artifacts for each of the specific ELCC standards in Assessment 4. A sample write up will be provided. The documents, along with the activity log are to be uploaded into TK20.

**GRADING SCALE**

| S (Satisfactory) | 1. Complete Assessment Part 1, 2 and 3  
|                 | 2. Satisfactory Documentation of experiences for each standard on Assessment 4  
|                 | 3. Satisfactory Completion of the Activity Log  
|                 | 4. Score of 3 or higher for each standard on Assessment Part 4  

| U (Unsatisfactory) | 1. Incomplete Assessment Part, 1, 2 or 3  
|                   | 2. Incomplete Documentation of experiences for each standard on Assessment 4  
|                   | 3. Incomplete Activity Log  
|                   | 4. Score of 2 or lower on one or more on Assessment Part 4  

Principal Assessment #4: Evaluation of School-based Field Experience-Rubric (6189)

Candidates for the Principal Licensure program are expected to apply knowledge to promote the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences within a school setting that is monitored by a qualified, on-site principal mentor. The internship experience must be six months, 9-12 hours per week. Students must demonstrate skills in each of the specific standard areas listed in Assessment 4 (below) by engaging in activities reflective of these standards. Documentation includes a 1 – 2 page write up of the activities/experiences for each standard and accompanying supportive artifacts.

Intern Self-Evaluation: Assessment 4 – Part 1

At the start of the six-month internship experience, the intern completes a self-evaluation by: 1) providing reflections and artifacts to support the evaluation, and 2) setting goals for improvement.

ELCC 1.2 (S4) During the field experience students must engage in activities that allow them to demonstrate skills in working collaboratively with stakeholders to develop a school improvement plan aligned with the district’s plan.

<table>
<thead>
<tr>
<th>ELCC 1.0 Shared School Vision of Learning</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging or Working Toward Expectations (1 point)</th>
<th>Unsatisfactory or No Experience (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Improvement Planning (ELCC 1.2)</td>
<td>Works collaboratively and engages stakeholders in the process of developing a school improvement plan that aligns with the district improvement plan AND Implements best practices in the planning process and the design of the plan</td>
<td>Works collaboratively and engages stakeholders in the process of developing a school improvement plan that aligns with the district improvement plan</td>
<td>Has had some involvement in the development of a school improvement plan that is aligned with district improvement plans AND/OR Understands the process and the attributes of a school improvement plan that aligns with district improvement plans but has limited experience developing a plan</td>
<td>Limited or no experience developing a school improvement plan in a P12 school setting.</td>
</tr>
</tbody>
</table>

Intern’s reflection AND artifact(s) of evidence for School Improvement Planning. Artifacts may include minutes to meetings, completed collaborative documents, school improvement plan, or other applicable materials.
ELCC 2.3 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in working collaboratively with staff to improve teaching and learning, design the use of differentiated instructional strategies and materials as well as develop professional growth plans.

<table>
<thead>
<tr>
<th>ELCC 2.0 School Culture and Instructional Program</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging or Working Toward Expectations (1 point)</th>
<th>Unsatisfactory or No Experience (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Supervise school staff (ELCC 2.3) S1,2 &amp; 3</td>
<td>Works collaboratively with school staff to improve teaching and learning AND Works collaboratively with school staff to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; AND Works with staff to design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td>
<td>Works collaboratively with school staff to improve teaching and learning AND Designs the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction AND Develops professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td>
<td>Works collaboratively with school staff to improve teaching and learning</td>
<td>Limited or no experience supervising school staff in a P12 school setting.</td>
</tr>
</tbody>
</table>

Intern’s reflection AND artifact(s) of evidence for Supervision of School Staff. Artifacts may include minutes to meetings, completed collaborative documents, handouts, or other applicable materials.
ELCC 3.2 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in developing a multi-year financial plan and budget, evaluating a school’s budget to determine its financial status as well as developing a space utilization plan.

ELCC 3.3 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in creating a comprehensive building safety plan and creating as well as implementing a building discipline plan/policies.

ELCC 3.5 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in critiquing a master schedule to evaluate its ability to allocate teacher instructional/planning time to minimize disruptions for student learning and the process of developing a master schedule.

<table>
<thead>
<tr>
<th>ELCC 3.0 Management of the School Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations (3 points)</td>
</tr>
<tr>
<td>C. Use of Fiscal Resources (ELCC 3.2) S1, 2, &amp; 3</td>
</tr>
<tr>
<td>D. Safety and Welfare (ELCC 3.3) S1, 2 &amp; 3</td>
</tr>
</tbody>
</table>
Can effectively **evaluate** the implementation of a discipline management plan and policies using data and make modifications based on outcomes.

Can **evaluate** the impact of the discipline plan and policies and policies.

**E. Support Instruction and Learning** (ELLC 3.5) S1 & S2

Understand and can **critique a master schedule** to **evaluate** its ability to allocate teacher instructional/planning time to minimize disruptions for student learning.

AND

Summarizes and reflects on the **process of developing a school master schedule**.

Understands and can **critique a master schedule** (and **building policies**) to **evaluate** its ability to allocate teacher instructional/planning time to minimize disruptions for student learning.

AND

Understands and can **critique the process of developing a master schedule**.

Can understand a master schedule and has some awareness of the procedure to develop such a schedule.

Has limited or no understanding of a school master schedule or its planning process.

Intern’s reflection and artifact(s) for **Use of Financial Resources, Safety and Welfare** and **Support of Instruction and Learning**. Artifacts may include minutes to meetings, completed collaborative documents, or other applicable materials.

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**ELCC 5.1 (S1)** During the field experience students must engage in activities that allow them to demonstrate skills in acting with consistency, integrity and fairness in implementing school policies.

**ELCC 5.4 (S2)** During the field experience students must engage in activities that allow them to demonstrate skills in evaluating school policies and practices to prevent legal and moral issues.

**ELCC 5.5 (S2)** During the field experience students must engage in activities that allow them to demonstrate their ability to uphold core values in the face of adversity.

**ELCC 5.0 Integrity and Social Justice**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
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</tr>
</thead>
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<tr>
<td>F. Integrity and Fairness (ELCC 5.1) S1</td>
<td><strong>Is strategic and proactive</strong> in terms of promoting personal and professional <strong>integrity</strong>. Demonstrates highly <strong>ethical</strong> and <strong>equitable interactions with staff</strong> regarding</td>
<td><strong>Acts with consistency, integrity, and fairness</strong> in supporting school policies and staff practices that ensure every student’s academic</td>
<td><strong>Actions may not consistently or lack a sense of integrity.</strong> OR Actions may not consistently or lack</td>
<td><strong>Limited or no experience practicing integrity and fairness as a</strong></td>
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</table>
G. Moral and Legal Decision-Making (ELCC 5.4) S2

| Evaluates school strategies to prevent difficulties related to moral and legal issues | Evaluates school strategies to prevent difficulties related to moral and legal issues | Does not consistently evaluate school strategies to prevent difficulties related to moral and/or legal issues | Limited of no experience evaluating school strategies to prevent difficulties related to moral and legal issues |
| AND | AND | | |
| Considers the consequences of the strategies AND Can create and/or modify existing strategies to prevent moral and/or legal issues | Considers the consequences of school strategies | | |

H. Promote Social Justice (ELCC 5.5) S2

| Demonstrates resiliency to uphold core values and persist in the face of adversity AND Proactively advocates to ensure that all students’ needs inform all aspects of schooling | Demonstrates resiliency to uphold core values and persist in the face of adversity | Does not consistently demonstrate resiliency to uphold core values and persist in the face of adversity | Limited or no experience upholding core values and persist in the face of adversity |

Intern’s reflection AND artifact(s) of evidence for Professional Integrity, Moral and Legal Decision-Making and Resiliency. Artifacts may include minutes to meetings, completed collaborative documents, or other applicable materials.

On-site Principal Mentor Evaluation Comments

University Supervisor Evaluation Comments

ELCC 6.2 (S2) During the field experience students must engage in activities that allow them to demonstrate skills in communicating policies, laws and procedures to school stakeholders.

| ELCC 6.0 Larger School Contexts | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Emerging or Working Toward Expectations (1 point) | Unsatisfactory or No Experience (0 points) |
| I. Spokesperson on behalf of students and families (ELCC 6.2) | Initiates opportunities to effectively communicate policies, laws, regulations and procedures to various school stakeholders including parents, students, staff and to members of the external | Effectively communicates policies, laws and procedures to various school stakeholders such as parents, students, staff and/or members of the external | Is ineffective in communicating policies, laws and procedures to various school stakeholders. | Limited or no experience communicating policies, laws and procedures to |
Intern’s reflection AND artifact(s) of evidence that addresses serving as a **Spokesperson** on behalf of students and families. Artifacts may include minutes to meetings, completed collaborative documents, confirmation of spokesperson activity and other applicable materials.

### Goals for Improvement

The INTERN reflects on Building Leader standards and their self-evaluation (see above) to list three goals for improvement that may be addressed during the internship experience.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details and Explanation</th>
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<tbody>
<tr>
<td>Example: 1. School Improvement Planning</td>
<td>Determine a specific opportunity to lead school improvement activities.</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>

### Preparing for the School-based Field Experience: Assessment 4 – Part 2

Prior to the start of the internship, the ON-SITE PRINCIPAL MENTOR and UNIVERSITY SUPERVISOR review the intern’s self-evaluation and goals for improvement. The site mentor and University supervisor meet with the intern to affirm and/or suggest goals for the internship.

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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
School-based Field Experience Progress: Assessment 4 – Part 3 HAS UPLOADS
At the end of the first term of the internship experience, the intern provides the on-site principal mentor and University supervisor with a 2-page report that summarizes progress toward meeting internship goals.

Evaluation of School-based Field Experience: Assessment 4 – Part 4 HAS UPLOADS
Candidates for the Principal Licensure program are expected to apply knowledge to promote the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting that is monitored by a qualified, on-site principal mentor. The internship experience must be six months, 9-12 hours per week.

This “Evaluation of School-based Field Experience: Assessment 4 – Part 4” is a summative assessment for the principal internship. Evaluators should use parts I, II, and III to gauge growth and development.

1. At the end of the internship experience, the INTERN:
   a. Completes a summative self-evaluation
   b. Provides the on-site principal mentor and University supervisor with a 15-minute presentation that summarizes activities completed and insights learned from the internship experience.

2. After reviewing the intern’s report and presentation, the ON-SITE PRINCIPAL MENTOR and UNIVERSITY SUPERVISOR use
   a. Previous completed form(s),
   b. The intern’s progress report, and
   c. The intern’s final self-evaluation and report to gauge growth and improvement on specified goals.

ELCC 1.2 (S4) During the field experience students must engage in activities that allow them to demonstrate skills in working collaboratively with stakeholders to develop a school improvement plan aligned with the district’s plan.

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<th>ELCC 1.0 Shared School Vision of Learning</th>
<th>Exceeds Expectations (3 points)</th>
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<tr>
<td>A. School Improvement Planning (ELCC 1.2) S4</td>
<td>Works collaboratively and engages stakeholders in the process of developing a school improvement plan that aligns with the district improvement plan AND Implements best practices in the planning process and the design of the plan</td>
<td>Works collaboratively and engages stakeholders in the process of developing a school improvement plan that aligns with the district improvement plan</td>
<td>Has had some involvement in the development of a school improvement plan that is aligned with district improvement plans AND/OR Understands the process and the attributes of a school improvement plan that aligns with district improvement plans but has</td>
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Intern’s reflection AND artifact(s) of evidence for School Improvement Planning. Artifacts may include minutes to meetings, completed collaborative documents, school improvement plan, or other applicable materials.

ELCC 2.3 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in working collaboratively with staff to improve teaching and learning, design the use of differentiated instructional strategies and materials as well as develop professional growth plans.

### ELCC 2.0 School Culture and Instructional Program

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<tr>
<td>B. Supervise school staff (ELCC 2.3) S1,2 &amp; 3</td>
<td>Works collaboratively with school staff to improve teaching and learning AND Works collaboratively with school staff to design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction; AND Works with staff to design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td>
<td>Works collaboratively with school staff to improve teaching and learning AND Designs the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction AND Develops professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.</td>
<td>Works collaboratively with school staff to improve teaching and learning</td>
<td>Limited or no experience supervising school staff in a P12 school setting.</td>
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</tbody>
</table>

Intern’s reflection AND artifact(s) of evidence for Supervision of School Staff. Artifacts may include minutes to meetings, completed collaborative documents, handouts, or other applicable materials.
ELCC 3.2 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in developing a multi-year financial plan and budget, evaluating a school’s budget to determine its financial status as well as developing a space utilization plan.

ELCC 3.3 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in creating a comprehensive building safety plan and creating as well as implementing a building discipline plan/policies.

ELCC 3.5 (S1, S2 & S3) During the field experience students must engage in activities that allow them to demonstrate skills in critiquing a master schedule to evaluate its ability to allocate teacher instructional/planning time to minimize disruptions for student learning and the process of developing a master schedule.

<table>
<thead>
<tr>
<th>ELCC 3.0 Management of the School Organization</th>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging or Working Toward Expectations (1 point)</th>
<th>Unsatisfactory or No Experience (0 points)</th>
</tr>
</thead>
</table>
| C. Use of Fiscal Resources (ELCC 3.2) S1, 2, & 3 | Demonstrates the ability to develop a **multi-year fiscal plan** and can effectively interpret an annual school budget.
AND
Demonstrates a thorough understanding of how to build a school level **budget** based upon **priorities and goals**.
AND
Understands the expenditure process and can effectively analyze a school budget to determine **financial status**
AND
Understands and can **develop a space utilization plan** that maximizes student learning | Demonstrates a thorough understanding of how to build a **school multi-year fiscal plan** and annual budget based upon **priorities and goals**.
AND
Can determine **financial status** of a school by reviewing its budget
AND
Understands and can **develop a space utilization plan** | Understands multi-year fiscal planning and an annual school budget.
AND
Is aware that a school level budget should be based upon school priorities and needs.
AND
Is aware there is a process for expenditures
AND
Understands the need a space utilization plan | Has limited or no understanding of school fiscal planning, the expenditure process and space utilization in a school setting |
| D. Safety and Welfare (ELCC 3.3) S1, 2 & 3 | Can **critique** and **create a comprehensive building safety plan** that addresses the safety of students, staff and visitors
AND | Can **create a comprehensive building safety plan** that addresses the safety of students, staff and visitors | Understands the components of a building safety plan
AND
Understands the components of **building safety plans, discipline** | Has limited or no understanding of building safety plans, discipline |
Can effectively critique and develop a building discipline plan aligned with school policies that promotes positive behavior of students AND Can effectively evaluate the implementation of a discipline management plan and policies using data and make modifications based on outcomes AND Can effectively evaluate the implementation of a discipline management plan and policies using data and make modifications based on outcomes AND Can develop and implement an aligned building discipline plan and policies AND Can evaluate the impact of the discipline plan and policies AND Capable of implementing some components of the discipline plan and policies.

E. Support Instruction and Learning (ELCC 3.5) S1 & S2

Understand and can critique a master schedule to evaluate its ability to allocate teacher instructional/planning time to minimize disruptions for student learning. AND Summarizes and reflects on the process of developing a school master schedule. Understands and can critique a master schedule (and building policies) to evaluate its ability to allocate teacher instructional/planning time to minimize disruptions for student learning. AND Understands and can critique the process of developing a master schedule.

Can understand a master schedule and has some awareness of the procedure to develop such a schedule. Has limited or no understanding of a school master schedule or its planning process.

Intern’s reflection and artifact(s) for Use of Financial Resources, Safety and Welfare and Support of Instruction and Learning. Artifacts may include minutes to meetings, completed collaborative documents, or other applicable materials.

ELCC 5.1 (S1) During the field experience students must engage in activities that allow them to demonstrate skills in acting with consistency, integrity and fairness in implementing school policies.

ELCC 5.4 (S2) During the field experience students must engage in activities that allow them to demonstrate skills in evaluating school policies and practices to prevent legal and moral issues.

ELCC 5.5 (S2) During the field experience students must engage in activities that allow them to demonstrate their ability to uphold core values in the face of adversity.

**ELCC 5.0 Integrity and Social Justice**

<table>
<thead>
<tr>
<th>Exceeds Expectations (3 points)</th>
<th>Meets Expectations (2 points)</th>
<th>Emerging or Working Toward Expectations</th>
<th>Unsatisfactory or No Experience</th>
</tr>
</thead>
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<tr>
<td><strong>F. Integrity and fairness (ELCC 5.1)</strong></td>
<td><strong>S1</strong></td>
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<tr>
<td>Is strategic and proactive in terms of promoting personal and professional integrity. Demonstrates highly ethical and equitable interactions with staff regarding school policies. Leverages integrity base to support students’ academic and social success.</td>
<td>Acts with consistency, integrity, and fairness in supporting school policies and staff practices that ensure every student’s academic and social success</td>
<td>Actions may not consistently or lack a sense of integrity. OR Actions may not consistently or lack a sense of fairness in supporting school policies and staff practices that ensure every student’s academic and social success</td>
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<td><strong>G. Moral and Legal Decision-Making (ELCC 5.4)</strong></td>
<td><strong>S2</strong></td>
<td></td>
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<tr>
<td>Evaluates school strategies to prevent difficulties related to moral and legal issues AND Considers the consequences of the strategies AND Can create and/or modify existing strategies to prevent moral and/or legal issues</td>
<td>Evaluates school strategies to prevent difficulties related to moral and legal issues AND Considers the consequences of school strategies</td>
<td>Does not consistently evaluate school strategies to prevent difficulties related to moral and/or legal issues</td>
</tr>
<tr>
<td><strong>H. Promote Social Justice (ELCC 5.5)</strong></td>
<td><strong>S2</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates resiliency to uphold core values and persist in the face of adversity AND Proactively advocates to ensure that all students’ needs inform all aspects of schooling</td>
<td>Demonstrates resiliency to uphold core values and persist in the face of adversity</td>
<td>Does not consistently demonstrate resiliency to uphold core values and persist in the face of adversity</td>
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</table>

Intern’s reflection AND artifact(s) of evidence for Professional Integrity, Moral and Legal Decision-Making and Resiliency. Artifacts may include, minutes to meetings, completed collaborative documents, or other applicable materials.

On-site Principal Mentor Evaluation Comments
University Supervisor Evaluation Comments

ELCC 6.2 (S2) During the field experience students must engage in activities that allow them to demonstrate skills in communicating polices, laws and procedures to school stakeholders.

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<tbody>
<tr>
<td><strong>ELCC 6.0 Larger School Contexts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations (3 points)</td>
<td>Meets Expectations (2 points)</td>
<td>Emerging or Working Toward Expectations (1 point)</td>
</tr>
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</table>

| I. Spokesperson on behalf of students and families (ELCC 6.2) | S2 | Initiates opportunities to effectively communicate policies, laws, regulations and procedures to various school stakeholders including parents, students, staff and to members of the external educational community. | Effectively communicates policies, laws and procedures to various school stakeholders such as parents, students, staff and/or members of the external educational community. | Is ineffective in communicating policies, laws and procedures to various school stakeholders. | Limited or no experience communicating policies, laws and procedures to various school stakeholders. |

Intern’s reflection AND artifact(s) of evidence that addresses serving as a Spokesperson on behalf of students and families. Artifacts may include minutes to meetings, completed collaborative documents, confirmation of spokesperson activity and other applicable materials.

<table>
<thead>
<tr>
<th>ELCC 7.0 Internship Experience</th>
<th>Exceeds Expectations (5 points)</th>
<th>Meets Expectations (3 to 4 points)</th>
<th>Emerging (1 to 2 points)</th>
<th>No Experience (0 points)</th>
</tr>
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<tr>
<td>J. Leading, facilitating, and decision making (ELCC 7.1)</td>
<td>Provides multiple examples of leading, facilitating and decision-making. AND Exemplifies professional characteristics typical of leaders in a school environment.</td>
<td>Effectively contributes to one or two initiatives that require(s) leading, facilitating and decision-making responsibilities.</td>
<td>Limited, ineffective, or minimal contribution to leading, facilitating and decision-making responsibilities which would be expected of leaders in a school environment.</td>
<td>No experience applying knowledge</td>
</tr>
<tr>
<td>K. Applied Leadership (ELCC 7.1)</td>
<td>Effectively assumed a leadership role in more than one activity with or without collaboration from the on-site Mentor AND Reflections on the experience directly and clearly demonstrated growth and development of school-leadership skills.</td>
<td>Effectively took a leadership role in one activity with collaboration or supervised assistance from the on-site Mentor OR Demonstrated leadership skills in two or more activities with or without assistance from the on-site Mentor. AND Reflections on the experience demonstrated a greater understanding of school-leadership skills.</td>
<td>Leadership role(s) was ineffective or of limited value AND/OR Demonstrated limited leadership skills in one or more activities AND/OR Reflections on the experience are limited or missing AND/OR Reflections do not demonstrate an increased understanding of school-leadership skills.</td>
<td>No experience applying knowledge</td>
</tr>
</tbody>
</table>
| L. Professionalism (ELCC 7.2) | Attendance is prompt and has a sustained school-based internship experience meets one of the following criteria:  
• One experience of at least 6 months, 10 to 12 hours per week 
• OR 
• Two noncontiguous experiences of 6 months, 10 to 12 hours per week 
• OR 
• Two five-month experiences, 10 to 12 hours per week 
• OR 
• Another equivalent combination. AND Placement is within grade level of principal license pursuing. | Attendance is *generally prompt* with appropriate start and end times AND Placement is within grade level of principal license pursuing. AND School-based internship experience meets one of the following criteria:  
• *One experience* of 6 months OR 9 hours per week 
• OR 
• *Two four-month experiences* OR 9 hours per week | Attendance is *inconsistent* AND/OR Intern is *not prompt* (i.e., arrives late or leaves early) AND/OR Internship is *lacking a sustained school-based internship over an extended period of time*. AND/OR Placement is *not within the grade level* of the principal license pursuing. | No experience applying knowledge |

Reflection AND Artifact(s) of evidence for Applied Leadership. Artifacts may include activity logs, minutes to meetings, completed collaborative documents, flyers used in the school, or other applicable assignments

On-site Principal Mentor Evaluation Comments
University Supervisor Evaluation Comments