

**GLOBAL/INTERNATIONAL PRACTICUM IN
EDUCATIONAL LEADERSHIP**

THE COLLEGE OF NEW JERSEY

EDAD 691 -2 Credits

EDAD 692- 2 Credits

EDAD 693- 2 Credits

CRITICAL DEFINITIONS

REQUIREMENTS

STANDARDS ACTIVITY BOOKLET

REQUIREMENT CLARIFICATIONS

**Originally Prepared by:
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Fall 2018, Winter 2018, Spring 2019**

**THE COLLEGE OF NEW JERSEY
EWING, NJ
USA**

Dear Leadership Intern:

You are about to begin a most important step in your professional preparation for administrative leadership. This on-site field experience is your opportunity to learn and implement those administrative and leadership strategies that you have been taught in your college program. This experience is divided into three, 2-credit courses that are designed to be seamless. The minimum numbers of hours required in each course is 100 hours (total 300 hours).

Your mentor (cooperating administrator) is one of the best sources for helping you develop and strengthen administrative/leadership competencies, skills and attitudes. Use this person's experience, expertise and suggestions to refine your own leadership style in the global setting. The mentor is actually your "professor" away from The College of New Jersey.

This short *Handbook* has been prepared to better help you acclimate to the on-site practicum experience. It will define your responsibilities and those of your mentor in facilitating your transition from an intern role to that of a fully prepared educational administrator. Please provide your cooperating administrator with a copy. Read this document very carefully so you fully understand the experience expectations.

If you have further questions or concerns about the materials in this booklet or the practicum experience, please contact me.

I hope that your experience is productive, enriching and professionally gratifying.

* Please make a second copy of this Handbook for your Cooperating Administrator.

Warmly,

Vanessa Karwan, Ed.D.

TCNJ Graduate Global Adjunct Professor

Email: vanessakarwan@gmail.com

CRITICAL DEFINITIONS

COURSE DESCRIPTION

EDAD 691, 692, 693, Practicum in Educational Leadership of International and Overseas Schools is an integrating and culminating experience scheduled at or near the completion of The College of New Jersey approved program for certification as a supervisor or principal in an International or Overseas School. The Practicum experience provides the student intern with a 3-semester interaction with real situations faced by practicing supervisors and administrators in global educational settings under the tutelage of a cooperating administrator and the indirect guidance of a clinical professor. In this situation, the student, under the guidance of a cooperating administrator, applies the knowledge and skills acquired in the program coursework designed around ISLLC and ELCC*Standards. The clinical professor will communicate with the intern and cooperating administrator by email and will be apprised of the student intern's progress through periodic written evaluations completed by the cooperating administrator. Each 2-credit course requires a minimum of 100 hours of documented administrative experiences.

COOPERATING ADMINISTRATOR

The cooperating administrator is selected by the student intern and should be an on-site administrative/supervisory professional who will suggest, guide, and supervise the activities of the student intern during the practicum experience. The duties of the cooperating administrator include: selecting and assigning opportunities for the intern to gain experience in the activities and tasks suggested in this document, conferring and providing feedback to the intern and conferring in writing or by telephone with the clinical professor on the intern's progress. It is preferred that the cooperating administrator has at least the certification sought by the student intern. Cooperating administrators should complete two evaluations each semester (a mid-term and end of the semester evaluation – see appendix for the form). At the completion of the third course the cooperating administrator should complete the final evaluation (see appendix for the form).

CLINICAL PROFESSOR

The clinical professor is responsible for the organization, maintenance, and monitoring of Practicum activities. The clinical professor will communicate with the cooperating administrator and student intern via email and Skype as necessary.

*ISLLC- Interstate School Leaders Licensure Consortium

*ELCC –Educational Leadership Constituent Council

PRACTICUM

The field experience Practicum in an overseas or international educational setting requires 3 semesters (typically fall, spring, summer). During this period, the student intern will participate in the development, implementation, and evaluation addressed in the six ISLLC/ELLC Standards. The following pages list suggested activities in each standard area in which the student may participate. The lists suggest possible experiences. The cooperating administrator in the educational setting or the student intern may wish to create additional or alternate activities. While it may not be possible for the student intern to participate in all standard areas, a broad exposure to the duties of an educational administrator or supervisor is desirable. The program is highly structured. However, the intern and the cooperating administrator should “custom tailor” the program to the needs of the student intern, the needs of the institution, and the environmental parameters of the overseas and international setting. The completed planning document, collegially planned with the cooperating administrator, included in this packet (see appendix), should be sent to the clinical professor within two weeks of beginning the experience.

SIGNATURE ASSIGNMENT-INTERNSHIP FOCUS

The Signature Assignment reflects the integration and application of knowledge, skills and dispositions experienced throughout the program in Educational Leadership. The Signature Assignment is all of the tasks, projects, activities that correlate with the Standards. It is the course, not a separate assignment. It is the tasks, projects and activities that will be assigned by the cooperating administrator.

COURSE OBJECTIVES

EDAD 691, 692, 693 – Practicum in the Administration & Supervision of the International & Overseas Schools

Consistent with the five School of Education "conceptual themes", and ISLLC and ELCC Standards, the activities, experiences, and requirements in this seminar are designed to provide students with opportunities to acquire, clarify, strengthen, and utilize their knowledge and skills. Supervisory interns will demonstrate proficiency in:

Principle One: Demonstrating Subject Matter Expertise (ISLLC and ELCC Standard 2)

- Promoting knowledge generation and dissemination by faculty, students, and host community partners.
- Supervision based on research, best practice, inquiry, and analysis.
- Demonstrating skill in implementation ISLLC Standards.
- Developing proficiency in using reflection for program improvement.
- Demonstrate knowledge and implementation of appropriate Curriculum Standards.

Principle Two: Demonstrating Excellence in Planning and Practice (ISLLC and ELCC Standard 2, 3, 5)

- Making connections among theory, research, and practice: between content and management; special and general education; between the contexts of the main office, classroom, the host community and among professionals.
- Using information about universal characteristics to promote development in all populations and with all persons they serve.

Principle Three: Demonstrating a Commitment to All Learners (ISLLC and ELCC Standard 2, 4, 6)

- Working with multiple communities such as: Families, Neighborhoods, Community Agencies, School Board (where possible in the host country).
- Working collegially and professionally in interactions with others in the community of learners to create positive educational environments.
- Working collaboratively.
- Working with staff and learners from increasingly diverse backgrounds, many of whom speak English as a second language and who come from communities different the one in which they find themselves.
- Providing a safe environment for teaching and learning.

Principle Four: Demonstrating a Strong, Positive Effect on Student Growth (ISLLC and ELCC Standard 2)

- Providing service on behalf of students and the community.
- Providing leadership and supervision in the improvement of practice in education.
- Becoming active advocates for students and the teaching/learning process.
- Promoting a policy that has a positive impact in those whom they serve.
- Demonstrating how universal characteristics of human development interact with individual and cultural differences to influence learners.
- Demonstrating instructional leadership that employs collaboration.

Principle Five: Demonstrating Professionalism, Advocacy and Leadership (ISLLC and ELCC Standard 1, 2, 5)

- Using leadership and supervisory strategies that reflect best practice.
- Employing technology as a tool for supervising.
- Promoting social justice through education.
- Modeling ethical behavior and integrity.
- Making effective, reflective educational decisions that demonstrate efficacy in best educational and supervisory practices.
- Valuing leadership and supervision in the enhancement of practice and the profession.

GENERAL COURSE REQUIREMENTS (EDAD 691,692, 693)

Hours

Each student intern is expected to participate in a minimum of three hundred (300) total hours of administrative/supervisory experiences in an approved overseas or international setting under the supervision of a cooperating administrator selected by the student intern (see Standards/Tasks section). A minimum of one hundred hours must be completed each semester. The hours must be distributed over the course of the entire semester.

Course Signature Assignment

Interns will perform tasks and be assessed in each ISLLC standard (see Requirement Clarifications). **During EDAD 691, the intern should focus on Standards 1 and 3. During EDAD 692, the intern should focus on Standards 2 and 5. During EDAD 693, the intern should focus on Standards 4 and 6. The Signature Assignment is the course on-site experience. It is not a separate requirement.**

Planning Document

Interns are required to complete (in consultation with the cooperating administrator and clinical professor) a planning document (see appendix) each semester. The document delineates the plans for the course Signature Assignment. The completed plan should be sent to the clinical professor. **One required activity has been indicated for each standard. Students and cooperating administrators should add additional activities.**

Portfolio

Student interns must maintain a Portfolio including a Journal/Diary of their practicum experience (actual participation and observation). **Journal/diaries will be submitted to the clinical professor at mid-term and at the end of each semester.** *The journal/diary provides a record of experiences and may be used for reflection.*

ISLLC/ELLC Standards

Administrative interns should participate in as many ISLLC/ELLC Standards areas as possible within their approved setting. While it may not be possible for the student intern to participate in all areas, a broad exposure to the duties of an educational administrator or supervisor is desirable. The program is highly structured. However, custom tailoring of the program to meet the student intern's needs and the needs of the institution is critical. The Standards Check-Off should be returned toward the end of the experience with the Portfolio and appropriate supporting documentation as evidence of participation in administrative and supervisory activities.

Action Research Project

Student interns should choose one major activity conducted during the practicum and assigned by the cooperating administrator that will be forwarded to the clinical professor as an Action Research Project. This activity will be explained in detail (in writing), with appropriate supporting documentation and submitted with the final log portion. Information in this brief report should include the origins of the project, planning and organization, results (if project has reached completion) and a critique of project success (see requirement clarifications section). Progress on the Action Research Project should be sent to the clinical professor at the end of each semester. The Action Research Project is typically not quantitative or qualitative research.

Optional

It is suggested that interns attend at least two school board, board of trustees, or governing board (whichever is applicable) meetings in the overseas or international site and submit a one or two page critique plus board agenda and handouts (to be included in the Portfolio).

Information about written submission requirements can be found later in this document.

COURSE GRADING

The grade for this experience will be determined by the quality of completed Practicum requirements, responsibilities assumed, and the cooperating administrator's evaluations. The final grade will be assigned by the TCNJ Clinical Professor.

ELLC STANDARDS CHECK-OFF BOOKLET

(Recommended or Suggested Activities)

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC STANDARD 1- School Vision				
Tasks/activities:				
1. Work with School Board to develop a vision				
2. Use data-based research to develop a vision				
3. Mobilize constituent resources to develop a vision				
4. Articulate components of the vision that constituencies will understand				
5. Communicate vision to constituencies and stakeholders				
6. Develop a plan to implement the vision				
7. Align administrative policies and practices for vision implementation				
8. Write a vision statement				
9. Participate in strategic planning				
10. Evaluate programs to see if they correlate with vision				
11. Engage stake holders in vision planning				
12. Work collegially to implement vision				
13. Become principal for a day				
14. Analyze testing data				
15. Generate a weekly staff newsletter or bulletin				
16. Analyze data concerning student and staff issues				
17. Conduct a school space utilization study				
18. Chair and school or curriculum improvement committee				
19. Other:				

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC STANDARD 2- School Culture and Learning				
Tasks/activities:				
1. Assess school diversity				
2. Participate in a school "Cultural Hunt"- checking the facility for cultural artifacts				
3. Analyze policies that foster and support diversity				
4. Check curriculum materials for cultural diversity				
5. Use a paradigm for model such as Sleeter and Grant				
6. Facilitate activities in school/community that foster cultural sensitivity				
7. Use technology to implement and evaluate the curriculum				
8. Chair a curriculum revision committee				
9. Use quantitative and qualitative measures to monitor accountability systems				
10. Apply developmental theory to improve student learning				
11. Design professional development programs				
12. Develop and personal professional growth plan				
13. Develop or explore alternative or authentic assessment models				
14. Assess the school climate				
15. Plan a school sanctioned event				
16. Analyze attendance data and develop a plan for improvement				
17. Develop performance improvement plans				
18. Evaluate teacher portfolios				
19. Attend a professional conference				
20. Provide in-service activities				
a. determine needs				
b. plan activities				
c. implement programs				
d. budget for activities				
e. evaluate results				
21. Suggest effective teaching strategies/differentiation				
22. Develop a law resource manual for professional and other staff employees				
23. Supervise and plan lessons with a new teacher				
24. Develop or revise job descriptions, criteria for evaluation/ assessment and other reporting instruments				
25. Analyze programs for special needs and at-risk students				
26. Participate in new teacher induction programs				
27. Create inclusive learning communities				
29. Other:				

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC STANDARD 3 – Safe and Efficient Environment for Learning				
Task/activities:				
1. Develop strategies for acclimating new students to school				
2. Develop school safety strategies to keep students safe				
3. Conduct a priority needs assessment for faculty and staff				
4. Promote and support school/community collaboration				
5. Use problem-solving skills for equitable use of resources				
6. Develop scheduling processes and activities				
7. Determine class size options				
8. Develop a system for collecting data for administrative decision-making				
8. Assess current technology for efficient organizational management				
9. Administer or develop disciplinary strategies and anti-bullying strategies				
10. Administer attendance program				
11. Administer extra-curricular activities				
12. Prepare accountability reports				
13. Organize or plan for a child study team				
14. Administer grading and reporting systems				
15. Provide liaison with special services (guidance, health, etc.)				
16. Participate in standardized testing				
17. Participate in a disciplinary intervention				
18. Conduct a faculty meeting				
19. Survey the school for safety violations –safety audit				
20. Develop policy for appropriate teacher/student relations				
21. Analyze building maintenance				
22. Assist in the preparation of the master schedule				
23. Complete a teacher observation (2)				
24. Develop policies and procedures for student academic support				
25. Develop a time management system				
26. Investigate a filed grievance				
27. Review and revise teacher/student handbook				
28. Develop contingency plans for emergencies and security				
29. Other:				

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC Standard 4- Family and Community Collaboration				
Tasks/activities:				
1. Develop a program for school-community relations				
2. Develop a program with the PTO or PTA				
3. Develop programs that involve families in the education of their children				
4. Develop resources for non-English speakers				
5. Develop strategies that involve constituents in decision-making				
6. Integrate school program with other social service agencies				
7. Explore community education programs				
8. Develop plans that capitalize on community diversity				
9. Develop plans that improve school programs for a diverse student body				
10. Involve the community in a school or district-wide project				
11. Prepare news releases for the media				
12. Monitor school volunteers				
13. Contact community resources for student enrichment				
14. Plan community service projects				
15. Assess academic and career guidance activities				
16. Plan and conduct a school fund raising activity				
17. Present school improvement initiatives to the community				
18. Establish school/business/community partnerships				
19. Develop a parenting skills program				
20. Develop a program to improve parent involvement				
21. Develop a program for constituent language interpretation and translation				
22. Survey constituents for school improvement ideas				
23. Establish liaison with community agencies				
24. Establish liaisons with educational organizations, such as CEESA, NESA, EARCOS, CIS, AISA, etc.				

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC STANDARD 5- Integrity, Fairness, Ethics				
Tasks/activities:				
1. Engage in honest interactions				
2. Make decisions that are legal and ethical				
3. Establish liaison key host community groups				
4. Analyze the complexities of diversity and disadvantage				
5. Review local, state, and federal policies and statutes regarding schools				
6. Use a repertoire of responses for conflict resolution				
7. Work with local political leaders				
8. Assess ethics for school leaders				
9. Validate legal and ethical use of technology				
10. Evaluate planned holiday program for constitutionality				
11. Assess decisions being made on the basis of ethical standards				
12. Promote equity, fairness and respect				
13. Review policy and procedural manuals for ethical standards.				
14. Other:				

	Major Responsibility	Assist Administrator	Gain Some Experience	No Opportunity
ELLC STANDARD 6- Influence Social, Economic, Legal, Cultural Context where possible in host country)				
Tasks/activities:				
1. Maintain dialogue with diverse groups concerning change				
2. Develop activities that integrate the larger political context				
3. Develop lines of communication with local leaders				
4. Advocate policies that promote equitable learning				
5. Plan a school-wide cultural/education celebration				
6. Identify and address social factors impacting school				
7. Evaluate school programs for social, economic correctness				
8. Develop a system for data-based social decision making				
9. Influence public policy to support student success				
10. Attend School Board meetings				
11. Develop and apply anti-harassment policy and strategies				
12. Actively participate in professional organizations				
13. Actively participate in political /cultural organizations				
14. Submit an article for publication in a professional journal				
15. Lead a student due process hearing				
16. Initiate and implement community service projects				
17. Participate in school/parent organizations and meetings				

REQUIREMENT CLARIFICATIONS

ISLLC Standards*

Standard 1 – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2 – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

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

Standard 4 – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5 – A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6 – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELCC Standards

Standard 1- Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

Standard 2 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3 - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

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

Standard 5 - Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

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

SUGGESTIONS FOR COMPLETING THE SIGNATURE ASSIGNMENT AND PRACTICUM PLANNING DOCUMENT

The College of New Jersey Educational Leadership Program is guided by and conforms to standards created by ISLLC and ELLC. Program accreditation and quality require that students meet all standards and perform in a manner that is consistent with the standards and measurable. The College is required to collect data on all students matriculated in the program and produce evidence that they have met the standards. To this end a “planning document” (see appendix) is included in this packet. The document should be completed by the intern and cooperating administrator and presented to the clinical professor for approval and consultation within the first two weeks of each semester (EDAD 691, 692 and 693). The document should be updated each semester.

As the intern and cooperating administrator review each standard, activities (performances) should be planned to address this standard (if possible) in the clinical setting. A plan should be established to conform to the standard, and measure it periodically. It is also critically important that summative assessments be created to validate that the intern has successfully accomplished the attainment of the standard.

The Signature Assignment should reflect all aspects of the planning document. The assignment and results of the plan will be reflected in the Intern’s Portfolio. **The Signature Assignment is the on-site course experience. It is not a separate requirement.**

SIGNATURE ASSIGNMENT

Definition of a Signature Assignment: The signature assignment reflects the integration and application of knowledge, skills and dispositions experienced in the Practicum in Educational Leadership.

The Assignment: Interns will perform tasks and be assessed in each ISLLC standard. Each intern, in consultation with the cooperating administrator and clinical professor, will design a task(s) and correlate assessment to meet the following standard area):

1. School or district vision (ISLLC 1)
2. School or district culture (ISLLC 2)
3. School or district safety parameters (environment) (ISLLC 3)
4. Family and community collaboration (ISLLC 4)
5. Professional staff integrity, fairness and ethics (ISLLC 5)
6. Influencing the social, economic, legal and cultural context in which the school or district exists (ISLLC 6).

Please note:

- During EDAD 691, the intern should focus on Standards 1 and 3.
- During EDAD 692, the intern should focus on Standards 2 and 5.
- During EDAD 693, the intern should focus on Standards 4 and 6.

We understand that one or more standards may be difficult to achieve in an international setting. Interns should do what is possible and reasonable.

The Purpose of the Assignment: The goal of this assignment is for interns to perform tasks and activities in each ISLLC standard. Specifically, the intern will be able to identify several tasks in each standard area, complete those tasks and be assessed by the cooperating administrator and clinical professor on the attached rubric.

Approaches to the Assignment: Interns should consult with a cooperating administrator with approval of the clinical professor to design a task(s) for each ISLLC standard that will be performed on site. The task(s) should be planned, organized, and structured in a logical, sequential manner, using the Planning Document.

Logistics:

- Activities will be identified in the student's Portfolio in the journal narrative section with supporting documentation.
- The length of the task description and documentation will be appropriate to the length and sophistication of the task.

PORTFOLIO

Student interns will submit a portfolio of their work. The portfolio will include, among other things, a daily or weekly journal/diary of the activities and events that take place during the Practicum experience. The portfolio will be submitted to the clinical professor at the end of each semester. Final portfolios will be submitted at the end of the student's third course.

The portfolio should contain the following:

1. Personal Educational Philosophy
2. Sample Vision Statement for a School or Educational Institution
3. Journal/Diary of Leadership Experiences (see below) will all supporting documentation/evidence included
4. Plan for Internship with Supporting Activities and Correlate Assessments.
5. Resume or Vita
6. Reflective Statement

Journal/Diary should contain information suggested in the following outline:

Description of Administrative/Supervisory Activities

Describe activities in sufficient detail to provide the clinical professor with an understanding of the activity. How do these activities correlate to ISLLC Standards?

Concepts and/or Practices

Describe those concepts and/or practices encountered that would be helpful in a future position as an administrator or supervisor.

Materials and Resources

Describe new materials and resources for administration/supervision discovered during the Practicum.

Feedback from Cooperating Administrator/Supervisor

List and analyze the feedback received from the cooperating administrator/supervisor.

Correlation with ISLLC/ELLC Standards

All work must correlate with ISLLC/ELLC Standards.

Questions

List questions that arise that may require additional research or clinical professor feedback.

The Portfolio/journal format and degree of formality is to be determined by the student intern. Use a narrative format.

SIGNATURE ASSIGNMENT AND RUBRIC*

Criteria	Unacceptable (0-1 points)	Acceptable (2-3 points)	Target (4 points)
Identifies, designs tasks and assesses experiences correlated to School Vision. ISSLC 1	Designed tasks and assessments do not relate to School Vision.	Designed tasks and assessments relate directly to knowledge and input regarding the School Vision.	Designed tasks and assessments have a direct impact upon School Vision.
Identifies, designs tasks and assesses experiences correlated to School Culture I. ISLLC 2	Designed tasks and assessments do not Relate to School Culture.	Designed tasks and assessments relate directly to School Culture.	Designed tasks and assessments have a direct impact on School Culture.
Identifies, designs tasks and assesses experiences correlated to a Safe Environment. ISLLC 3	Designed tasks and assessments do not Correlate to creating a safe environment.	Designed tasks and assessments clearly correlate to creating a safe environment.	Designed tasks and assessments have a positive impact on fostering a safe environment.
Identifies, designs tasks and assesses experiences correlated to Family and Community Collaboration. ISLLC 4	Designed tasks and assessments do not relate to Family and Community Collaboration.	Designed tasks and assessments relate to Family and Community Collaboration.	Designed tasks and assessments have a direct, positive impact on strengthening Family and Community Collaboration.
Identifies, designs tasks and assesses experiences correlated to professional integrity, fairness, and ethics. ISLLC 5.	Designed tasks and assessments do not relate to professional integrity, fairness and ethics.	Designed tasks and assessments relate to professional integrity, fairness and ethics.	Designed tasks and assessments have an impact on creating a professional environment that is fair, ethical and stresses integrity.
Identifies, designs tasks and assesses experiences correlated to influencing Social, Economic, Legal, and Cultural Context. ISLLC 6	Designed tasks and assessments do not correlate to influencing of the Social, Economic, Legal, and Cultural Context.	Designed tasks and assessments relate to influencing the Social, Economic, Legal, and Cultural Context.	Designed tasks and assessments directly influence and impact the Social, Economic, Legal, and Cultural Context.
Validates ISLLC Standard's Tasks and Assessment in Portfolio.	Accomplishment of ISLLC Standards tasks and assessments are not validated in student's Portfolio.	Designed tasks and assessments of ISLLC Standards are validated in the student's portfolio.	Designed tasks and assessments of ISLLC Standards are organized, complete, well documented, and professionally presented in the student's portfolio.

- Standard 1, 3, Portfolio- End of EDAD 691.
- Standard 2, 5, Portfolio-End EDAD 692.
- Full rubric –End of EDAD 693.

SUGGESTED OUTLINE FOR ACTION RESEARCH PROJECT

(To be submitted separate from Portfolio during the final course)*

The intern should include the following information about the Action Research Project:

- Description of activity
 - initiation
 - planning
 - organization
 - project strategies
- People involved
- Evidence of documentation related to project
- Results (if project has not been completed, report on progress)
- Intern evaluation of activity (to date)
- How would intern change or modify your project or activity if the task was to be done again?
- Sources used (people, books, journals, reports, etc.) (APA 6th edition format)

The project report paper need not be lengthy. Several pages of project history, planning strategies, etc. are sufficient. Documentation should be attached. Project papers are due with the final journal portion (but should be kept in a separate document). The journal should also contain references to this particular activity).

* Progress report at the end of EDAD 691, EDAD 692.

EDAD 691, 692, 693
PRACTICUM IN EDUCATIONAL LEADERSHIP

SUBMISSION OF WRITTEN REQUIREMENTS EACH SEMESTER

The 300 hour Practicum in Educational Leadership is comprised of three courses that are two credits each: EDAD 691, EDAD 692, EDAD 693. The three-course sequence may be started in any semester, i.e., students may begin in the summer with EDAD 693 or start in the fall or spring with EDAD 691 or EDAD 692. The sequence is seamless meaning that once a student begins, they do not stop administrative/leadership tasks, projects, and activities until the end of the third course. Students should think of the experience as one course that a student registers for three times! Each semester requires a minimum of 100 hours.

Listed below are the requirements for each course independent of start date.

EDAD 691

1. Planning Document for semester – Due in two weeks
2. Journal/Diary for the semester with emphasis on the ELCC/ISLLC Standards 1 and 3 with supporting documentation/evidence (mid-term submission: between October 17-26, 2018; final entries by December 17, 2018)
3. Mission/Vision Statement from Signature Assignment (Due by December 17, 2018)
4. Standard Check-Off List for Standards 1 and 3
5. Cooperating Administrator Evaluations (2)
*Mid-term evaluation due between October 17-26th, 2018 (see appendix)
*Final Evaluation due by December 17, 2018 (see appendix)

EDAD 692

1. Planning Document for semester –Due in two weeks
2. Journal /Diary for the semester with emphasis on the ELCC/ISLLC Standards 2 and 5, with supporting documentation/evidence (submitted at mid-term and end of the semester)
3. Resume/CV
4. Standard Check-off List for Standards 2 and 5
5. Cooperating Administrator Evaluation (mid-term and end of semester) (see appendix)

EDAD 693 (All requirements due at the end of the semester with the exception of the planner)*:

1. Planning Document for semester – Due in two weeks
2. Journal /Diary for the semester with emphasis on the ELCC/ISLLC Standards 4 and 6 with supporting documentation/evidence
3. Educational Philosophy or Platform
4. Standard Check-off List for Standards 4 and 6
5. Cooperating Administrator Evaluation (mid-term and end of semester) (see appendix)
6. Action Research Project
7. Any remaining portfolio sections
8. Practicum Reflection
9. Cooperating Administrator Final Evaluation with Rubric (see appendix)

Appendix

- Appendix 1: Mid-semester and end-of-semester evaluation (to be completed by cooperating administrator)
- Appendix 2: Final evaluation (to be completed by cooperating administrator)
- Appendix 3: Practicum planning document

PRACTICUM IN EDUCATIONAL ADMINISTRATION/SUPERVISION

MID-SEMESTER AND END OF THE SEMESTER REPORT

Student Intern: _____ Date: _____

Cooperating Institution and Location: _____

Cooperating Administrator Name and Signature: _____

Please assess the intern's effectiveness in the areas below by using the following rating scale:

- O - Outstanding – very high degree of effectiveness
- S - Satisfactory – acceptable degree of effectiveness
- N.I. - Needs Improvement
- I.E. - Insufficient Evidence – little or no basis for judgment

	O	S	N.I.	I.E.
Initiative				
Enthusiasm				
Organizational Skills				
Leadership				
Planning				
Professional Attitude				
Ability to Communicate				
Adaptability				
Dependability				
Appearance				
Self-Perception				

Please respond to the following questions in narrative form:

1. What major activities is the intern participating in during this Practicum experience?
2. Is the intern participating in the ISLLC/ELLC Standards suggested in the Course Handbook booklet?
Explain:
3. Have any problems or concerns developed with the student intern or questions about the Practicum that need a response from a clinical professor?
4. How would you assess the student's progress at this point in the experience?
5. How would you assess the student intern's subject matter background in administration and supervision?
6. Is intern able to address ISLLC/ELCC Standards?

SUGGESTED SEMESTER GRADE: ____ (include with end of semester report)

PRACTICUM IN EDUCATIONAL ADMINISTRATION/SUPERVISION

COOPERATING ADMINISTRATOR FINAL ASSESSMENT FORM

Submit this document and Rubric with point values at the conclusion of the Intern’s final or third course.

Student Intern: _____ Date: _____

Cooperating Institution and Location: _____

Cooperating Administrator Name and Signature: _____

Please assess the intern’s effectiveness in the areas below by using the following rating scale:

- O - Outstanding – very high degree of effectiveness
- S - Satisfactory – acceptable degree of effectiveness
- N.I. - Needs Improvement
- I.E. - Insufficient Evidence – little or no basis for judgment

	O	S	N.I.	I.E.
Initiative				
Enthusiasm				
Organizational Skills				
Leadership				
Planning				
Professional Attitude				
Ability to Communicate				
Adaptability				
Dependability				
Appearance				
Self-Perception				

1. Please respond to the following questions in narrative form:
2. What major activities did the intern participate in during the Practicum experience?
3. What are the major strengths of the intern?
4. How would you assess the intern’s potential for leadership in administration/supervision at this point?
5. Has the intern addressed ISLCC/ELCC Standards? How?
6. Additional comments (as a separate document, if necessary):

* **SUGGESTED GRADE** (for Practicum [on site] portion of course): _____

EDAD 691, 692, 693- PRACTICUM PLANNING DOCUMENT

(To be updated each semester)

Standard (ISLLC and ELCC)	Performance (Task and Formative Evaluation)	Assessment (Summative Evaluation)	Timeline
1. School Vision	1. Review school vision statement. What structures are in place to make sure all stakeholders understand and fulfill the vision? If not in place, what measures need to be taken for this to happen? 2.		EDAD 691
2. School Culture	1. Assess school climate. 2.		EDAD 692
3. Safe Environment	1. Convene a representative school group to analyze student safety needs. 2.		EDAD 691
4. Family and Community Collaboration	1. Prepare a news release on school related activities or template for parent newsletter. 2.		EDAD 693
5. Integrity, Fairness, Ethics	1. Track a filed grievance or prepare an overview of the school grievance process. 2.		EDAD 692
6. Influence Upon Social, Economic, Legal, and Cultural Context	1. Review school policies impacting host country relations. 2.		EDAD 693