Educational Leadership Program
Handbook

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Preface

It is the hope of the College of Education that this handbook will serve as a resource and guide during the academic and professional preparation of candidates seeking a Master of Science in Education degree from the University of St. Francis. Any questions regarding material in the handbook should be addressed to the Educational Leadership Program Coordinator, Dr. June Grivetti at 815-740-3649 or jgrivetti@stfrancis.edu.

Using this handbook

This handbook is a compilation of information that will assist candidates in planning and completing their degree program. The University’s academic catalog should be consulted for a detailed discussion of the University’s policies regarding academic programs. This handbook elaborates on specific policies for certain programs within the College of Education.

Rights Reserved Statement

The provisions of this publication are not to be regarded as an irrevocable contract. While this handbook represents the best information available at the time of publication, the University of St. Francis reserves the right to modify, to revoke, or add to any and all regulations at any time. The University also reserves the right to cancel the registration of any candidate for reason of deficiency in scholarship, unsatisfactory conduct, or for other just cause. Among other things, this includes the right to change credit for courses, fees charged, graduation requirements, and any regulations affecting candidates whether they are academic or pertaining to candidate life.

Non-Discrimination Statement

The University of St. Francis is committed to equal opportunity for all and does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, creed, marital status, national origin, sex, age, or handicap.

Further, the University of St. Francis is committed to a program of Affirmative Action to insure access, equity, and fairness in educational programs, related activities and employment for minorities, women, handicapped persons, disabled veterans, and veterans of the Vietnam era. The goal of the University’s programs is a system of employment in which the most qualified person is hired and continued employment is based on satisfactory job performance and the developing needs of the University.

University of St. Francis Mission

As a Catholic institution, we are a welcoming community of learners challenged by Franciscan values and charisma, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Revised 1/2008
Overview of the College of Education

The University of St. Francis has had a commitment to preparing high quality educators since the inception of the Congregation of the Third Order of Saint Francis of Mary Immaculate in 1865. One of the sisters' main concerns was that of preparing teachers for parochial school work. In 1920 the Sisters of St. Francis of Mary Immaculate received a charter to open "The New College" in order to provide women the opportunity to "pursue advanced study, permeated with Catholic principles, and shaped in accordance with Catholic ideals." In the course of time, "The New College" became Assisi Junior College, and with the inclusion of a senior college curriculum in the fall of 1930, the name of the institution was changed to the College of St. Francis, described as a college of liberal arts and sciences. The college was formally organized in 1925. Classes, including courses in education, started in the fall of that year. In May of 1926 the State Board of Education granted approval to issue First Grade Certificates.

Since its founding, the University has continued to operate as a recognized institution with approval to entitle candidates for elementary, special, and secondary teacher education. More recently, the University has added educational leadership certification to its record of approved programs. The Education Department's record of successful preparation of educators, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the University of St. Francis on June 1, 2000. With over 700 students, the college continues to focus on its commitment to prepare quality educators. Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality education programs.

The college strives to maintain high standards as it seeks to offer undergraduate and graduate candidates educational opportunities that are truly distinctive. The College of Education is dedicated to providing meaningful learning experiences for current and future educators, to maintaining excellence, and to improving itself as it strives to meet the needs of candidates and the educational community.

College of Education Mission

The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community, and develop professionally to become ethical decision-makers and leaders. A strong liberal arts core integrates sound foundational theory, research-based best practices, and authentic field experiences to meet the challenges of a changing world and an increasingly diverse student population. The professional preparation of educators emphasizes the Franciscan tradition of peace and tranquility, love for others, worth of the individual, and dedication to service. These qualities are embodied in the guiding institutional values of respect, compassion, service and integrity.

Revised 1/2008
Conceptual Framework
The College of Education’s conceptual framework is a set of guiding principles that channels our mission and is integrated into every aspect of our programs. The model for our conceptual framework is the Gothic window, a structure that emphasizes light and humanism. It is an arch whose presence and style uplifts the eyes, the mind, and the spirit. Just as the gothic window historically represents the architectural style of the cathedral, it also represents our college’s impact on the lives of our candidates. Educators’ knowledge and artistry help formulate the final structure, but each piece of glass, regardless of size or color, is an important contribution to the full picture. Each shape has individual character and gives meaning to the final form. Just as education enhances society through enlightenment, the window helps one understand new perspectives and gain knowledge through its symbolic stories. Any slight change in light gives us new perspective. The College of Education’s theme, “Understanding Students; Serving the Community; Finding our Professional Selves,” further elaborates how our conceptual framework guides our mission.

Understanding Students
At the core of all learning experiences is the student, and all educational experiences must begin with the individual student in mind. Thus, the College of Education promotes a student-centered approach to teaching and learning that affirms and values the diversity and individual differences that each child brings to a learning experience. To that end, our programs seek to develop teachers and administrators who educate the whole child and design developmentally appropriate learning environments that allow all students to maximize their potential. Such educational aspirations are consistent with the Illinois Professional Teaching and Leadership Standards.

Serving the Community
Our patron saint, Francis, stressed the theme of love and brotherhood, and reached beyond his social status to help individuals in need. Just as St. Francis turned his back on wealth and luxury to embrace poverty and dedicate himself to helping the poor and the weak, the College of Education and the University of St. Francis embrace the surrounding populace and its needs. Our programs extend to the community at large through collaborations with schools, social service agencies, businesses, and government. Candidates are expected to view their vocation as a calling in which the needs of students and the community take on primary importance. Service is not limited to schools but may extend to families, school communities, and professional cultures. The College of Education believes that service, especially to the traditionally underserved, should be of central concern for educators, and it values those practices that promote systemic change and social justice for the betterment of the community.

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The College of Education and our candidates demonstrate “Serving the Community”:
- By believing in students and holding high expectations
- By serving other’s needs before our own
- By modeling respectful and compassionate behavior
- By dedicating ourselves to serving the poor, the weak, and the underserved
- By building up others through encouragement and affirmation
- By being an advocate for children and adolescents especially the marginalized and the helpless; and
- By following St. Francis and becoming an instrument of peace and working for social justice and the betterment of the community.

Finding Our Professional Selves

The College of Education expects its members and professional candidates to adhere to the highest professional standards. Educators have professional responsibilities to the community, to students, to colleagues, and to the profession. One manifestation of these responsibilities is expressed through professional dispositions. The principles outlined in the College of Education’s Code of Professional Conduct are intended to provide candidates with an explicit description of desirable professional dispositions, characteristics, and actions. The College of Education cultivates these professional attributes by immersing candidates in a professional culture that models collegiality, life-long learning, and reflective practice that leads to continual improvement.

College of Education Research Guidelines

The College of Education encourages its faculty to conduct research related to the mission of the college and the university. Such research extends our knowledge which, in turn, supports the learning of our teacher candidates. Furthermore, the College of Education affirms that developing knowledgeable and skilled teacher-researchers is a goal of educational programs for both initial and advanced certification. Engaging teacher candidates in research investigations as part of their course work is an essential part of meeting that goal.

Educational research is not to be undertaken without considerable thought and planning on the part of the researchers. A critical step in the planning process is designing a study that answers the researcher’s question while also maintaining high ethical standards for research. As stated in the Ethical Standards of the American Educational Research Association (AERA), “It is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Educational researchers should be especially careful in working with children and other vulnerable populations.”

Revised 1/2008
Investigations conducted by faculty and teacher candidates (hereafter referred to as “researchers”) under the auspices of the College of Education must adhere to the following requirements:

- Researchers are required to communicate the purpose and goals of the investigation to participants (and their guardians), and to appropriate representatives of institutions (e.g., the building principal; district officials as appropriate), and to keep them informed of any significant changes in the research program.
- Researchers must secure written permission from the organization or institution (e.g., the building principal) prior to recruiting any participants, conducting any research, or distributing any material.
- Researchers are required to secure written informed consent from participants (and their guardians, if participants are under the age of 18) prior to the initiation of any research. Informed consent includes information regarding:
  - the purposes of the study,
  - the reason why the individual is being asked to participate,
  - what participants are being asked to do in the study,
  - the risks and benefits of participation,
  - the steps taken to minimize risks,
  - the right to decline participation and/or to withdraw from participation, and
  - contact information for the researcher and the course instructor or research supervisor.
- Researchers must maintain confidentiality of both participants and data, taking appropriate steps to ensure that the source of information will not be disclosed without the express permission of the participant.

*Candidates conducting research projects as part of the requirements for a course* must submit a project proposal to the instructor for approval prior to the start of the project. The proposal must describe the plan for conducting the investigation in an ethical manner, addressing the above requirements.

*Classroom teachers conducting action research in their own classrooms* should take the appropriate steps to ensure that the following standards are met (based on AERA standards):

- whenever possible, the data are those that could be derived from normal teaching/learning processes;
- confidentiality is maintained;
- the safety and welfare of participants are protected;
- informed consent is obtained when appropriate (for example, when data to be collected are beyond what is derived via normal teaching/learning processes); and
- the use of the information obtained is primarily intended for the benefit of those receiving instruction in that setting.

Researchers should review the research ethic standards of the American Educational Research Association (AERA) and the American Psychological Association (APA) prior to conducting any research.

http://www.aera.net/about/policy/ethics.htm

Revised 1/2008
Master of Science in Education Degree Programs

Master of Science (M.S.) programs are designed to provide in-service teachers with relevant coursework that will increase their understanding of current educational theories, research, and practice. As stated in the College of Education’s mission conceptual framework, candidates are expected to develop and expand professional knowledge, skills, and dispositions. Upon completion of the program, candidates should be prepared to assume leadership roles within the professional community. All programs emphasize the integration of theory, research-based best practices, and meaningful applications. Various concentrations are available to provide challenging content designed to meet the ever-changing demands of the profession. This flexibility allows an individual, cohort, school, or building to customize the graduate curriculum to meet specific needs. All programs are designed to move teachers toward the National Board of Professional Teaching Standards.

Inquiry is a central component in all graduate programs and candidates are expected to contribute both knowledge and service to the community. All graduate courses that are part of a degree program in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), and studies of correlation.

All graduate candidates are required to complete a synthesizing project prior to graduation. The project may take many forms (e.g., portfolios, research projects, professional presentations, publications or comprehensive examinations) and is determined by the specific program.

Educational Leadership Program

Educational Leadership Program is designed for educators who want to assume administrative roles in the schools. The program culminates with candidates earning a Master of Science Degree and a General Administrative Type 75 Certificate. The Educational Leadership Program exists to create educators capable of ethical decision-making and leadership, who can articulate a clear vision, sense of identity, and purpose within a community.

Upon successful completion of the Educational Leadership Program, the candidate will demonstrate competence in the Standards for Advanced Programs in Educational Leadership. These standards were developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE) that have been adopted by the Illinois State Board of Education for administrative certification.

Standard 1 Facilitating a Vision of Learning

The candidate is an educational leader who has 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.

**Standard 2  School Culture and Instructional Program**
The candidate is an educational leader who has 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  Management**
The candidate is an educational leader who has 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  Collaboration with Families and Communities**
The candidate is an educational leader who has the knowledge and ability to promote 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  Acting with Integrity, Fairness, and in an Ethical Manner**
The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6  Political, Social, Economic, Legal and Cultural Context**
The candidate is an educational leader who has 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.

**Standard 7  Administrative Internship**
The candidate had significant opportunities to synthesize and apply the 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 the university and school district personnel for graduate credit.
Educational Leadership Major Required Courses

- MSED 603 Instructional Leadership 3
- MSED 610 Methods of Educational Research 3
- MSED 645 Organization & Development of Curriculum 3
- MSED 655 Supervisory Behavior 3
- MSED 661 School Community Relations 3
- MSED 662 School Finance 3
- MSED 663 School Law 3
- MSED 664 Educational Organization and Administration 3
- MSED 690 Administrative Internship I 3
- MSED 691 Administrative Internship II 3
- MSED 696 Diversity Issues in Education 3

Total hours 33

Candidate Assessment Levels

In addition to regular meetings with the advisor each semester to review their progress in developing a portfolio, to provide support, to assess progress, and to answer any questions or concerns, candidates will be formally assessed at the four transition points in the program:

Level One. Admission to the University of St. Francis

- Admission application and essay
- Application fee of $30
- Transcripts documenting the undergraduate degree
- Teaching Certificate
- Two letters of recommendation (one from a supervisor)
- Cumulative undergraduate GPA of 2.75 on a 4.0 scale
- Computer Competency (coursework or demonstrated competencies in computer literacy)
- At least one year of teaching or school-service personnel experience
- Statements of Understanding

Please note: Candidates must complete the admissions requirements and be accepted into the program before registration for the first class. Candidates must be accepted into the program in order for financial aid to be processed. Candidates will be granted official admission to the College of Education upon receipt and approval of the above requirements. Candidates who do not meet the required G.P.A. of 2.75 will be provided the opportunity to appeal for admission through their admissions counselor. If the appeal is approved, conditional admission will be granted pending completion of the first semester’s course. Full
admission to the College of Education will be granted upon review and completion of the first semester’s course with the minimum grade of “B.”

Level Two. Admission to the Educational Leadership Program
- Receipt of transcripts and transfer approval of six credit hours (maximum)
- Illinois Test of Basic Skills
- Successful completion of 9 credit hours with a GPA of 3.0
- Successful completion of 30 hours of pre-internship activities and reflections
- Successful completion of at least 3 course projects and reflections including the embedded program assessment: Diversity Case Study
- Completion of 2 years of teaching or school-service personnel experience
- Assessment of dispositions

Level Three. Admission to Internship
- Successful completion of 18 credit hours with a GPA of 3.25.
- Successful completion of 80 hours of pre-internship activities and reflections
- Successful completion of at least 6 course projects and reflections including the embedded program assessments: Curriculum Mapping and Professional Growth Plan
- Assessment of dispositions

Level Four. Recommendation for Graduation and Certification
- Successful completion of 33 credit hours with a GPA of 3.35
- Successful completion of 100 hours of pre-internship activities and reflections
- Successful completion of 11 course projects and reflections including two Internships and embedded program assessments: Strategic Plan and Philosophy of Educational Leadership
- Assessment of dispositions
- At least two years of teaching or school-service personnel experience (state requirement for certification)
- Successful completion of the state Principal Test

Graduate “Special Student” Status
Candidates wishing to enroll in a graduate course, but not earn a degree, may do so under the “special student” designation for any length of time by completing the proper application. Candidates wishing to apply coursework taken under the special student designation toward a degree program must petition through the Program Coordinator, Dr. June Grivetti at igrivetti@stfrancis.edu or 815-740-3649. Enrollment in specific courses by special students may be restricted by prerequisites or other program requirements. Financial assistance is not available to special students.
Educational Leadership Policies

Method of Instruction

College of Education courses reflect the college’s conceptual framework by modeling learner-centered instructional practices, a service-oriented approach to education, and professional dispositions. The courses are predicated on active learning. Emphasis is placed on critical thinking and problem solving as candidates develop and refine the thinking and decision-making skills required of educators. The courses will model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity, and integrate technology. Candidates are encouraged to reflect on both the content and methodology of the courses, and consider how these qualities might be applied to other educational contexts.

The class participation component of the courses is based upon two principles. Firstly, individuals learn best through active participation with other individuals and learning materials. Secondly, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a candidate’s educational experience, a high level of class participation is required. Consequently, all candidates are required to be prepared for and participate in class discussions and activities.

Minimum Standards for Writing Style

Unless expressly indicated by the instructor, all written assignments must (per APA, 5th ed.):

- Conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
- Include a title page (title of paper, candidate name, University of St. Francis, course name and date);
- Use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type and size (Times Roman or Courier, 12 point);
- Include a page header (abbreviated title) and page number, upper right corner;
- Include an introduction, section headings, and a conclusion section when appropriate; and
- Include in-text citations and a corresponding reference list for all ideas/facts that are not the writer’s.
Attendance Policy

Attendance is expected at all sessions. Class discussions, quizzes, and assignments may include content that is not covered in the text(s). Each individual candidate is responsible for obtaining materials or information that was missed due to absence. One day’s absence from a four hour class session may affect a candidate’s grade. Please note that the candidate would be missing 1/8 of a course as compared to missing 1/15 of a course in a regular semester. In the summer courses, missing one day's eight hour session would be missing 1/5 of the course. A candidate is expected to inform the instructor of any absence in advance and complete any work that may be required. A candidate may be given make-up work at the discretion of the instructor.

Grading Policies / Grievances

See the appropriate sections of the University of St. Francis catalog for grading policies and procedures for grade grievances.

Grading Scale – Masters Programs in College of Education

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92%</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84%</td>
</tr>
<tr>
<td>F</td>
<td>less than 77%</td>
</tr>
</tbody>
</table>

Transfer Credit

All candidates pursuing administrative certification are required to be degree seeking and successfully complete all assessment levels, including the portfolio. Candidates may transfer up to 6 hours of graduate credit from a regionally accredited college or university. Each individual’s transcript will be evaluated and the appropriate credit awarded prior to admission to the program. Candidates must abide by the following provisions:

- The candidate should complete a petition for transfer credit at the time of admission.
- The candidate must submit official transcripts of the course(s) taken.
- The course(s) must be appropriate to the degree program of the candidate and not be in conflict with credit limitations.
- The petition must be approved by the appropriate program administrators.
- The course(s) must have a grade of “B” or higher.
- The course must have been completed within the last seven (7) years.

Transfer credits are not included in the computation of the candidate’s G.P.A. at the University of St. Francis.

Revised 1/2008
Prior Credit and USF Graduates

USF M.Ed. (with certification) graduates can apply up to 9 hours of credit (History and Philosophy, Methods of Educational Research, and Diversity (formerly Multicultural) Issues in Education) toward the M.S. degree. Please note that not all M.Ed. graduates will have all three of these courses. Each individual’s transcript will be evaluated and the appropriate credit awarded prior to admission to the program. The courses must have been completed within the last seven (7) years.

USF M.S. in Reading or Teaching and Learning graduates can apply up to 6 hours of credit, MSED 610 Methods of Educational Research and MSED 650 Improvement of Instruction and Instructional Programs (in lieu of MSED 603 Instructional Leadership) toward the M.S. in Educational Leadership degree. The courses must have been completed within the last seven (7) years.

Candidates with a M.S. degree from USF in Curriculum and Instruction can apply up to 9 hours of credit toward the degree. The courses must have been completed within the last seven (7) years. See table below.

<table>
<thead>
<tr>
<th>University of St. Francis</th>
<th>Master of Science: Curriculum and Instruction</th>
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<tbody>
<tr>
<td>Candidates can apply 9 hours of credit towards Educational Leadership.</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction Course</td>
<td>Educational Leadership Course</td>
</tr>
<tr>
<td>MSED 610 Methods of Educational Research</td>
<td>MSED 610 Methods of Educational Research</td>
</tr>
<tr>
<td>MSED 605 Comparative Education</td>
<td>MSED 696 Diversity Issues in Education</td>
</tr>
<tr>
<td>MSED 645 Organization and Development of Curriculum</td>
<td>MSED 645 Organization and Development of Curriculum</td>
</tr>
<tr>
<td>MSED 655 Supervisory Behavior</td>
<td>MSED 655 Supervisory Behavior</td>
</tr>
</tbody>
</table>

For Type 75 Certification candidates need an additional 21 hours.

| MSED 603 Instructional Leadership |
| MSED 661 School Community Relations |
| MSED 662 School Finance |
| MSED 663 School Law |
| MSED 664 Educational Organization and Admin. |
| MSED 690 Administrative Internship I |
| MSED 691 Administrative Internship II |

For M.S. degree in Educational Leadership candidates need an additional 3 hours of approved electives if they have taken all of the 4 courses listed under Curriculum and Instruction Course.

Revised 1/2008
Rescheduling a Course

Candidates enrolled in a cohort have a “good faith” agreement with the University upon enrollment to adhere to a predetermined academic plan and degree completion within the established timeframe. Should a candidate wish (or need) to take a course with another cohort at an alternate site and/or time, it is the candidate’s responsibility to contact the Program Coordinator and complete a Change in Course Sequence Agreement.

Please note: The University of St. Francis cannot guarantee when or where the course will be offered again and, as a result, the target graduation date and/or an internship may be extended.

Institutional Refund Policy

Refunds or withdrawal from the University will be made only after proper withdrawal forms have been completed. The forms can be provided by your Location Coordinator or picked up at the registrar’s Office. Failure to properly notify the university of withdrawal renders the student ineligible for refund. Full tuition is charged unless a candidate makes a formal withdrawal. The following schedule applies to all USF academic programs. Tuition charges will be computed according to the following schedule:

Number of weeks from the published start date of the course (based on a 15 week course):

<table>
<thead>
<tr>
<th>During the....</th>
<th>Refund</th>
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<tbody>
<tr>
<td>1st or 2nd week of a 15 week course</td>
<td>100% Refund</td>
</tr>
<tr>
<td>3rd or 4th week of a 15 week course</td>
<td>75% Refund</td>
</tr>
<tr>
<td>5th week of a 15 week course and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Modular and other short duration courses will have a refund policy proportional to the above. Refunds are payable to students thirty (30) days after the official date of withdrawal. All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Business Office Manager, Office of Business Affairs, S211, (815) 740-3372. Students dropped or suspended from the University of St. Francis are not eligible for refunds.

To withdraw from a course in the Educational Leadership Program, immediately contact the Program Coordinator, Dr. June Grivetti, at 815-740-3649 or jgrivetti@stfrancis.edu.

<table>
<thead>
<tr>
<th>After the. . . .</th>
<th>Refund</th>
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<tbody>
<tr>
<td>1st class (4 hours) and before the 2nd class</td>
<td>100% Refund</td>
</tr>
<tr>
<td>2nd class (8 hours) and before the 3rd class</td>
<td>75% Refund</td>
</tr>
<tr>
<td>3rd class (12 hours)</td>
<td>0%</td>
</tr>
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</table>

Time Limit for Completion of Work

A candidate must have completed all requirements for the graduate degree program within eight (8) calendar years beginning with the first semester of graduate studies. If the time will extend beyond eight years, candidates should contact the Dean of the College of Education. Graduation Requirements for Master of Science Degrees. Graduate candidates are responsible for ascertaining and meeting all deadlines, e.g., registration, submission of
assignments, and application for graduation. The Location Coordinator will distribute the necessary forms. If a candidate fails to graduate at the time originally anticipated, the candidate must reapply for graduation by the appropriate deadline noted in the Academic Calendar. A graduation fee will be assessed. No graduation honors are awarded to graduate candidates. Candidates for a master's degree must:

- complete the formal application for graduation through the Registrar's Office by the published deadline (suggest two semesters before commencement),
- earn a minimum of 33 semester hours of graduate coursework,
- earn no fewer than 27 of those graduate semester hours from the University of St. Francis,
- complete all requirements with respect to the College of Education concentration (Courses must be completed in a period of eight calendar years which begins with the first semester of graduate studies.),
- achieve a cumulative grade point average of 3.35 or higher,
- successfully complete all assessment levels of the portfolio, and
- satisfy all financial requirements with the Business and Financial Aid Offices.

**Student Services**

**Academic Resource Center**

The Academic Resource Center (ARC), located in the Library, provides candidates with information, guidance, and services to assist in their successful pursuit of educational goals. Candidates will find computers, study aids, study tables and comfortable locations for reading, as well as staff to offer individualized help. Opportunities for study groups or assistance can be found in the Writing Center. Additional services include workshops on learning strategies, study aid materials, learning strategy counseling, and services for students with special needs.

**American Disabilities Act (ADA)**

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the university if you have particular needs.

The University strives to be in compliance with Americans with Disabilities Act (ADA) regulations. To this end, a student who requires special support or arrangements due to a disability should contact the Office of Disability Services at 815-740-5060 or visit the Library L214 to coordinate accommodations. This contact should occur no later than the first week of classes in order to allow for sufficient time to provide accommodations.

**Bookstore**

The University of St. Francis Bookstore is located on the first floor of Tower Hall North. For students taking courses off-campus, the bookstore provides online purchase of
Financial Aid

Federally funded financial assistance in the form of low interest loans is available to part-time graduate students. For further information and assistance contact the Financial Aid office at 815-740-3824.

One-hour on-line Graduate Course

In order to qualify for financial aid a candidate must register for at least 4 semester hours per semester. If you need an additional hour you may register for MSED 601 Contemporary Issues in Education. This is an on-line course at USF. To register for this course, please contact Ann Bell at abell@stfrancis.edu or 815-740-3699.

Three-hour on-line Graduate Course

In order to qualify for financial aid a candidate must register for at least 4 semester hours per semester. If you are a special education teacher you may be interested in taking one of our on-line courses in Supervision of Programs for Exceptional Children or Guidance and Counseling for Exceptional Children. These are two of the courses required for the Director of Special Education Endorsement.

Regular education teachers are welcome to take these courses as well. Both courses are planning to be offered on-line as of Fall 2008. The Guidance and Counseling course will be offered as a face-to-face, on site at Twin Oaks, 3033 Jefferson Street (Rt. 52), Joliet, IL 60435, in March and April of 2008. If you are interested in registering, please contact Dr. June Grivetti at jgrivetti@stfrancis.edu or 815-740-3649.

Please note:
1) The State of Illinois handles the endorsement for Director of Special Education (not the university).

2) Master degree graduates with a Type 75 will need to have their transcripts evaluated by the State of Illinois. The state will identify your deficiencies, that is, the courses you need to take to qualify for the endorsement. If you do not have an LBS1, methods courses may also be required. The College of Education recommends that you have this transcript evaluation done before enrolling in course work.

3) You can request a review of your transcripts on-line for a fee that can be paid by credit card. Go into the ISBE website (www.isbe.state.il.us).

4) Take the courses needed. Send your transcripts to the state.

5) Take the state test for the Director of Special Education Endorsement.

6) Apply to the state for the endorsement.
Kappa Delta Pi

The University of St. Francis chapter of Kappa Delta Pi held its inception meeting and initiation on April 3, 1998. Membership in this international honor society for educators is by invitation only, and is awarded to the top 10% of teacher candidates and education professionals. Kappa Delta Pi is devoted to recognizing and rewarding excellence in education.

Library Services

The library provides resources and services for all extended campus locations. Candidates may request interlibrary loans and book lending via post. A reference librarian is available to assist candidates with their research needs and to provide instruction and assistance in the use of online databases and other library resources. Each semester a Library Orientation is provided at the Twin Oaks Campus. Candidates may contact the library using a toll-free number 800-726-6500 or via the Internet at www.stfrancis.edu/lib/libindex.htm.

Off-Campus Location Coordinator

Every off-campus class section has a designated student who serves as a Location Coordinator (LC). This candidate acts as a liaison between the College of Education, the instructor, the candidates, and the facility where classes are held. The primary function of the LC is to act as the “connecting link” between candidates, faculty and University administrators. Some duties of the LC are providing service to faculty, making provisions for audiovisual equipment, distributing teacher evaluation forms, and assisting in other forms of communication between the University and the candidates.
Code of Professional Conduct

The College of Education (COE) at the University of St. Francis expects its members and professional candidates to adhere to the highest professional standards and to be an advocate for all students. Educators have professional responsibilities to the community, to students, to colleagues, and to the profession. In particular, we are dedicated to the proposition that all of our members embrace the Franciscan spirit of social justice and the positive affirmation of diversity. Members and candidates are expected to work effectively with all children and their families, respectful of ethnicity, culture, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographic area.

One manifestation of these responsibilities is expressed through professional dispositions. The principles of the Code of Professional Conduct enumerated below are intended to provide candidates with an explicit description of desirable professional characteristics, dispositions and behaviors. In accordance with the COE conceptual framework, all candidates are expected to follow the Code and develop a deeper understanding of its applicability as they move through their professional program and “find their professional selves.” COE faculty and administrators, both full and part-time, will examine and discuss the Code and its implications for educators at appropriate times throughout the program.

While the Code is organized into course and field experience expectations, professional candidates are expected to abide by the Code at all times. The Code is not exhaustive. The fact that a given conduct is not specifically addressed by the Code does not mean that it is professional or condoned by the COE.

The content of the Code has been recommended and approved by professional educators including the COE assembly, teachers and administrators. The Code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion.

In COURSES:
This Code applies any time candidates are enrolled in courses in the university. Please review the applicable course syllabus for specific procedures and prohibitions.

Candidates are expected to:

RESPECT:
- Attend, and actively participate in, each class session.
- Exhibit a supportive, accepting disposition towards all individuals.
- Come prepared for class in terms of readings and assignments.
- Be prompt for both course attendance and turning in course assignments.
- Use appropriate professional language (as if working with professional colleagues).
- Actively listen and demonstrate self-control.
• Show respect for colleagues’ (instructors, fellow candidates, and guests) learning space and time by focusing on course content and activities.
• Positively respond to constructive criticism.

INTEGRITY
• Convey enthusiasm for teaching and learning.
• Exhibit a passion for inclusive, non-biased educational culture.
• Be willing to examine one’s own cultural biases.
• Show intrinsic motivation and professional curiosity.
• Be committed to life-long learning.
• Maintain a professional appearance in written work and products (see minimum standards for written assignments).
• Show initiative in seeking assistance.
• Uphold academic integrity and accountability.
• Be dependable, conscientious and trustworthy.

SERVICE
• Demonstrate a commitment to the profession.
• Cooperate in sharing professional ideas and materials.
• Dedicate oneself to the principles of educational equity and social justice.
• Show an interest in learning about other cultures.

COMPASSION
• Convey intellectual empathy.
• Show acceptance and appreciation of diversity.
• Commit to confronting stereotypes as encountered.
• Be willing to help colleagues in need of assistance.

Candidate dispositions will be formally assessed in the fall and spring semesters and at the end of the program by the advisor. Advisors will review each candidate’s file, including Code of Professional Conduct Reports (see next three pages), and make one of the following recommendations to the Program Coordinator: 1) Approve [A] for the candidate to move to the next level, 2) Counsel [C] the candidate regarding dispositions with accompanying documentation, or 3) Recommend [R] that the candidate to appear before the Professional Standards Board. While referral is left to the discretion of the advisor, referral is recommended if a candidate has two or more violations documented.

In an effort to recognize outstanding examples of professional conduct, the College of Education will institute the Exemplary Professional Conduct Report. Faculty and administrators who become aware of exemplary professional conduct in support of the Franciscan values and the College’s conceptual framework can formally recognize a candidate by completing the attached form that will be placed in the candidates file and may be used in the candidate’s portfolio.
University of St. Francis
College of Education
Exemplary Professional Conduct Report

The College of Education at the University of St. Francis expects its members and professional candidates to adhere to the highest professional standards. Candidates are expected, at all times, to follow the Code of Professional Conduct that is structured around the Franciscan values of Respect, Integrity, Service, and Compassion. Faculty and administrators who become aware of exemplary professional conduct in support of the Franciscan values and the College’s conceptual framework can formally recognize a candidate by completing this form.

Candidate’s Name: ____________________________  Major: __________________

Brief Description:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Person reporting the exemplary conduct: ______________________________________

Signature: __________________________________________________________________

________________________________   Date: ___________________

Please return this form to the candidate’s Program Coordinator in the College of Education.

Copies to:  Associate Dean,
Program Coordinator (for candidate’s file)
Advisor
Candidate

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University of St. Francis  
College of Education  

**Code of Professional Conduct Concern**

The College of Education at the University of St. Francis expects its members and professional candidates to adhere to the highest professional standards. Candidates are expected, at all times, to follow the Code of Professional Conduct that is structured around the Franciscan values of Respect, Integrity, Service, and Compassion.

Possible areas of concern include but are not limited to: **attendance, preparedness, participation, promptness, language, willingness to listen and demonstrate self-control, level of enthusiasm, initiative, academic integrity & accountability, and intellectual empathy & tolerance.**

Concerned Person: ______________________________ Title: ______________________________

Candidate’s Name: ______________________________ Major: ______________________________

Brief Description:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggestion(s) to Candidate:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Concerned Person: ______________________________ Date: _______________

Candidate’s Response:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Candidate’s Signature: ______________________________ Date: _______________

Please return this form to the Candidate’s Program Coordinator (for the candidate’s file).

Copies to: Associate Dean, Program Coordinator (for candidate’s file), Advisor, Candidate

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The College of Education at the University of St. Francis expects its members and professional candidates to adhere to the highest professional standards. Candidates are expected, at all times, to follow the Code of Professional Conduct that is structured around the Franciscan values of Respect, Integrity, Service, and Compassion. Faculty and administrators who become aware of unprofessional behavior or violations to the Code of Professional Conduct will meet with the candidate and document the violation using this form. Depending on severity, candidates may be referred to the Professional Standards Board.

Person reporting violation: _______________________ Date: ________________

Candidate’s Name: ____________________________ Major: ________________

Brief Description:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Suggested Action to be taken:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Person reporting violation: ________________ Date: ________

Candidate’s Response:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Candidate’s Signature: __________________________ Date: __________

Please return this form to the Candidate’s Program Coordinator in the College of Education.

Copies to:  
Associate Dean,  
Program Coordinator (for candidate’s file)  
Advisor  
Candidate

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University of St. Francis  
College of Education  

Change in Course Sequence Agreement

Name: ______________________________________ ID or SSN: _________________

Address: ____________________________________________________________________________

E-mail Address: ________________________________________________________________________

Home Phone: ___________________________________________________________________________

Cohort: ___________________________ Site: _________________________________________________

Cohort Start Date (circle one)          Fall        Winter         Spring          Summer      200____

Due to (please explain): _________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

I will not be able to participate in (course name and number) ____________________________

being offered (circle one) Fall Winter Spring Summer 200____.

Please note: The University of St. Francis cannot guarantee when or where the course will be offered again and, as a consequence, the target graduation date or internship may be extended.

Signature of Candidate: _______________________________ Date: __________

Signature of Program Coordinator: __________________________ Date: __________

Please fax this form to the Dr. June Grivetti, Program Coordinator at 815-730-4721.

Revised 1/2008
Please print.

Date: _____________________________ Cohort: _____________________________

Name: _____________________________ SSN: _____________________________

New Address: _______________________________________________________________

City/State/Zip: _____________________________ Phone _____________________________

E-mail Address _______________________________________________________________

If your e-mail address has changed, go on-line to update your e-mail address. You will need your ID and password. If you do not have them, call the registrar’s office at 815-740-2285 or -2286. This is the e-mail address where your grades will be sent.

_______________________________________________________
Candidate’s Signature

Please fax this form to Dr. June Grivetti at 815-730-4721 or mail it to:

Dr. June Grivetti
University of St. Francis
3033 Jefferson Street, Suite 102
Joliet, IL 60435

To verify that the change has been made, please access the web at www.stfrancis.edu.
REQUEST FOR CHANGE OF NAME

Office of the Registrar
Please print.

Cohort: _____________________

Date: _____________________

Current Name on Record: ________________________________ SSN: ________________________________

I am officially requesting a change of my legal name as recorded in my student record:

NEW NAME: __________________________________________

FORMER NAME: _______________________________________

__________________________________________________

Candidate’s Signature (former name)

You must supply two documents as proof of legal name change:

_____ Driver’s License or State ID card License Number __________________________________

AND one of the following:

_____ Copy of Marriage Certificate Dated: ________________________________

_____ Court Document reflecting name change Dated: ________________________________

_____ Passport

Please fax the completed form and copies of 2 forms of documentation to Dr. June Grivetti at 815-730-4721 or mail it to:

Dr. June Grivetti
University of St. Francis
3033 Jefferson Street, Suite 102
Joliet, IL 60435

To verify that the change has been made, you may access the web at www.stfrancis.edu.

Revised 1/2008
University of St. Francis
College of Education

Petition for Transfer of Graduate Credit

Name: ___________________________________________ Date: ______________________

Last   First           Middle Initial

ID or SSN: ______________________________________ Cohort: ______________________

Address: ___________________________________________________________________________

_____________________________________________________________________________________

City               State     Zip

Phone: ______________________________________________________________________________

Work           Home                                               E-mail address

A fully accepted graduate student, wishing to transfer graduate work completed at other accredited
institutions to a degree program at the University of St. Francis, must complete this petition. A transcript
(final course grade “B” or better is required) and a course description from the college or university
catalog must be provided. You may also be required to submit additional information (e.g. title/author or
text, course syllabus, etc). Send copies only, as these materials will not be returned. Please note that cohort
programs may have specific policies regarding transfer credit.

I hereby petition to transfer the following course work:

SUBJECT: ___________________________________________ COURSE #: ______________________

CREDIT HOURS: ___________________________ DATES TAKEN: ____________________________

COURSE TITLE: _________________________________________________________________________

INSTITUTION: __________________________________________________________________________

☐ APPROVED. _____ semester hours applied to fulfill _________________________________________

_______________________________________________________________________________________

☐ DENIED. __________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

___________________________________________  ___________________________________________
Program Coordinator   Date  Dean of College of Education  Date

Please fax this form and a copy of the course description from the course catalog to
Dr. June Grivetti, Program Coordinator at 815-730-4721.

Copies:  ☐ Student    ☐ Program Coordinator    ☐ Registrar

Revised 1/2008
Faculty and Staff Directory

Robert Barwa, Ed.D.    (815) 740-3377    rbarwa@stfrancis.edu
Assistant Professor

Kim Beck            (815) 740-3829    kbeck@stfrancis.edu
Administrative Assistant
College of Education – Main Campus

Ann Bell            (815) 740-3699    abell@stfrancis.edu
Administrative Assistant
College of Education – Twin Oaks

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Assessment Coordinator

Amy Brodeur, M.S.Ed. (815) 740-3661    abrodeur@stfrancis.edu
Assistant Professor

Alice Cahill, M.S.Ed. (815) 740-3667    acahill@stfrancis.edu
Director, REAL

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Assistant Professor

Rich Chandler       (815) 740-5024    rchandler@stfrancis.edu
Coordinator of School Partnerships

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Assistant Professor

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Associate Field Experience Coordinator

Joan Ferguson, M.S.Ed. (815) 740-4297    jferguson@stfrancis.edu
Certification Coordinator

John Gambro, Ed.D.   (815) 740-3456    jgambro@stfrancis.edu
Dean
College of Education

Revised 1/2008
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Educational Leadership Coordinator

Jura Harris  (815) 740-3533  jharris@stfrancis.edu
Assistant Director
Academic Programs

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Assistant Professor

Barb Ingold  (815) 740-3201  bingold@stfrancis.edu
Grants Administrator

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Field Experience Coordinator

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Assistant Professor
Elementary Education Coordinator

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Professor

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Assistant Professor

Jennifer Russell, M.S.Ed.  (815) 740-3382  jrussell@stfrancis.edu
Assistant Professor

Lisa White-McNulty, Ph.D.  (815) 740-5074  lwhitemcnulty@stfrancis.edu
Assistant Professor

Cindy Wrobbel, M.A. Ed.  (815) 740-6124  cwrobbel@stfrancis.edu
Associate Dean
College of Education

Sharon Wysoglad, M.S.Ed.  (815) 740-5655  swysoglad@stfrancis.edu
Executive Director of Advanced Programs
Teaching & Learning and
Reading Coordinator

Revised 1/2008
Educational Leadership Program

Section II. Portfolio:
Required Course Projects
Pre-Internship Activities
Internship Projects
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   Pre-Internship Activities
   Internship Projects

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What is an Educational Portfolio?

An educational portfolio is a collection of materials, such as: units of study, presentations, outlines, observations, logs, letters, certificates, projects, audio/video tapes, reflections, research papers, certificates, and other items that demonstrate one’s educational accomplishments. These accomplishments should reflect authentic experience and educational competence.

Educational Leadership Portfolio

The Capstone Project and one of the requirements for each candidate in the Educational Leadership Program at University of St. Francis is the creation of an Educational Leadership Portfolio. This portfolio is a collection of Course Project, Pre-Internship Activity, and Internship project documents by which the candidate demonstrates competence as an educational and administrative leader. These documents are aligned with the Standards for Advanced Programs in Educational Leadership which were developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration and are the guidelines used by the National Council for Accreditation of Teacher Education. The Illinois State Board of Education has adopted the national standards in Chapter 23 of Illinois Administrative Code (IAC), Section 29.120. The state and national standards are listed below:

**Standard 1  Facilitating a Vision of Learning**
The competent 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 (IAC 1.0 and ELCC 1.0).

**Standard 2  School Culture and Instructional Program**
The competent 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 students’ learning and staff’s professional growth (IAC 2.0 and ELCC 2.0).

**Standard 3  Management**
The competent 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 (IAC 3.0 and ELCC 3.0).

**Standard 4  Collaboration with Families and Communities**
The competent administrator is an educational leader who promotes the success of all students by collaborating with families and community members and responding to diverse community interests and needs and mobilizing community resources (IAC 4.0 and ELCC 4.0).

**Standard 5  Acting with Integrity, Fairness, and in an Ethical Manner**
The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner (IAC 5.0 and ELCC 5.0).

**Standard 6  Political, Social, Economic, Legal and Cultural Context**
The competent 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 (IAC 6.0 and ELCC 6.0).
Standard 7 Administrative Internship

The competent administrator is an educational leader who promotes the success of all students by applying standards-based knowledge, skills, and research in an administrative workplace.

Please note: The candidate will regularly meet outside of the scheduled courses with their advisor for support, guidance and for the assessment of Coursework Artifacts, Pre-Internship Activities, and Internship Projects. The advisor will conduct an exit interview with each candidate at the conclusion of all coursework to verify the successful completion of the Portfolio as the final step before graduation. The advisor is the university supervisor (instructor) for the Administrative Internships. In the internship the supervisor will meet with the candidates in three two-hour seminars and with each candidate as needed to assess the administrative projects in the internship.

Portfolio Construction

The portfolio is a collection of your Empirical Research Projects, Pre-Internship Activities and Internship Projects accumulated throughout the Educational Leadership Program. The portfolio should be a neat, well-organized, professional presentation of your learning, skills, and experiences in the Educational Leadership Program. The organization and appearance communicates a great deal about your professionalism to school officials and perspective employers.

Portfolio Organization and Contents

The portfolio materials consist of the following:

1) 4 inch binder with a plastic cover insert
2) tabs/dividers – typed and wider than pages
3) plastic pocket inserts,
4) papers – stapled and in one plastic insert
5) logs, reflections, assessments, summaries and evaluation – typed, face up and back to back in the plastic inserts

Binder Cover Page . . . larger font, double/triple space and center the following:

Educational Leadership Portfolio
Your Name
University of St. Francis
Master of Science in Educational Leadership
Semester and Year of Graduation

Contents of Binder . . . (all parts typed)

Title Page (same as binder cover page)
Tab/Divider Table of Contents
Tab/Divider Resume
Tab/Divider List of Standards (type title and full description)
<table>
<thead>
<tr>
<th>Tab/Divider</th>
<th>List of Courses</th>
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<td>Courses, Instructors, Grades (optional)</td>
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<td>Required Course Projects, Logs, Reflections, and Assessments</td>
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<td>Pre-Internship Activity Logs, Reflections, Materials and Assess.</td>
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<td>Affiliation Agreements (You will receive a copy.)</td>
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<td>Internship Experience Agreements</td>
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<td>Candidate and Cooperating Administrator Information Sheets</td>
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<td>(in Internship II – a major project not required)</td>
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<td>First page – type out the title of the project</td>
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<td>Report, Materials, Assessments</td>
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<tr>
<th>Tab/Divider</th>
<th>Minor Projects</th>
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<tr>
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<td>First page – type out a list of the titles of the projects</td>
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<td>Logs, Reflections, Materials, Assessments</td>
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</tbody>
</table>
Summary Assessments
Cooperating Administrator Evaluations
Internship Seminars Assessments
Internship Assessment Scoring Assessments
Internship Grading Sheets
Summary of Course Project Reflections Assessment
Summary of Pre-Internship Reflections Assessment
Summary of Internship Projects Assessments
Required Course Projects – Guidelines

All graduate courses that are part of a degree program in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research.

Empirical Research Projects are required in the following courses:
- MSED 662  School Finance
- MSED 663  School Law
- MSED 664  Educational Organization and Administration
- MSED 610  Methods of Educational Research

The project assessment scoring guides (rubrics) and course project reflection forms are on pages 6, 7, and 8.

Special Projects are required in the following courses:
- MSED 645  Organization & Development of Curriculum
- MSED 655  Supervisory Behavior
- MSED 603  Instructional Leadership
- MSED 661  School Community Relations
- MSED 696  Diversity Issues in Education
- MSED 690  Administrative Internship I
- MSED 691  Administrative Internship II

Curriculum Mapping
Professional Growth Plan
Phil. of Educ. Leadership
Strategic Plan
Diversity Case Study
Internship Projects
Internship Projects

The project assessment scoring guides (rubrics) will be distributed by the instructor. The course project reflection form is on page 8.

Requirements for the portfolio:
1) Required course projects
2) Assessment scoring guides (by instructor)
3) Reflection
4) Reflection assessment (by advisor)
Average the points to determine the point total average. For example, an average of 3, 2, 2, and 2 equals a point total average of 2.25.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Performance Levels</th>
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<td>Statement of Problem/Issue</td>
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<td>Problem/issue clearly stated so that the reader has a solid understanding of why the candidate has undertaken this project.</td>
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<td>Problem/issue stated well enough for the reader to understand the basics of the project.</td>
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<tr>
<td>Data Collection</td>
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<td>Data sources (survey, interview, anecdotal, etc.) fully support the study, and enrich the reader’s understanding of it.</td>
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<td>Inadequate or faulty use of data sources (survey, interview, anecdotal, etc.)</td>
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<td>Analysis of Data</td>
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<td>Clear and insightful analysis of data, done with attention to detail and ramifications on the school or district.</td>
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<td>Clear analysis of data, and their connections to the school or district.</td>
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<td>Analysis done minimally to show connections to the school or district.</td>
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<td>Haphazard or faulty analysis of data.</td>
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<td>Recommendations</td>
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<td>Evidence of critical thinking in the resolution of the problem/issue from a personal future administrative perspective.</td>
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<td>Evidence of developing a resolution to the problem/issue from a personal future administrative position.</td>
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<td>Conventions</td>
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<td>Use of conventions is correct in APA style, grammar, spelling, and punctuation.</td>
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<td>Major errors in conventions that affect meaning.</td>
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Point Total  ___________ divided by 5 =  _____________ Point Total Average

Please Note: Candidates who earn less than a “Distinguished” have the option to redo the specified criteria. Candidates who earn a “Not Acceptable” MUST redo the specified criteria.

Comment:

SIGNATURE: __________________________________________________________________________ DATE: __________________________

Professor
Average the points to determine the point total average. For example, an average of 3, 2, 2, and 2 equals a point total average of 2.25.

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<td>The Review of Literature is inadequate to support the study.</td>
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Point Total    ____________    divided by 6 =    _____________    Point Total Average

Please Note: Candidates who earn less than a “Distinguished” have the option to redo the specified criteria. Candidates who earn a “Not Acceptable” MUST redo the specified criteria.

Comment:

SIGNATURE: ____________________________________________________________________________  DATE: __________________________

Professor

Revised 1/2008
University of St. Francis  
College of Education  
Educational Leadership Program

Course Project Reflection

Candidate: __________________________________________________________

Project Title: _______________________________________________________ Standard: ____

Course Number and Title: ____________________________________________

Professor: __________________________________________________________

Directions: Complete this form and include it with your course project. Your responses are not limited to the space provided.

1. Describe the project; describe the standard; and describe how it aligns with your project.

2. Describe what you have learned in completing this project that can be applied to your present position. Use specific examples.

3. Describe what you have learned in completing this project that can be applied to your future administrative position. Use specific examples.

4. Reflect upon how your project relates to at least one of the themes of the College of Education below:
   a. Understanding Students,
   b. Serving the Community, and
   c. Finding Our Professional Selves.
University of St. Francis  
College of Education  
Educational Leadership Program  
Course Project Reflection Assessment

Candidate: __________________________________________________________________________________________________________________

Course: ________________________________________________________ Professor: ___________________________________________________

Course Project Title: __________________________________________________________________________________ Standard: ___________

Average the points to determine the point total average. For example, an average of 3 and 2 equals a point total of 2.50.

<table>
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<th>Points</th>
<th>Performance Levels</th>
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<tr>
<td>Reflection</td>
<td>______</td>
<td>3 – Distinguished: All items on the Course Project Reflection are completed and all items are fully developed in detail. Items 2 &amp; 3 include specific examples.</td>
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<tr>
<td>Conventions</td>
<td>______</td>
<td>Use of conventions is correct in grammar, spelling, and punctuation.</td>
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</table>

Point Total ______ divided by 2 = __________ Point Total Average

Please Note: Candidates who receive a “Satisfactory (Minimally)” have the option to redo the Course Project Reflection. Candidates who receive a “Not Acceptable” must redo the Course Project Reflection.

Comments:

SIGNATURE: ___________________________________________________________________________ DATE: ____________________________

Advisor/University Supervisor

Revised 1/2008
Pre-Internship Activities - Guidelines

Candidates must complete 100 hours of pre-internship activities, prior to engaging in their actual internship. These activities must include at least 10 hours in each of the six standards. Some of the activities are required in order to ensure consistency and richness in the candidates’ preparation for educational leadership and administration. Candidates are required to complete a Pre-Internship Log and a Reflection for each pre-internship activity. These activities need to be pre-approved by the advisor.

**Standard 1 Facilitating a Vision of Learning**
The candidate is an educational leader who has 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.

- **Required:**
  - Attend two School Board Meetings at different levels—elementary, secondary, or unit.
  - Make a Presentation at School Board Meeting.
  - Participate in the Strategic Planning Process
  - Participate in writing or revisiting a vision/mission statement for school/district
  - Other

**Standard 2 School Culture and Instructional Program**
The candidate is an educational leader who has 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.

- **Required:**
  - Observe in other classrooms, grade levels, departments in different districts—schools elementary, secondary, and/or unit (required).
  - Participate in peer coaching.
  - Represent the department/team in articulation sessions with “feeder” schools.
  - Participate in a textbook adoption process.
  - Participate in a curriculum revision process.
  - Participate on a school or district curriculum committee.
  - Participate in a staff development session and assess its effectiveness via a survey of participants.
  - Other

**Standard 3 Management**
The candidate is an educational leader who has 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.

- Participate in the contract negotiations process.
- Conduct an inventory of textbooks, software, instructional supplies, etc.
- Participate in bus duty, playground duty, and/or lunch duty.
- Participate in writing and/or managing a grant.
- Other

**Standard 4 Collaboration with Families and Communities**
The candidate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Participate in school or district non-instructional committees with community members

Revised 1/2008
• Either sponsor student activities or assist a sponsor (those already coaching or sponsoring an activity are encouraged to reflect on their activity from the perspective of administrative preparation).
• Other

**Standard 5 Acting with Integrity, Fairness, and in an Ethical Manner**
The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner
• Shadow an administrator, secretary or other school official.
• Interview an administrator about the ethical issues in his/her position.
• Interview an administrator about how s/he embodies Franciscan values/servant leadership in his/her position and the challenges posed by this choice.
• Participate in a character education project or workshop/seminar.
**Required - choose at least one of the following:**
  - Participate in a service project that demonstrates Franciscan values, such as coordinating a fundraiser, blood drive, food drive, etc. (required if the next option is not chosen).
  - Participate in a workshop/seminar about ethics or servant leadership (required if the previous option is not chosen).
• Other

**Standard 6 Political, Social, Economic, Legal and Cultural Context**
The candidate is an educational leader who has 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.
• Provide leadership in cultural diversity projects in your classroom or involving other departments or grade level teams.
• Conduct a survey related to a current public relations issue, analyze the results, and make recommendations.
**Required - choose at least one of the following:**
  - Participate in an approved activity or workshop/seminar regarding the delivery of special education services or meeting the individual needs of students at risk of failure.
  - Interview a special education director about the political, social, economic, legal, or cultural challenges faced when providing special education services.
  - Observe a special education classroom
• Other

**Professional Growth Opportunities as Pre-internship Activities (subject to the approval of your advisor)**
• Attend workshops, conferences, seminars or other activities as approved by advisor
• Participate in Saturday USF Seminars/Presentations
• Peer Coaching
• Special Education Issues
• Resumes and Interviewing for administrative position
• How to use your portfolio in an interview
• IPA offerings – mentor program
• Servant leadership or Franciscan leadership
• Other
Pre-Internship Activity Log

Directions: Complete this form and include it with the reflection and any materials used or developed in this project.

Candidate: ____________________________________________________________

Cooperating Administrator: ______________________________________________

Identify Standard:       1       2       3       4       5       6

Activity Topic: __________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Details of Activity</th>
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Total Hours: _______

SIGNATURE: ___________________________ DATE: __________

Cooperating Administrator
Pre-Internship Activity Reflection

Candidate: ________________________________________________________________

Activity Title: ___________________________________________________________ Standard ______

Directions: Complete this form and include it with the Pre-Internship Activity Log along with copies of any materials used or developed in this activity. Your responses are not limited to the space provided.

1. Describe the project; describe the standard; and describe how it aligns with your project.

2. Describe what you have learned in completing this project that can be applied to your present position. Use specific examples.

3. Describe what you have learned in completing this project that can be applied to your future administrative position. Use specific examples.

4. Reflect upon how your project relates to at least one of the themes of the College of Education below:
   a. Understanding Students,
   b. Serving the Community, and
   c. Finding Our Professional Selves.
# Pre-Internship Activity Assessment

**Candidate:** __________________________  **Activity Topic:** __________________________  **Standard:** ______

Average the points to determine the point total average. For example, an average of 3, 2, 2, and 2 equals a point total average of 2.25.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Log</strong></td>
<td>______</td>
<td>The Experience Log for Pre-Internship Activity is complete with standard, dates, hours, and all activities are described in detail.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>______</td>
<td>All items on the Internship Candidate’s Reflection on Pre-Internship Activity are typed, completed and all items are fully developed in detail. Items 2 and 3 include specific examples.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>______</td>
<td>All materials used or developed in the project are attached.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>______</td>
<td>Use of conventions is correct in grammar, spelling, and punctuation.</td>
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</table>

**Point Total** ______ divided by 4 (or 3 if materials NA) = ______ **Point Total Average**

**Please Note:** Candidates who receive a “Satisfactory (Minimally)” have the option to redo the specified criteria. Candidates who receive a “Not Acceptable” must redo the specified criteria.

**Comments:**

**SIGNATURE:** __________________________  **DATE:** __________________________  **Advisor/University Supervisor**

Revised 1/2008
UNIVERSITY OF ST. FRANCIS
COLLEGE OF EDUCATION
Joliet, IL

- Understanding Students
- Serving the Community
- Finding Our Professional Selves

The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

USF Mission Statement
As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Course Information:
Course: Administrative Internship I
Course/Section Number: MSED 690
Semester Year: 
Meeting Dates: 
Location/Site: 
Prerequisite for Course: Permission of program coordinator
Required Books/Materials: No textbook required

Instructor Information:
Name: 
Office Hours: 
Telephone Number: 
Email Address: 
Fax Number: 

Revised 1/2008
Course Description:
This course entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and the share experiences with others members of the seminar. A second internship will follow in another semester order to include administrative projects that are in a full school year (ELCC 7.2a).

Overview:
The internship, as a pre-certification clinical experience, is designed to give the candidate the opportunity to work closely with practitioners in the educational field. The internship enhances the candidate's initiation into the world of school administration under the guidance of a practicing and experienced administrator who establishes a mentoring relationship with the candidate.

The major responsibility for all phases of the internship rests with the individual candidate. The candidate will be assigned a university supervisor who will be responsible for the overall supervision of the internship that will include seminars and field experiences. In addition, the candidate will identify a school administrator, who will serve as the candidate's cooperating administrator during the internship.

The internship will provide the candidate with a comprehensive perspective of the administrative roles and responsibilities. It should assist in reducing identifiable gaps in the candidate's current knowledge, understanding and experience relating to school administration. It is an individualized endeavor in that it is planned to meet each candidate's professional needs. The candidate, in conjunction with the university supervisor and the cooperating administrator, identifies appropriate minor projects and a major project. Once the administrative projects are identified, the candidate and the cooperating administrator establish a time schedule so that the projects can be completed in a timely manner and determine a location for implementation.

The candidate should be viewed as an administrator. Consequently, the candidate should be given definite responsibilities and the authority required to execute them. The tasks should provide the appropriate practice necessary for the candidate to fully understand the comprehensive perspective of an administrator's role as an educational leader.

Course Goals:
Upon successful completion of this course, the candidate will demonstrate competence in the Standards for Advanced Programs in Educational Leadership developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration as guidelines for the National Council for Accreditation of Teacher Education that have been adopted by the Illinois State Board of Education for administrative certification. The course goals are aligned with standards in Chapter 23 of the Illinois Administrative Code (IAC), Section 29.120 for Principals, the ELCC Standards, and the College of Education Conceptual Framework.

Understanding Students:
- The candidate will 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 (IAC 1.0 and ELCC 1.0).
Administrative Internship I
MSED 690
3 Credit Hours

- The candidate will 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 (IAC 2.0 and ELCC 2.0).
- The candidate will 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 (IAC 3.0 and ELCC 3.0).

Serving the Community:
- The candidate will promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (IAC 4.0 and ELCC 4.0)
- The candidate will promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (IAC 6.0 and ELCC 6.0).

Finding Our Professional Selves:
- The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner (IAC 5.0 and ELCC 5.0).

Outcomes:

Upon successful completion of this course, the candidate will demonstrate competence in the Standards for Advanced Programs in Educational Leadership developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration as guidelines for the National Council for Accreditation of Teacher Education that have been adopted by the Illinois State Board of Education for administrative certification. The course outcomes are aligned with standards in Chapter 23 of the Illinois Administrative Code (IAC), Section 29.120 for Principals and the ELCC Standards.

1. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision (IAC 1.0 and ELCC 1.3a).
2. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials (IAC 2.0 and ELCC 2.2a).
3. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement (IAC 3.0 and ELCC 3.1c).
4. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind (IAC 4.0 and ELCC 4.1b).
5. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions (IAC 5.0 and ELCC 5.1a).
6. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities (IAC 6.0 and ELCC 6.1d).

Instructional Experiences:
The College of Education courses reflect the College’s Conceptual Framework by modeling learner-centered instructional practices, a service oriented approach to education, and professional dispositions. This internship is predicated on active learning. The internship permits the candidate to 1) integrate theory and practice in an authentic administrative setting, 2) investigate research related to the major administrative project, and 3)
actively participate in seminars with other candidates. Although the internship is highly individualized, some aspects of the course are standardized.

**Guidelines for Internship:**

1. Candidates will earn 3 semester credit hours in the Internship. The candidate will be required to participate in three seminars. The focus of the seminars will be or candidates to discuss and share their internship experiences with a group of “critical friends” (ELCC 7.6a).

2. The candidate must complete at least 70 hours of a major administrative project and the remaining hours of minor administrative projects for a total of 150 clinical hours. The projects must be completed by the end of the 15-week semester. However, some of the projects may be completed prior to the start of the 15-week semester with the permission of the university supervisor and the cooperating administrator.

3. The candidate will secure the approval of the building administrator (or designee with a Type 75 Certificate acting in an administrative role) to serve as the cooperating administrator and discuss the selection of projects for approval. Candidates are required to complete administrative projects at more than one level of schooling: elementary, middle, and secondary (ELCC 7.4a).

4. The candidate chooses administrative projects that are designed to accommodate their individual needs. These are to be discussed with the cooperating administrator and the university supervisor (ELCC 7.3b).

5. With the approval of the university supervisor, the candidate will arrange a 3-way meeting with the university supervisor and the cooperating administrator to sign the Internship Experience Agreement. All projects must be approved by the university supervisor before implementation. The agreement describes the activities and timelines for the major and minor projects (ELCC 7.5a).

6. Candidates apply skills and knowledge articulated in the ELCC standards as well as the local and state standards. The state of Illinois has adopted the ELCC standards in Chapter 23 of the Illinois Administrative Code, Section 29.120 (ELCC 7.3a).

7. Individual conferences will be held during the internship for the purpose of assessing the candidate’s progress. The candidate will meet with the cooperating administrator and university supervisor as frequently as needed. Candidate is encouraged to contact the cooperating administrator and university supervisor with questions or concerns (ELCC 7.5a).

8. As one of the minor projects, the candidate will be required to spend at least one day shadowing a building administrator (or designee with a Type 75 certificate acting in an administrative role). The candidate will document all observations in a log and write a reflection.

9. The candidate will maintain a log of dates hours, descriptions, materials, and reflections throughout the Internship on the major and minor administrative projects.

10. At the conclusion of the Internship, the cooperating administrator(s) will complete the Cooperating Administrators Evaluation and the university supervisor will complete the University Supervisors Evaluation.
11. All of the internship documents (projects, assessments, logs, reflections and so on) will be included in the Educational Leadership Portfolio (the capstone project) along with the required course, pre-internship activity, and internship documents.

**Evaluation and Grading:**

Upon completion of the course, the candidate’s will receive a formal written evaluation, and final grade by the university supervisor based on assessments for the minor projects, the major project, and the seminars. The performance levels and their respective points are listed here:

- **3 – Distinguished**  
  Candidate consistently demonstrates excellence in completing the criteria.
- **2 – Proficient**  
  Candidate often demonstrates excellence in completing the criteria.
- **1 – Satisfactory (Minimally)**  
  Candidate meets requirements and has the option to redo the criteria.
- **0 – Not Acceptable**  
  Candidate must redo the criteria.

The points for the criteria will be totaled and averaged to determine the point total average for the minor projects, the major project, and the seminars. These averages will be weighted based on the percents listed below:

<table>
<thead>
<tr>
<th>Components of Internship</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Administrative Projects</td>
<td>45%</td>
</tr>
<tr>
<td>Major Administrative Project</td>
<td>45%</td>
</tr>
<tr>
<td>Internship Seminars</td>
<td>10%</td>
</tr>
</tbody>
</table>

After the point total averages are multiplied by the weighting of the components of the internship, the resulting scores will be added to determine the final grade. The range of total scores and the resulting grade are as listed below:

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Range of Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.00 to 2.60</td>
</tr>
<tr>
<td>B</td>
<td>2.59 to 1.60</td>
</tr>
<tr>
<td>C</td>
<td>1.59 to 1.00</td>
</tr>
</tbody>
</table>

**Graduate Credit and Research:**

All graduate courses that are part of a degree program in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research.

**Academic Honesty and Integrity Statement:**

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one’s own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.
Administrative Internship I
MSED 690
3 Credit Hours

**Academic Support Services:**
Various types of academic services offered by the Academic Resource Center (ARC) located in Room 214 in the Library (815-740-5060). Online and distance learning students can contact ARC for appropriate resources. Library services include a number of online services and full text databases. Contact the Library at (815-740-5041 or 800-726-6500) for additional information.

**Services for Students with Special Needs (ADA):**
The University strives to be in compliance with Americans with Disabilities Act (ADA) regulations. To this end, a student who requires special support or arrangements due to a disability should contact the Office of Disability Service Administrator, Pat Vivio at 815-740-3864 in Tower Hall S210 to coordinate accommodations. This contact should occur no later than the first week of classes in order to allow for sufficient time to provide accommodations. Should a need arrive after the start of a semester; the student is encouraged to contact the ADA coordinator as soon as possible. Each case will be reviewed on an individual basis.
University of St. Francis
College of Education
Educational Leadership Program

Internship Projects - Suggestions

Directions: Choose at least one project in each of the Standards for Advanced Programs in Educational Leadership. Choose experiences that accommodate your individual needs and discuss these with your cooperating administrator and university supervisor.

Standard 1  Facilitating a Vision of Learning
The candidate is an educational leader who has 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.

Shadow an administrator and reflect on how vision is developed, articulated and implemented. **(Required)**

Write a vision statement for a school, share it with a site-based management team, and demonstrate how stakeholders were involved in the development.

Collect, interpret, and analyze school data with an understanding of school’s vision and mission statements, and recommendations for inclusion in the school improvement plan.

Develop, execute, analyze and communicate the results of a school-community survey.

Other: __________________________________________________________

Standard 2  School Culture and Instructional Program
The candidate is an educational leader who has 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.

Analyze student performance measures as identified in a school improvement plan, and make specific recommendations for improvements to the plan.

Lead a school taskforce that conducts a curriculum audit to demonstrate alignment of curriculum, pedagogy, and assessment.

Present a multimedia report to a community forum about the latest instructional technologies, including the use of the Internet and teaching strategies.
Organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.

Work with cooperating administrator in preparing reports for parents and board on the school report card, test results and curriculum development.

Coordinate a testing program.

Develop and coordinate a student or new teacher mentoring program.

Develop a process and assist in the recruitment, interviewing and selection of instructional staff.

Plan and coordinate graduation or other formal exercises like honor assemblies.

Create or revise a student or teacher handbook.

Facilitate a department or grade level team to change curriculum.

Other:______________________________________________________

Standard 3  

Management
The candidate is an educational leader who has 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.

Collect and analyze data related to a school facility and make recommendations for improvement showing their relationship to the school improvement plan.

Perform a technology inventory in a school, identify the critical shortages, and recommend areas where technology could be used to improve student learning.

Conduct a cost-benefit analysis of a school instructional improvement plan.

Analyze the school budget and identify how specific allocations support the school improvement plan.

Prepare the master schedule or a department grade level schedule.

Assist in the planning and conducting school opening or closing activities.

Work with cooperating administrator and/or staff in setting budget priorities.

Other:______________________________________________________
Standard 4  **Collaboration with Families and Communities**
The candidate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Construct a school public relations and marketing program, relating each component to the school improvement plan.

Develop a brief memorandum for the superintendent or board of education that explains a complex state or federal law (e.g., IDEA, ADA, and PL 94-142).

Develop and present a plan recommending alignment of social service agency programs with school improvement needs.

Develop and coordinate and after school program.

Develop and coordinate a school-community recreation program.

Plan and implement career days and other guide efforts.

Assist with the planning and coordinating school referendum efforts.

Develop and implement an alternative program to student supervision.

Develop a plan for working effectively with the media.

Other:__________________________________________

Standard 5  **Acting with Integrity, Fairness, and in an Ethical Manner**
The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

Lead a discussion around compliance issues for school or professional association code of ethics.

Survey constituents regarding their perceptions of his/her modeling the highest standards of conduct, ethical principles, and integrity in decision-making behaviors.

Present an analysis of how he/she promotes teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity.

Develop a code of ethics using personal platforms, professional leadership association examples, and variety of additional source documents focusing on ethics.
Conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness and ethical behavior.

Develop and implement an inclusion model.

Develop and coordinate a plan for the infusion of multiculturalism by school/department/grade level.

Other: ____________________________________________________________

**Standard 6  Political, Social, Economic, Legal and Cultural Context**

The candidate is an educational leader who has 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.

Identify the most frequent legal issues facing a school, and develop a report identifying the reasons for these issues, including recommendations for solutions to particular situations.

Select a board of education policy, analyze it, and discuss the underpinnings upon which its viability and validity are based.

Interview state legislators and/or lobbyists and present a report about the state’s strategies used to influence change.

Interview state legislators and/or lobbyists and present a report about the state’s budgeting for education.

Other: ____________________________________________________________

**Standard 7  Administrative Internship**

The candidate had significant opportunities to synthesize and apply the 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 the university and school district personnel for graduate credit.

Develop a portfolio from internship experiences gained for the other six standards.

Maintain a reflection journal throughout the time of the internship.

Meet on a regular basis throughout the internship with a team of “critical friends” to discuss achievements.
University of St. Francis  
College of Education  
Educational Leadership Program  

Administrative Internship I Experience Agreement  

__________________________________________________________ is a candidate enrolled in  
MSED 690 Administrative Internship I in the _____________ Semester, 20 _____ .  

The Administrative Internship at the University of St. Francis is aligned with the seven Standards for  
Advanced Programs in Educational Leadership (guidelines by the National Council for  
Accreditation of Teacher Education). These standards have been adopted by the Illinois State Board  
of Education for those seeking Type 75 Certification. The internship experience includes completing  
one major administrative project of at least 70 clinical hours and the remaining hours in minor  
administrative projects for a total of 150 clinical hours. In addition, candidates are responsible for  
experience logs, reflections, self-evaluations, shadowing an administrator for a day, being evaluated  
by the cooperating administrator, individual conferences with their university supervisor, and three  
university seminars.  

Major and Minor Administrative Projects  

Identify the major and minor administrative projects; describe your role in these projects; indicate  
approximate timelines for completion; and estimate the number of hours to complete each project.  
List all cooperating administrators per project if other than the administrator signing this document. 

Standard 1  Facilitating a Vision of Learning  

Standard 2  School Culture and Instructional Program  

Standard 3  Management
Standard 4  Collaboration with Families and Communities

Standard 5  Acting with Integrity, Fairness, and in an Ethical Manner

Standard 6  Political, Social, Economic, Legal and Cultural Context

Standard 7  Administrative Internship

Standard 7 is met in the completion of the internship experience.
- Develop a portfolio from internship experiences gained for the other six standards.
- Maintain a reflection journal throughout the time of the internship.
- Meet on a regular basis throughout the internship with a team of “critical friends” to discuss achievements - seminars.

The major and minor projects of the internship have been discussed and agreed upon:

<table>
<thead>
<tr>
<th>ADVISOR/UNIVERSITY SUPERVISOR</th>
<th>COOPERATING ADMINISTRATOR</th>
<th>INTERNSHIP CANDIDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (print):</td>
<td>Name (print):</td>
<td>Name (print):</td>
</tr>
<tr>
<td>_____________________________</td>
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</tr>
</tbody>
</table>

Copies to: Advisor/University Supervisor, Cooperating Administrator and Candidate
University of St. Francis  
College of Education  
Educational Leadership Program

Administrative Internship II Experience Agreement

__________________________________________________________ is a candidate enrolled in MSED 691 Administrative Internship II in the _____________ Semester, 20 _____.

The Administrative Internship at the University of St. Francis is aligned with the seven Standards for Advanced Programs in Educational Leadership (guidelines by the National Council for Accreditation of Teacher Education). These standards have been adopted by the Illinois State Board of Education for those seeking Type 75 Certification. The administrative projects include a minimum of 150 clinical hours. In addition, candidates are responsible for experience logs, reflections, self-evaluations, shadowing an administrator for a day, being evaluated by the cooperating administrator, individual conferences with their university supervisor, and three university seminars.

Administrative Projects

Identify the administrative projects; describe your role and specific responsibilities in these projects; indicate approximate timelines for completion; and estimate the number of hours to complete each project. List all cooperating administrators per project if other than the administrator signing this document.

Standard 1 Facilitating a Vision of Learning

Standard 2 School Culture and Instructional Program

Standard 3 Management
Standard 4  Collaboration with Families and Communities

Standard 5  Acting with Integrity, Fairness, and in an Ethical Manner

Standard 6  Political, Social, Economic, Legal and Cultural Context

Standard 7  Administrative Internship
Standard 7 is met in the completion of the internship experience.
- Develop a portfolio from internship experiences gained for the other six standards.
- Maintain a reflection journal throughout the time of the internship.
- Meet on a regular basis throughout the internship with a team of “critical friends” to discuss achievements - seminars.

The major and minor projects of the internship have been discussed and agreed upon:

<table>
<thead>
<tr>
<th>ADVISOR/UNIVERSITY SUPERVISOR</th>
<th>COOPERATING ADMINISTRATOR</th>
<th>INTERNSHIP CANDIDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (print):</td>
<td>Name (print):</td>
<td>Name (print):</td>
</tr>
<tr>
<td>___________________________</td>
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<tr>
<td>Signed:</td>
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</tr>
<tr>
<td>Date: ___________________</td>
<td>Date: ___________________</td>
<td>Date: ________________</td>
</tr>
</tbody>
</table>

Copies to: Advisor/University Supervisor, Cooperating Administrator and Candidate
University of St. Francis  
College of Education  
Educational Leadership Program

Cooperating Administrator Information

Please print and complete one of these forms for each cooperating administrator with whom the candidate will be working along with the title of the project(s). Include this sheet along with the Internship Experiences Agreement.

Candidate Information

Candidate Name: ________________________________________________________________

Cooperating Administrator Information

Name: ________________________________________________________________________

School: ______________________________________________________________________

School Address: ________________________________________________________________

City/State/Zip: _________________________________________________________________

Work Phone: __________________________________________________________________

Present Position: _______________________________________________________________

Project Titles

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
# Internship Minor Project - Shadowing Experience Log

Candidate: ____________________________________________  Standard: ________

Cooperating Administrator: ____________________________________________

Complete a Minor Project Reflection for this activity.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: ______

SIGNATURE: ___________________________  DATE: ____________

Cooperating Administrator
University of St. Francis  
College of Education  
Educational Leadership Program

**Internship Minor Project Log**

**Directions:** Complete this form and attach the **Internship Minor Project Reflection** along with any **materials** used or developed in this project.

Candidate: ____________________________________________________________

Cooperating Administrator: ____________________________________________

Identify Standard:  1  2  3  4  5  6

Briefly Describe Project: ______________________________________________

______________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Details of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: ______

SIGNATURE: __________________________________________ DATE: ____________

Cooperating Administrator
University of St. Francis  
College of Education  
Educational Leadership Program  

Internship Minor Project Reflection

Candidate: ____________________________________________________________________

Project Title: ____________________________________________________________________ Standard _________

Directions: Complete this form and include it with the Internship Minor Project Log along with copies of any materials used or developed in this project. Your responses are not limited to the space provided.

1. Describe the project; describe the standard; and describe how it aligns with your project.

2. Describe what you have learned in completing this project that can be applied to your present position. Use specific examples.

3. Describe what you have learned in completing this project that can be applied to your future administrative position. Use specific examples.

4. Describe what you like best and least about doing this project.

5. Describe what you would do differently, if you did it again.

6. Reflect upon how your project relates to at least one of the themes of the College of Education below:
   a. Understanding Students,
   b. Serving the Community, and 
   c. Finding Our Professional Selves.

7. Rate yourself on the completion of this project and explain why.
   _______ Distinguished _______ Proficient _______ Satisfactory (Minimally)
## Internship Minor Project Assessment

**Candidate:** __________________________________________  **Minor Project Title:** _____________________________________  **Standard:** __________

Average the points to determine the point total average. For example, an average of 3, 2, 2, and 2 equals a point total average of 2.25.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Log</strong></td>
<td>______</td>
<td>The Experience Log for Minor Projects is complete with standard, dates, hours, and all activities are described in detail.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>The Experience Log for Minor Projects is complete with standard, dates, hours, and most activities are described in detail.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>The Experience Log for Minor Projects is complete with standard, dates, hours, and a description of activities.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>The Experience Log for Minor Projects is incomplete, lacking standard, dates, hours and/or description of activities.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>______</td>
<td>All items on the Internship Candidate’s Reflection on Minor Project are typed, completed and all items are fully developed in detail. Items 2 and 3 include specific examples.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>All items on Internship Candidate’s Reflection on Minor Project are typed, completed and most items are fully developed in detail. Items 2 or 3 include specific examples.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>All items on Internship Candidate’s Reflection on Minor Project are completed.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>One or more of the items on the Internship Candidate’s Reflection on Minor Project are incomplete.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>______</td>
<td>All materials used or developed in the project are attached.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>Most materials used or developed in the project are attached.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>Some materials used or developed in the project are attached.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>No materials used or developed in the project are attached.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>______</td>
<td>Use of conventions is correct in grammar, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>Use of conventions contains few minor errors in grammar, spelling, and/or punctuation that do not affect meaning.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>Use of conventions contains several minor errors in grammar, spelling, and/or punctuation that do not affect meaning.</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>Use of conventions contains major errors in grammar, spelling, and/or punctuation that affect meaning.</td>
</tr>
</tbody>
</table>

Point Total ______ divided by 4 (or 3 if materials NA) = ______ Point Total Average

**Please Note:** Candidates who receive a “Satisfactory (Minimally)” have the option to redo the specified criteria. Candidates who receive a “Not Acceptable” must redo the specified criteria.

**Comments:**

**SIGNATURE:** __________________________________________________________________________

**DATE:** __________________________

Revised 1/2008
TITLE PAGE: Use APA form.

BODY OF REPORT:

STATEMENT OF OBJECTIVES

Use the description of your major project in the internship agreement as the basis for this section. Any additional description or objectives developed in completing the project should also be included. The project should be the same as described in the internship agreement unless the university supervisor and the cooperating administrator in writing have previously approved changes.

1. Describe the major project.
2. List the objectives.
3. Describe the standard and how it aligns with this project.

Use the above heading for this section of your report.

ACTIVITIES UNDERTAKEN TO COMPLETE THE PROJECT

Use the table below for this section:

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Details of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: _______

SIGNATURE: __________________________________________ DATE: __________

Cooperating Administrator

Use the heading shown above for this section of your report.
EVALUATION OF THE PROJECT

The first part of the project evaluation should exactly follow your statement of objectives. Evaluation of the objectives should be realistic and not all are expected to be achieved at the highest level. The remaining parts of the evaluation include your reflections and self-evaluation.

1. Describe the outcome of each objective.
2. Describe what you have learned in completing this project that can be applied to your present position. Use specific examples.
3. Describe what you have learned in completing this project that can be applied to your future administrative position. Use specific examples.
4. Describe what you like best and least about doing this project.
5. Describe what you would do differently, if you did it again.
6. Reflect upon how your project relates to at least one of the themes of the College of Education below:
   a. Understanding Students,
   b. Serving the Community, and
   c. Finding Our Professional Selves.
7. Rate yourself on the completion of this project and explain why.

Use the heading shown above for this section of your report.

ANNOTATED BIBLIOGRAPHY

This section should include an annotated bibliography of 5 to 7 journal articles, chapters from books, or other professional sources that relate to your project. Describe how the information in the professional source benefited you in the completion of your project.

Use the heading shown above for this section of your report.

MATERIALS DEVELOPED IN COMPLETING THE PROJECT

This section should be a table of contents for the materials used or developed in completing the project. Samples of all materials used or developed should immediately follow this page. Materials may include: memos, agendas, letters, surveys, schedules, handbooks, program descriptions and other similar items. These materials should support your description of activities undertaken to complete the project.

Use the heading shown above for this section of your report.
University of St. Francis  
College of Education  
Educational Leadership Program  
Internship Major Project Assessment

Average the points to determine the point total average. For example, an average of 3, 3, 3, and 2 equals a point total average of 2.75.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report: 4 Sections</td>
<td>______</td>
<td>3 – Distinguished: Major Project Report is complete with all components fully developed in detail: title page, objectives, activities (at least 50 hours), and annotated bibliography (5 minimum).</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>2 – Proficient: Major Project Report is complete with most components fully developed in detail: title page, objectives, activities (at least 50 hours), and annotated bibliography (5 minimum).</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>1 – Satisfactory (Minimally): Major Project Report is complete with components: title page, objectives, activities (at least 50 hours), and annotated bibliography (5 minimum).</td>
</tr>
<tr>
<td></td>
<td>______</td>
<td>0 – Not Acceptable: Major Project Report is incomplete with one or more of the four sections incomplete or missing. Less than 5 annotated bibliographies.</td>
</tr>
<tr>
<td>Evaluation Section</td>
<td>______</td>
<td>All items in the Evaluation Section of the Major Project Report are typed, completed and all items are fully developed in detail. Items 2 and 3 include specific examples.</td>
</tr>
<tr>
<td>Materials Section</td>
<td>______</td>
<td>All materials used or developed in the project are attached.</td>
</tr>
<tr>
<td>Conventions</td>
<td>______</td>
<td>Use of conventions is correct in grammar, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

Point Total ______ divided by 4 = ______ Point Total Average

Please Note: Candidates who receive a “Satisfactory (Minimally)” have the option to redo the specified criteria. Candidates who receive a “Not Acceptable” must redo the specified criteria.

Comments:

SIGNATURE: ___________________________________________ DATE: ___________________________

Advisor/University Supervisor
University of St. Francis  
College of Education  
Educational Leadership Program  
Internship Seminars Assessment

Candidate: ________________________________________________________________________________________________ Standard: ____7_____  

Average the points to determine the point total average. For example, an average of 3 and 2 equals a point total average of 2.50.

<table>
<thead>
<tr>
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<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>______</td>
<td>3 – Distinguished: Candidate attended three seminars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 – Proficient: Candidate attended two seminars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 – Satisfactory (Minimally): Candidate attended one seminar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 – Not Acceptable: Candidate did not attend any seminars.</td>
</tr>
<tr>
<td>Participation</td>
<td>______</td>
<td>3 – Distinguished: Candidate actively participated in three seminars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 – Proficient: Candidate actively participated in two seminars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 – Satisfactory (Minimally): Candidate actively participated in one seminar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 – Not Acceptable: Candidate did not actively participate in any seminars.</td>
</tr>
</tbody>
</table>

Point Total ______ divided by 2 = ______ Point Total Average

Please Note: Candidates who receive a “Satisfactory (Minimally)” or “Not Acceptable” in attendance or participation must meet with the university supervisor to discuss alternative sessions.

Comments:

SIGNATURE: ________________________________ DATE: ________________________________

Advisor/University Supervisor

Revised 1/2008 37
University of St. Francis  
College of Education  
Educational Leadership Program  
Cooperating Administrator Evaluation

Please print.  
Candidate: ____________________________

Directions: Indicate the performance level at which the candidate performed their administrative activities in relation to the Standards for Educational Leadership. The course outcomes are aligned with standards in Chapter 23 of the Illinois Administrative Code (IAC), Section 29.120 for Principals and the ELCC Standards.

The performance levels are defined here:

Distinguished Candidate consistently demonstrated excellence.  
Proficient Candidate often demonstrated excellence.  
Satisfactory (Minimally) Candidate met expectations.  
Unsatisfactory Candidate does not meet expectations.

Standard 1 Facilitating a Vision of Learning  
Candidate can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision (IAC 1.0 and ELCC 1.3a).

_____ Distinguished _____ Proficient _____ Satisfactory (Minimally) _____ Unsatisfactory

Standard 2 School Culture and Instructional Program  
Candidate demonstrated the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials (IAC 2.0 and ELCC 2.2a).

_____ Distinguished _____ Proficient _____ Satisfactory (Minimally) _____ Unsatisfactory

Standard 3 Management  
Candidate demonstrated an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement (IAC 3.0 and ELCC 3.1c).

_____ Distinguished _____ Proficient _____ Satisfactory (Minimally) _____ Unsatisfactory

Standard 4 Collaboration with Families and Communities  
Candidate demonstrated an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind (IAC 4.0 and ELCC 4.1b).

_____ Distinguished _____ Proficient _____ Satisfactory (Minimally) _____ Unsatisfactory
Standard 5  Acting with Integrity, Fairness, and in an Ethical Manner
Candidate demonstrated a respect for the rights of others with regard to confidentiality and dignity and engaged in honest interactions (IAC 5.0 and ELCC 5.1a).

_____ Distinguished  _____ Proficient  _____ Satisfactory (Minimally)   _____ Unsatisfactory

Standard 6  Political, Social, Economic, Legal and Cultural Context
Candidate demonstrated an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities (IAC 6.0 and ELCC 6.1d).

_____ Distinguished  _____ Proficient  _____ Satisfactory (Minimally)   _____ Unsatisfactory

Standard 7  Administrative Internship
Candidate applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders. (ELCC 7.3a)

_____ Distinguished  _____ Proficient  _____ Satisfactory (Minimally)   _____ Unsatisfactory

Comments:

Recommendations:

SIGNATURE: ___________________________________________ DATE: ________

Cooperating Administrator
University of St. Francis
College of Education
Educational Leadership Program
Administrative Internship I Grading Sheet

Candidate: ___________________________________________________________________________________________________________________

Major Project = ____________ clinical hours  Minor Projects = ____________ clinical hours  Total____________ clinical hours

The major project (at least 70 clinical hours) and minor projects equal at least 150 clinical hours.       Yes_____________ No_____ ________

All six standards are addressed in the major and minor projects.        Yes_____________ No_____________

Components Percent of Final Grade Point Total Averages Multiplier Score

     Minor Administrative Projects 45%  _________________  x .45  = _______________
         (Enter the average of all the point total averages.)
     Major Administrative Project 45%  _________________  x .45  = _______________
     Internship Seminars 10%  _________________  x .10  = _______________

Final Grade Range of Total Scores

     A  =  3.00  to  2.60
     B  =  2.59  to  1.60
     C  =  1.59  to  1.00

Final Grade _______________

Comments:

SIGNATURE: __________________________________________________________________________________ DATE: ___________________________

Advisor/University Supervisor
University of St. Francis  
College of Education  
Educational Leadership Program  
Administrative Internship II Grading Sheet

Candidate: ___________________________________________________________________________________________________________________

Administrative Projects = ____________ total clinical hours

The administrative projects total at least 150 clinical hours.  Yes___________ No___________

All six standards are addressed in the administrative projects.  Yes___________ No___________

<table>
<thead>
<tr>
<th>Components</th>
<th>Percent of Final Grade</th>
<th>Point Total Averages</th>
<th>Multiplier</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Projects</td>
<td>90%</td>
<td></td>
<td>x .90</td>
<td></td>
</tr>
<tr>
<td>(Enter the average of all the point total averages.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Seminars</td>
<td>10%</td>
<td></td>
<td>x .10</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade               Range of Total Scores   Total Score
A  =  3.00 to 2.60
B  =  2.59 to 1.60
C  =  1.59 to 1.00

Final Grade  ________________

Comments:

SIGNATURE: __________________________ DATE: __________________________

Advisor/University Supervisor

Revised 1/2008 41
Candidate

Directions: Indicate the level at which the candidate performed on the Educational Leadership Constituent Council Standards based on their point total averages in the Empirical Research Reflection Assessments.

- Distinguished = 3.00 to 2.60
- Proficient = 2.59 to 1.60
- Satisfactory (Minimally) = 1.59 to 1.00

Standard 1 Facilitating a Vision of Learning - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 2 School Culture and Instructional Program - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 3 Management - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 4 Collaboration with Families and Communities - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 5 Acting with Integrity, Fairness, and in an Ethical Manner - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 6 Political, Social, Economic, Legal and Cultural Context - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 7 Administrative Internship - The candidate had significant opportunities to synthesize and apply the 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 the university and school district personnel for graduate credit.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Comments:

SIGNATURE: _____________________________________________________________ DATE: ____________________
Advisor/University Supervisor

Revised 1/2008
University of St. Francis
College of Education
Educational Leadership Program
Summary of Internship Projects Assessment

Candidate

Directions: Indicate the level at which the candidate performed on Educational Leadership Constituent Council Standards based on their point total averages in their Major and Minor Internship Projects. Please indicate major or minor project.

- Distinguished = 3.00 to 2.60
- Proficient = 2.50 to 1.60
- Satisfactory (Minimally) = 1.50 to 1.00

Standard 1 Facilitating a Vision of Learning - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 2 School Culture and Instructional Program - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 3 Management - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 4 Collaboration with Families and Communities - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 5 Acting with Integrity, Fairness, and in an Ethical Manner - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 6 Political, Social, Economic, Legal and Cultural Context - The candidate is an educational leader who has 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.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Standard 7 Administrative Internship - The candidate had significant opportunities to synthesize and apply the 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 the university and school district personnel for graduate credit.

_______ Distinguished _______ Proficient _______ Satisfactory (Minimally)

Comments:

SIGNATURE: ______________________  DATE: ______________________

Advisor/University Supervisor

Revised 1/2008  43
University of St. Francis
College of Education
Educational Leadership Program
Summary of Pre-Internship Activities Assessment

Candidate

Directions: Indicate the level at which the candidate performed in Educational Leadership Constituent Council Standards based on their point total averages in their Pre-Internship Activity Reflection Assessments.

- **Distinguished** = 3.00 to 2.60
- **Proficient** = 2.50 to 1.60
- **Satisfactory (Minimally)** = 1.50 to 1.00

**Standard 1** Facilitating a Vision of Learning - The candidate is an educational leader who has 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.

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**Standard 2** School Culture and Instructional Program - The candidate is an educational leader who has 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.

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**Standard 3** Management - The candidate is an educational leader who has 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.

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**Standard 4** Collaboration with Families and Communities - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

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**Standard 5** Acting with Integrity, Fairness, and in an Ethical Manner - The candidate is an educational leader who has the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

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**Standard 6** Political, Social, Economic, Legal and Cultural Context - The candidate is an educational leader who has 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.

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**Standard 7** Administrative Internship - The candidate had significant opportunities to synthesize and apply the 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 the university and school district personnel for graduate credit.

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Comments:

SIGNATURE: ___________________________________________ DATE: ______________

Advisor/University Supervisor

Revised 1/2008