LEEA Internship Portfolio 2007-08

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XI.   **Required Program Course Assignment**

Professional Resume or Curriculum Vita

Professional Resume or Curriculum Vita

Trina L. Dillon

objective
_____

n   To obtain a position at the administrative level and create an environment where anything is possible, ideas and creativity are welcome, and successes come from working together.

Experience
_____

2007 - Present   Ashton-Franklin Center School Dist. # 275   Ashton, IL
Teacher/ Dean of Students
n   Handled discipline of high school students
n   Initiated a student mentor program for incoming freshman students
n   Teacher of high school computer science and business courses

2005 - 2007   Ashton-Franklin Center School Dist. # 275   Ashton , IL
High School Teacher
n   Teacher of high school computer science
n   Teacher of high school school business courses
n   Assisted with technology needs of district

1987 - 2005   Ashton-Franklin Center School Dist. # 275   Ashton, IL
Teacher/ Technology Coordinator
n   Teacher of math (grades 7-9), computer science (grades K-12), and business courses (grades 9-12)
n   Installed and maintained district's computer network and workstations
n   Developed computer curriculum for grades K-12

Education
_____

2005-2008	Northern Illinois University	Dekalb, IL

- M.S. Education – Educational Administration
- 4.0 Grade Point Average

1999-2001	Northern Illinois University	DeKalb, IL

- M.S. Education – Curriculum & Instruction Leadership
- 4.0 Grade Point Average

1982-1986	Western Illinois University	Macomb, IL

- B.S. Education – Business Education Major

Psychology Minor

Interests

Family, church, and sports (both spectator and participant)

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grove, il 61031
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(815)994-0777 (C)

Autobiographical Statement or Statement of Intent

Autobiographical Statement or Statement of Intent

AUTOBIOGRAPHICAL STATEMENT

As a teacher and technology coordinator for the past 20 years, I have been blessed with the opportunity to work under a principal that I have the greatest respect for. Although expectations of his staff are high, he will go above and beyond to help you reach your personal and professional goals.

I began my career as a teacher of math, computer science, and business as well as acted as the district's technology

coordinator for the first sixteen years. This was an excellent opportunity for me to gain wonderful knowledge in the field

of technology. The district supported my continuing education in this field as well as my content area field. My schedule

was teaching approximately 2/3 time and the remaining was for technology.

In 2005, Franklin Center School District and Ashton School District annexed to become Ashton-Franklin Center

School District. Although I enjoyed managing the network and workstations, the job was becoming a challenge with the

ever-changing aspect of this field as well as trying to maintain quality teaching. I chose not to take the network administrator position for the newly formed district and go back into the classroom full time as I enjoy working with students.

The annexation was a blessing in one aspect, but our financial troubles continued. I quickly realized that our district's fate was in jeopardy. Administration began talking about closing schools and eventually the entire district if a referendum could not be passed.

At this point I made a decision to continue my education in a field that would open another door for me should the need arise. I was a veteran teacher with a master's degree and felt I may have trouble finding another job in my current field.

The field of administration always interested me as I watched the administrators in my district perform their daily duties. I also have a strong desire to help new teachers begin their careers in education. Over the past 20 years, I have seen many new teachers leave the field of education due to their frustration with the lack of support from their district. Unfortunately, it's sink or swim, and many high school teachers sink. New teachers need support from administration and other staff members in all aspects of education. As a new administrator, I hope to be able to help the new teachers with their everyday needs, in hopes of retaining some that might otherwise leave the field.

As I near completion of the program for my administrative certificate and take a moment to reflect on the courses, I confess that I have truly enjoyed the courses, faculty, and other people I have met along this journey. It has been an exciting, sometimes challenging, time that I hope will help me become an effective leader in the field of education.

Trina Dillon

Field Internship Activities Application

Field Internship Activities Application

LEEA 586 - INTERNSHIP IN EDUCATIONAL ADMINISTRATION
STUDENT APPLICATION FOR THE FIELD INTERNSHIP

The LEEA 586 internship is the capstone course to be taken in obtaining the Type-75 General Administrative Endorsement for administrative appointments in K-12 in the State of Illinois.

To be eligible, students should have completed other required LEEA course work or will be finishing it the same semester as the internship. The student must seek and procure the services of a qualified, school site supervisor in the state of Illinois to oversee the activities of the internship. Students often secure this permission from their own place of employment, but are not limited to this choice. Some students prefer to have more than one site supervisor oversee different portions of their clinical experience. If this is the case, the two-page student application should be duplicated for the original signatures of all parties concerned and the six "Standard" pages should state which supervisor is designated for each activity.

INTERNSHIP EXPECTATIONS:

* Completion of significant task(s) in each of the six designated areas. The selection of tasks should be guided by, but not limited to, the 'Topical Guide to Suggested Areas…' (the third page of this packet). While activities such as shadowing, interviewing and observing contribute to a holistic perspective, they may not be the sole activities in any area.

* Experiences that develop a "whole school" perspective.

* Log a record of actual activities built on the internship proposal plan. The log would be a starting point for documentation and will need to be turned in at the end of the internship with appropriate signatures, and time or hours spent on the projects.

* Documentation of activities suitable for inclusion in a professional leadership portfolio. A professional portfolio includes actual work samples (documents arising from the tasks) and reflective narrative on the significance of internship activities for future leadership practice.

* Unpaid activities beyond current professional assignment.

* The primary internship involvement shall be in a regular public school setting during the regular school year (August through May).

APPLICATION PROCESSES:

Students must:

1.   **Read this internship packet in its ENTIRETY.**
2.   Type or print **legibly.**
    3.   Complete the two-page Student Application, getting all the necessary signatures on the second page; complete all six "Standard" pages with anticipated activities that you and your site supervisor have devised; and sign the top half of the last page (**BEFORE** returning for approval), and also make sure to get your site supervisor's signature on the top-half of the last page too.

3.   Mail or bring the two-page Student Application, the Projects and Activities for the six Standards, and the last page (approval page) to: ***Internship Coordinator; NIU; LEPF Dept.; Graham Hall 223; DeKalb, IL 60115,*** by the due date. **DO NOT FAX**. Application packets must be received by the first Monday in June for Fall and by the first Monday in November for Spring. **Late applications may not be considered.**

*The Department will***:**

1.   Evaluate the student's eligibility for the internship. If approved, the internship coordinator will assign an NIU Supervisor from among the available staff. The NIU Supervisor will determine the suitability of the plan presented in the Projects and Activities for each of the Standards, either approving the plan or suggesting suitable additions or revisions. This approval decision may be expected in a timely manner, generally within six to eight weeks following the application deadline.

2.   The secretary will register each student for the LEEA 586 class *after* the application has been approved. **There is no need to call the office for the reference number**. Students will know that they have been registered for this class when they receive the bill from the Bursar's Office or have received a letter or memorandum from the department stating their internship approval. (Students may also check their registration status on TRACS (815-753-8900) or through WEB Connect at: www.reg.niu.edu → NIU Students → My Education → Web Connect.

3.   The secretary will send both the student and their site supervisor(s) a letter or memorandum upon approval. Please check the accuracy of all information. If any changes are desired, please contact Amelia (815-753-4404) so the department database can be corrected. The memo will also have the name, phone number, and e-mail address of the NIU Supervisor that has been assigned to that student. Students may ordinarily expect this notice two weeks prior to the start of the internship semester (NIU semester) or sooner. Upon receipt of this notice, the intern shall contact the supervisor. A mandatory internship meeting might also be arranged. If so, information will be sent to you.

4.   About three weeks before the end of the NIU semester, a "Summary of Internship Experiences" form will be sent to the site supervisor(s). This form **MUST** be completed, signed, and returned (a business reply envelope will be provided) so the student can receive a grade. Most importantly, if NIU grade reporting deadlines are not observed, graduation and certification may be delayed for the student.

NOTE: Therefore, students, if you are looking to graduate, receive or apply for your certification, it is critical that your site supervisor returns the "Summary of Internship Experiences" form. I would suggest that toward the close of your internship, please give your site supervisor(s) gentle reminders about the need and importance of signing and sending this "Summary of Internship Experiences" form back to us **ASAP.**

The Comprehensive Type-75 LEEA 586 Internship Proposal
A Topical Guide to Suggested Areas for Internship Activity Exploration

The following six standards/areas have been categorized to assist the Type-75 LEEA 586 Internship candidate in developing a comprehensive proposal, for a meaningful administrative internship experience. Within each of the six areas are sample of issues or foci in which the administrative intern may gain experience as part of their semester-long internship. Internship proposals must address, but need not be restricted to, each of the items listed in the six areas listed below.

— Standard 1 — Facilitating a Vision of Learning for:	— Standard 2 — Developing School Culture and Instructional Program(s) for:
Bilingual Education Computer-assisted Instruction Cultural Awareness Activities Curriculum Development Interdisciplinary Teaming Program Planning Research and Evaluation WWW/Internet	Certified Personnel Management Information Systems Co-curricular Activities Computer-assisted Instruction Curriculum Development Extra-curricular Activities Gifted Education Individualized Educational Programs Instructional Process Accommodation Instructional Staffing Interdisciplinary Teaming Management Information Systems Performance Evaluation Program Planning Research and Evaluation Scheduling Standardized Testing Students with Disabilities Support Staff Personnel Testing and Evaluation WWW/Internet
— Standard 3 — Management of:	— Standard 4 — Collaboration with Families and Communities in:
Activity Fund Accounting Budget Preparation Grants & Special Contracts Instructional Site Accommodation Instructional Staffing Internal Controls Maintenance Negotiated Contracts New Policy Planning Purchasing Purchased Services Recruitment and Retention Research and Evaluation Revenue and Expenditure Accounting Safety and Security Space and Use Standards Staffing for Building and Grounds Support Staff Personnel Transportation	Bilingual Education Cultural Awareness Activities Co-curricular Activities Extra-curricular Activities Faculty/Student Handbook Preparation Gifted Education Individualized Educational Programs Interdisciplinary Teaming Parent-Teacher-Student Associations Special Support Groups Parent or Student Advisory Committee Students with Disabilities

— Standard 5 — **Acting w/ Integrity, Fairness, and in an Ethical Manner related to:**	— Standard 6 — **Working w/ the Political, Social, Economic, Legal, and Cultural Context relative to:**
Benefit Programs Counseling and Guidance Faculty/Student Handbook Illinois School Code Instructional Supervision Interdisciplinary Teaming New Policy Planning Policy Analysis School Psychologist/Psychometrician Parent/Student Advisory Committee Student Discipline Student Information/Record Systems	Accreditation ADR/Grievance Process Alternative Certification Board of Education Current Legislation Community/Business Advisory Groups Faculty/Student Handbook Illinois School Code New Policy Planning Policy Analysis Policy Review and Articulation Special Interest Groups Structured Due Process

CANDIDACY APPROVAL FOR FIELD INTERNSHIP
LEEA 586 - INTERNSHIP IN EDUCATIONAL ADMINISTRATION*

Department of Leadership, Educational Psychology & Foundations
Northern Illinois University

STUDENT APPLICATION   (please complete **all** pages)
(please type or print legibly)

Date of Application: ___March 1, 2007_____   Year(s) of Internship: <u>Fall 2007 & Spring 2008</u>

O Fall Semester Internship   *Due: First Monday in June*   **O**   Two-Semester Internship

O Spring Semester Internship   *Due: First Monday in November*

APPLICANT NAME		SOCIAL SECURITY NUMBER
Last Name Dillon First Name / Middle Name Trina/Lynn		352-60-9197
ADDRESS OF RESIDENCE		
Street Address 215 Maple St. Grove Unit City Franklin		State Illinois Zip Code 61031

PLACE OF EMPLOYMENT Ashton-Franklin Center C.U.S.D. #275	TITLE OF CURRENT POSITION Business/Computer Teacher

ADDRESS OF EMPLOYMENT

Street Address 611 Western Avenue City Ashton State Illinois Zip Code 61006

TELEPHONE (include area code)

Residence (815)456-3004 Business (815)453-7461 **(Extension)** Pager (Pager ID)

FAX MACHINE (include area code)

Residence Business (815)453-7462

ELECTRONIC MAIL

Residence dillon@essex1.com Business tdillon@afcschools.net

LEVEL OF STUDY DECLARED MAJOR O M.S.Ed. O Ed.S. O Ed.D. Educational Leadership	O Type 75 Certification-Only (Non-Degree)

Check (ü) boxes of courses below which you have <u>completed</u>, for which a grade (other than 'I') has been assigned: *(this will be checked and verified)*

O LEEA 500   O LEEA 511   O LEEA 520   O LEEA 525   O LEEA 535   O LEEA 554   O EPFE 500, 510, 511, 520 or 521

O LESO 500 or TLCI 505 501   O ETR 520   O EPS 501   _____

Circle any of the above course(s) in which you are enrolled this present semester.

* LEEA 586 INTERNSHIP IN EDUCATIONAL ADMINISTRATION (1-12)
Work individually or in small groups in a practical situation under the guidance of a staff member from that setting and a university supervisor. Minimum of 3 semester hours (or 4 semester hours – depending on year of admission) are required for general administrative endorsement. May be repeated to a maximum of 12 semester hours, although typically only 6 semester hours may be applied to a graduate degree program.

CANDIDACY APPROVAL FOR FIELD INTERNSHIP
LEEA 586 - INTERNSHIP IN EDUCATIONAL ADMINISTRATION

INTERNSHIP SITE APPROVAL

Name of Internship Site   Ashton-Franklin Center High
School_____

Complete Site Address   611
Western Avenue_____
Street

Ashton_____ IL_____ 61006_____
City   State   Zip Code

Name of Qualified, Site Supervisor*   Mrs._____ Tammy_____ Harvey_____
                                      (Mr. Mrs. Ms. Dr.)   *First Name and Initial*   *Last Name*

*** Must be an active, building administrator holding a Type-75 Certification**

I, the above named Site Supervisor of the afore named internship school site, by my signature, agree to serve as site supervisor for the applicant's proposed internship, and to supervise such clinical activities as are delineated on the applicant's Annotated Audit of Clinical Experience.

_____   Date: _____   Telephone: _____
Signature of Site Supervisor

DISTRICT CONSENT

Name of Employing District   Ashton-Franklin Center C.U.S.D. #275_____

Complete Central Office Address   611 Western Avenue_____
Street

Ashton_____ IL_____ 61006_____
City   State   Zip Code

Name of District Superintendent   Mr. John W. Zick_____

I, the above named Superintendent of the afore named school district, by my signature, consent to the conduct of the applicant's administrative internship at the above school in this district.

_____ Date: _____ Telephone: _____
Signature of Superintendent (or Superintendent's Designee)

Certification of Intent and Authenticity

By my signature, I certify that all foregoing information is true and accurate.

_____ Date: _____
Signature of Internship Applicant

Standard 1 – Facilitating a Vision of Learning The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	Meets Standards for School Building Leadership	Projects, Activities, etc.	Hours

Elements			
Develop a Vision	*Candidates develop a vision of learning for a school that promotes the success of all students. *Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	►Compare and contrast literature related to vision development in an educational environment ►Research and develop a personal vision of learning	3
Articulate a Vision	*Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. *Candidates explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. *Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	►Participate in school improvement activities ►Assist in the implementation of Curriculum Mapper throughout the district as a means of aligning curriculums ►Assist in staff development of technology needs throughout the district including new district website and student information software	20

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours

Implement a Vision	*Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. *Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	►Assist Student Council with the tutoring program for younger students ►Develop a mentoring program to assist new teacher s with the policies and procedures of the district ►Revisit student detention/suspension program to determine its effectiveness	15
Steward a Vision	*Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. *Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. *Candidates assume stewardship of the vision through various methods.	►Gather current statistics to be evaluated by each department throughout the year during monthly teacher meetings and school improvement days ►All teacher input as to how to use this data effectively to enhance our school improvement program	3
Promote Community Involvement in the Vision	*Candidates develop plans to involve community members in the realization of the vision and in related school improvement efforts. *Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	►Become an active member of the Parent-Teacher Committee to promote the educational vision of our district	4

Standard 1 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, practices; understand and apply research; and foster a climate of continuous school improvement among al members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard 2 – School Culture and Instructional Program

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

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Promote Positive School Culture	*Candidates assess school culture using multiple methods and implement context-appropriate strategies (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	►Revisit incentives for improvement on standardized testing such as final exam exemptions ►Implement parental access rights to out student information system to enhance school-community relations. Parents will have rights to their child's grades and attendance.	5
Provide Effective Instructional Program	*Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. *Candidates develop a school profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. *Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff assistance needed for improvement.	►Assist in the development of the 2008-09 master schedule ►Compile a list of courses that can be offered on an alternating basis ►Revisit the articulation agreement with local community colleges to assure we are offering necessary courses for transition	10

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Apply Best Practice to Student Learning	*Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. *Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. *Candidates demonstrate an understanding of how to use appropriate research strategies to profile student performance in a school and analyze possible differences among subgroups of students to promote an environment for improved student achievement.	►Inventory all textbooks and create a 5-year replacement schedule to maintain current information ►Revisit Howard Gardner's Multiple Intelligences with staff to encourage teaching to all learning styles ►Participate in the Individualized Educational Program procedure for a particular student and attend regular IEP meetings	10
Design Comprehensive Professional Growth Plan	*Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with school vision and goals. *Candidates demonstrate the ability to use observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel *Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning	►Analyze ITBS, PSAE and school report card information to develop a comprehensive school improvement plan ►Participate in teacher evaluation plans to help determine areas of need and target those areas for professional development to enhance teacher performance	8

Standard 2 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, high expectations for themselves, their students, and their staff. Candidates preparing to lead schools must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

Standard 3 – Management

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

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours

Manage the Organization	*Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. *Candidates develop a plan of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. *Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	►Assist in the development of the district's technology plan ►Assist secretary in using QuickBooks to electronically manage all activity accounts ►Participate in the policy adoption process for implementing a new policy district-wide	3 4 3
Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Manage Operations	*Candidates create a plan for involving staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. *Candidates develop an effective and interactive communications plan for staff that includes opportunities for staff to develop their family and community collaboration skills. *Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	►Participate in the transportation schedule for the school year ►Review the purchasing process and accounting process used ►Revisit and update school emergency plan	3 2 3
Manage Resources	*Candidates use problem-solving skills and knowledge of strategic, long-range and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. *Candidates creatively seek new resources to facilitate learning. *Candidates apply and assess current technologies for school management, business procedures, and scheduling.	►Participate in the budget preparation for the school year ►Assist the technology coordinator in writing a grant for technology needs	4 4

__Standard 3 Narrative Explanation__: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Standard 4 – Collaboration with Families and Communities

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

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours

Collaborate with Families and other Community Members	*Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. *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. *Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. *Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships.	►Organize the 8th grade trip to Washington DC ►Participate in Market Day preparation and distribution ►Participate in student handbook revisions for the school year	10 6 6
Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Cont.	*Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. *Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. *Candidates develop a plan to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services. *Candidates develop a plan for a comprehensive program of community relations and effective relationships with the media.		

Respond to Community Interests and Needs	*Candidates develop a plan for maintaining high visibility and active involvement within the community, including interactions with individuals and groups with conflicting perspectives. *Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. *Candidates provide leadership to programs serving students with special and exceptional needs. *Candidates develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	►Development of an independent computer course for two talented students ►Complete a test program for parental access to our student information system ►Research student recognition programs	5 3 5
Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Mobilize Community Resources	*Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. *Candidates develop a plan for using school resources and social service agencies to serve the community. *Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	►Participate in the community blood drive ►Research the need for community use of school's computer lab in the evening	3 5

Standard 4 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan

effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leader must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and community.

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.

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Time
Acts with Integrity	*Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	►Supervise extracurricular activities such as sporting events, school dances, and activity nights	10
Acts Fairly	*Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	►Implement student discipline according to the handbook	8
Acts Ethically	*Candidates make and explain decisions based upon ethical and legal principles.	►Research student handbook to ensure it is legal, moral and ethical	5

Standard 5 Narrative Explanation: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine persona and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

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

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

Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Understand the Larger Context	*Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. *Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. *Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. *Candidates demonstrate an understanding of	►Provide supervision for a credit recovery program for students who are deficient in certain areas ►Attend monthly school board meetings as well as special board meetings ►Research and analyze current information	10 6 4

	policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. *Candidates demonstrate the ability to describe the economic factors shaping a local school community and the effects economic factors have on local schools.	regarding Illinois school code and policies	
Elements	Meets Standards for School Building Leadership	Projects, Activities, Etc.	Hours
Cont.	*Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. *Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		
Respond to the Larger Context	*Candidates develop a plan for communicating with members of the school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	►Research area school of comparable size with regards to board policy and procedures	5
Influence the Larger Context	*Candidates develop a plan to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. *Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. *Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	►Research current legislation and maintain contact with local legislators regarding Illinois school code, policies, and school funding	5

Standard 6 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance it the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Please be sure to have the <u>top half</u> of this form signed <u>BEFORE</u> returning for APPROVAL.

_____

    * Be sure that each of you retains a copy for your reference.   (Intern/Student's Signature)   (date)

_____

(Site Supervisor's Signature)   (date)

Student Evaluation/Performance Review
To be completed at the conclusion of the Internship

I have seen this
_____
completed evaluation/performance review form.

(Site Supervisor's Signature)   (date)

_____

_____

(NIU Supervisor's Signature)   (date)   (Intern/
Student's Signature)   (date)

Standard 1

Student Mentor Program

Attachments 📄 Mentor_App..doc, 📄 Teacher_Evaluation_for_Student_Mentors.doc, 📄 Student_Mentor_Log_File.xls

Master Schedule 2007-08

Attachments 📄 Master_Schedule_2007-08.bmp

Critique of SIP

Attachments 📄 SIP_Critique.doc

Summary of Activities

Attachments 📄 Standard_1.doc

Standard 2

Final Exam Exemption Qualifications

Attachments 📊 Fall_2007_Exam_Exemptions.xls

Parent-Teacher Conference Evaluation & Statistics

Attachments 📊 Parent-Teacher_Survey_Results.xls, 📄 PT_Conference_Evaluation_Form.bmp

Specialized Student Ativitiy Period

Attachments 📊 At-Risk_SAP_Stats.xls, 📄 Specialized_SAP_Letter.bmp

I.E.P. Meeting - Administrator Representative

Attachments 📝 IEP_Meeting_Summary.doc

Summary of Activities

Attachments 📝 Standard_2.doc

Standard 3

Insurance Committee Meeting

Attachments 📄 Insurance_Committee_Meeting.bmp

Illinois Deans' Conference

Attachments 📄 Illinois_Deans_Conference-Legal_Update.TIF

Lee/Ogle Truancy Meeting

Attachments 📄 Lee_Ogle_Truancy_Meeting.TIF

Summary of Activities

Attachments 📝 Standard_3.doc

Standard 4

Student Transfer Meeting (J.Y.)

Attachments 📄 Options_Program-Nachusa.tif

Lee County Juvenile Justice Council Meeting

Attachments 📄 Lee_County_Juvenile_Justice_Council_Mtg..tif

Alcohol Suspension Letters

Attachments 📄 Alcohol_Suspension_Letter.tif

Summary of Activities

Attachments 📄 Standard_4.doc

Standard 5

AFC Handbook Revisions 2007-08

Attachments 📄 AFC_Handbook_Changes_2007-08.bmp

Suspension Hearing (L.P.)

Attachments 📄 Suspension_Appeal_Hearing.tif

After School Detention Program

Attachments 📄 Detention_Roster.tif

Summary of Activities

Attachments 📄 Standard_5.doc

Standard 6

Dixon HS Freshman Academy Visit

Attachments 📄 DHS_Freshman_Academy.tif

Interview with Tammy Harvey, Principal

Attachments 📄 Administrator_Interview_Questions.doc, 📄 Administrator_Interview_Responses.doc

Referendum Meeting 1/5/08

Attachments 📄 Special_Referendum_Meeting.doc

Summary of Activities

Attachments 📄 Standard_6.doc

Conclusions/Next Step/Reflection

Conclusions/Next Step/Reflection

Attachments 📄 Conclusion.doc

Required Program Course Assignments

Required Program Course Assignments

Attachments 📄 Specialized_SAP.doc

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