



Educational Leadership  
Field Experience Handbook

**EDA 6910**

Eastern Illinois University

Department of Educational Leadership

Charleston, Illinois

**Revised October 27, 2009**

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**Handbook**  
**Field Experience in Superintendentcy and Central Office (EDA 6910)**  
**Department of Educational Leadership**  
**Eastern Illinois University**

## 1. Course Description

- A. **Course Number:** EDA 6910
- B. **Title:** Field Experience in Superintendentcy and Central Office
- C. **Credit:** Four semester hours, offered in the Fall, Spring, and Summer
- D. **Short title:** Field Experience
- E. **Course description:** Throughout the Educational Leadership program, students have participated in planned clinical activities embedded in their coursework. Field Experience provides the student with extended time to synthesize and apply the knowledge, and practice and develop district level skills identified in ISLLC Standards 1-6. The Field Experience provides for additional standards-based work in real settings, planned and guided cooperatively by a practicing administrator and a university professor. (ELCC 7.0).

## 2. Course Goals, Requirements, Grading, and Outline

- A. **Knowledge Bases:** The knowledge bases upon which the Field Experience is built include (a) societal and cultural influences in schooling, (b) teaching and learning processes, (c) school improvement, (d) organizational theory, (e) leadership and management processes and functions, (f) policy studies and politics of education, and (g) moral and ethical dimensions of schooling.

The Learning Model used in Field Experience is primarily the Personal Systems (Developmental) Model. There is a three-way partnership among the student, the university supervisor, and the host administrator. Students assimilate their new administrative experiences into their already existing cognitive structures. Students experience "hands-on" learning, keep logs of their activities and projects, write-up activities and projects, analyze their work, and reflect on their experiences. The course emphasis is for self-development for successful management, enhanced problem-solving abilities, and strong leadership.

- B. **Objectives:** Under the direction of a host administrator and a university professor, students will demonstrate the following:
  1. Skills in applying knowledge of administrative practice aligned with the ISLLC Standards (ELCC 7.1-7.6).
  2. The capability of assuming and performing tasks required for general school district administration (ELCC 7.1-7.6).
  3. The ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district level educational administrators (ELCC 7.1-7.6).

### 3. Prerequisites and Procedures for Entry into the Field Experience

#### A. Prerequisites for the Field Experience are:

1. All candidates must be admitted to a Specialist's degree program in the Department of Educational Leadership at Eastern Illinois University.
2. The field experience is a capstone experience; therefore, it should be one of the final courses taken in the degree program. A minimum of 24 hours toward the degree or approval of chair-person is required.
3. EDA 6650 (Superintendency); EDA 6860 (School Finance); EDA 6870 (Collective Bargaining); and EDA 6850 (School Facilities).

#### B. Procedures for Entry into the Field Experience

1. Candidates must be supported by a practicing school district administrator who has three years of experience in the area he/she is supervising and must have written approval of the administrator of the host district. Candidates are responsible for contacting a practicing, experienced school district administrator who is willing to support and supervise the Field Experience. Candidates are required to share the department letter and host administrator's responsibilities with the host administrator. These items are available on the Educational Leadership Department website: <http://www.eiu.edu/~edadmin/> under "Field Experience."
2. Candidates are responsible for completing an application form and having the host school district administrator complete his/her portion of the form. The application is available on the Educational Leadership Department website: <http://www.eiu.edu/~edadmin/> under "Field Experience Information."
3. Applications for Field Experience should be submitted to the Educational Leadership Department Chair by **March 15<sup>th</sup> for a Fall Field Experience, by July 15<sup>th</sup> for a Spring Field Experience, and by January 15<sup>th</sup> for a Summer Field Experience.**

#### C. Registration

1. In order to ensure placement into the Field Experience, students should register for the course (EDA 6910) as soon as possible.
2. Students must waitlist the course and will be placed into the course by the Department Chair if all deadlines and entry requirements have been met.
3. The student is officially enrolled for EDA 6910, a four-semester hour course which spans a six-month period.

#### D. Orientation

An orientation with the student's assigned university supervisor will be held during the semester prior to the student's official enrollment in the course. The orientation session enables the student to receive guidelines and clarification of expectations as well as concentrated time with the university supervisor. Registered students will be notified by email of the specific date for the orientation; however, the Fall Field Experience Orientation will generally be held in June, the Spring Field Experience Orientation will generally be held in October, and the Summer Field Experience Orientation will generally be held in February. **No Field Experience hours may be logged until the student attends an orientation session with their assigned university supervisor**

## **4. Expectations of Participants**

### **A. Expectations of the Field Experience Student:**

1. The Field Experience requires the student to work under the supervision of a host administrator for six months, generally 9-12 hours per week (200 total hours required).
2. The Field Experience is structured by the university supervisor and the host administrator in conjunction with the student to meet individual needs in a given situation. The student is required to make reports to the university supervisor and host administrator. Visits at the district site and other communications provide opportunities for the Field Experience student and the university supervisor to discuss student experiences and any concerns that might arise.
3. Field Experience students must take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that are not required of other staff members. They must be willing to arrive at school early and leave late. The students should minimize any imposition on the host administrator's time by assisting the host administrator with as many duties as possible.
4. The training of the Field Experience student is essentially centered around the concept of "learning-by-doing." This training is augmented by meetings and visits by the university supervisor.
5. Field Experience students must realize that they may find themselves "in between" teachers, building level administrators, and district administrators. It is essential that they keep privileged information confidential.

### **B. Expectations of the Host Administrator:**

1. The expectations of the host administrator include:
  - a) Agreeing to support and supervise the Field Experience student
  - b) Assisting the student with the development of a plan of activities and timeline for completion of the Field Experience
  - c) Assigning administrative duties and tasks
  - d) Guiding the student
  - e) Assessing progress of the student
  - f) Explaining the function and duties of the Field Experience student to the faculty, staff, building administrators, and Board of Education when needed and appropriate.
  - g) Meeting with the university supervisor
2. The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the district's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator.

3. To facilitate the Field Experience student's development, experiences should include:
  - a) A wide range of activities that help the student become acquainted with all facets of the host administrator's work.
  - b) Opportunities to observe the host administrator in a variety of situations.
  - c) Duties of increasing responsibility, time, and complexity (ELCC 7.1).

#### **D. Expectations of the University Supervisor:**

1. Members of the Department of Educational Leadership will provide overall guidance for the Field Experience.
2. The university supervisor oversees the Field Experience student's experiences, provides on-site visitations (normally once at the beginning and then only as needed) and schedules other meetings as deemed necessary. The first visit will be a formal discussion with the student and the host administrator to clarify the expectations of the host administrator, the experiences needed by the student, and the expectations of the university professor. Any additional visit(s) will be to observe the student and to talk with the host administrator regarding the student's progress.
3. The university supervisor will provide the final pass/fail grade for the Field Experience student.

#### **5. General Requirements:** The general requirements for the Field Experience are:

- A. Participation in the orientation process prior to the semester preceding official enrollment in Field Experience
- B. Completion of the Demographic Information Form
- C. 200 Field Experience hours (120 logged hours plus 80 hours completing the activity write-ups, and writing project reports) that document these experiences
- D. Projects and written reports related to the six ISLLC Standards
- E. Activities and written reports related to each of the six ISLLC Standards
- F. Host Administrator's Evaluation

**A. Orientation:** Please refer to information on page 4.

#### **B. Field Experience Demographic Form**

To ensure that our students receive experience in a culturally diverse environment, students must complete the demographic form for their district. This form must be returned to the student's university supervisor.

**If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, and Native American) is less than 20%, then the practicum student must interview an administrator from in a culturally-diverse site. A separate demographic form must be completed for the culturally-diverse site (the Illinois Interactive Report Card or ISBE Report Card may be used to gather these data). Activity # 36.**

#### **C. Field Experience Hours and Logs**

1. The Field Experience requires the student to work under the supervision of a host administrator for six months, generally 9-12 hours per week (200 total hours required) for the entire six months.

2. Logging of Field Experience hours begins with participation in the orientation session. Prior experiences may not be counted toward actual logged hours.
3. The 200 total hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment.
4. Of the 200 total hours, 120 are clock hours of Field Experience activities and 80 hours are allocated for research and the writing of required reports for projects and activities.
5. **In order to document the Field Experience hours**, students will maintain an electronic log for each week of all Field Experience activities that is to be printed, signed by the host administrator, and submitted at pre-determined times to the university professor. The log template may be downloaded from the Educational Leadership Department's website: <http://www.eiu.edu/~edadmin/> under "Field Experience Information."
6. Supporting documentation for logged hours must be attached.
7. The dates by which the logs must be received by the university professor will be given during the orientation session.
8. Logged hours can include time Field Experience students spend in meetings with university supervisor. They can also include on-site work on required projects but not research or writing/typing those projects.
9. Logged hours cannot include meetings, parent conferences, or other activities the Field Experience students would normally engage in during their regular teaching (or other work) assignment.
10. Workshop/Conference attendance may be used for a maximum of 6 hours, exclusive of travel time.
11. Logging of hours may be extended into a second semester ONLY under extenuating circumstances and ONLY with the approval of the university supervisor. If this is necessary, students will be assigned a grade of INCOMPLETE and will receive a pass/fail grade upon completion of the Field Experience ONLY if this occurs within the semester following their initial enrollment. Note: A delay in completion of the Field Experience may result in a reduction of grade.

**E. Required Projects and Written Reports:** The written reports are formal communications between the student, the host administrator, and the university supervisor. Therefore, they must be typed, double-spaced, checked for spelling, and should follow proper rules of grammar and APA guidelines. For each project, students are required to submit a written report and supporting documentation to the university supervisor. In each report the student must:

- Identify the project number and description
- Comply with the directives of each project
- State the ISLLC standard(s) that are addressed by the project and explain the relationship between the project and the standard(s)
- Analyze and summarize their experiences on the project
- Reflect on what was learned as a result of this project, and how he/she will apply this information as an administrator

1. **Students will complete the following two projects:**

**Project #1:**

Student will conduct a review of the budgetary status of the school district. Upon completion of the review the student in consultation with the school district superintendent or other central office staff will develop an annual plan for systemic ongoing budget analysis and development. The plan will include a listing and description of appropriate budgetary activities including timelines along with the identification of assignments of responsibility. The student will also list key communication targets and strategies for keeping these stakeholders informed regarding the status of the budget. ELCC 3.1, 3.2, 3.3

**Project #2:**

Student will engage in researching the development and importance of communication plans. As a new superintendent you are required to develop a first year communication plan that focuses on both internal and external stakeholders. As a part of your plan create a purpose statement describing the goal of your communication plan and how it will impact your ability to become an effective superintendent. Identify at least five key audiences and establish five critical topics for your communication activities. Describe the mode of communications that you will pursue and identify how each will be developed. Explain how each activity will contribute to the overall accomplishment of your mission of communicating to the identified public. Develop a 3-5 page narrative describing your communication plan including the information derived from your research, the goal of your specific one year plan, description of activities, topics and their intended audiences. Attach a matrix that outlines each of the targeted activities of your plan with a listing of the intended audience and the critical topic that you choose to pursue. ELCC 4.1, 4.2, 4.3

2. **Student Designed Projects: Projects #3 and #4:**

Students are asked to review the ISLLC standards and elements (attached). In consultation with their site supervisor students are to develop two additional projects related to the standards. Projects can address multiple standards; however, all standards one through six must be addressed. Each project will:

- a. Demonstrate the student's knowledge and skills in the selected standard area.
- b. Fulfill a need for the school districts and for the student's professional development.
- c. Result in a document to be submitted to the university supervisor for a pass/fail grade.

**Note: Outstanding projects will be selected for presentation at the Graduate Exposition at Eastern Illinois University Graduate Expo in the spring.**

3. **Reflective Analysis:**

The Field Experience student will write a reflective analysis approximately five to seven pages in length, according to APA format. Using ISLLC standards one through six, the student will reflect on what was learned from the projects in relationship to each standard, as well as, identify their own strengths and weakness related to each standard.

## F. Required Activities and Written Reports:

1. **Required Activities:** The following 13 activities are required of the Field Experience students. If a student is not able to complete the activity because of issues in his/her district site, the student is required to contact the university supervisor to design a comparable activity. The documentation will be sent to the university supervisor at pre-determined times.
2. **Written Reports:** Written reports that analyze, summarize, etc. the activities of the Field Experience student will be prepared by the student.
  - a) The written reports are formal communications between the student, the host administrator, and the university supervisor. Therefore, they must be typed, double-spaced, checked for spelling, and should follow proper rules of grammar.
  - b) Normally, a written report for an activity is 1.5 to 2 pages in length. The report must have written documentation (e.g., forms, handwritten notes, handouts, agendas, etc.) attached. All these materials are to be mailed to the university supervisor.
  - c) In each report the student must state the activity number and description and comply with the directives of each activity. Additionally, the student must address the following:
    - 1) Explain what was done to complete this activity
    - 2) Explain how the activity aligns with the listed standard.
    - 3) Explain what was learned as a result of this activity and
    - 4) Explain how this information will be used as an administrator.

## Required Activities

These consecutively-numbered activities address the ISLLC Standards

Standard #	Topic	Activity #	Assignment
1, 3, 4	Vision	1	<b>School District Vision/Mission Statements</b> A. What are the district's vision and mission statements? B. How were they developed? C. How are all stakeholders involved in the vision (e.g., Staff parents, students, community)? D. What action plans are in place for achieving the stated vision? E. If a vision/mission statement does not exist, then develop a plan for how you would accomplish "A" through "D".
2,3	Curriculum and Instruction	2	<b>Teacher Recruitment and Selection</b> A. Review and report on the process being used to recruit and select new teachers. B. Indicate who is involved, information required from candidates, forms used, and steps involved in the process.
2,3	Curriculum and Instruction	3	<b>New Teacher Programs</b> Arrange/Observe/Review/Participate in the district orientation/induction/mentoring program for new teachers.

2	<b>Curriculum and Instruction</b>	4	<p><b>Curriculum Alignment and Standards</b></p> <p>A. Explain the curriculum development, revision and evaluation process used to ensure that the district curriculum is aligned with state standards.</p> <p>B. Explain how the district ensures that state standards are incorporated into classroom instruction.</p>
2	<b>Curriculum and Instruction</b>	5	<p><b>Curriculum Assessment</b></p> <p>A. Describe how the district assesses students to determine if they are meeting the expectations of the local school district curriculum and the requirements of NCLB.</p> <p>B. If no formal local assessment process is in place describe how you would develop one.</p>
3	<b>Management</b>	6	<p><b>Board Policy</b></p> <p>Review the process in place for maintaining an updated policy manual, and for developing and approving board policies. Make suggestions for improving this process.</p>
3	<b>Management</b>	7	<p><b>Business Office Procedures</b></p> <p>Review and describe the process used to monitor and control the expenditure of school district funds. (i.e. – purchase order process, expenditure reports used by principals, board and superintendent, etc.)</p>
3, 4	<b>Management</b>	8	<p><b>School Board Meetings</b></p> <p>Observe two school board meetings in different districts and make note of leadership styles of the superintendent’s interaction among board members, agenda formats, and types of issues addressed.</p>
3	<b>Management</b>	9	<p><b>Board Agendas</b></p> <p>Observe and participate in the preparation of the agenda and board packets for two board meetings.</p>
3	<b>Management</b>	10	<p><b>Finance</b></p> <p>Interview the business manager/superintendent regarding the procedures used in the budget development process.</p>
3	<b>Management</b>	11	<p><b>Finance</b></p> <p>Describe the process used by the business manager/superintendent to allocate funds for the building level budgets. What involvement do the principals have in this process?</p>
3	<b>Management</b>	12	<p><b>Finance</b></p> <p>Discuss the school district investment program with the business manager/superintendent. Discuss with them the process utilized to determine how much to invest, how to solicit bids for investment, policies utilized to provide safe guards for the investment of district funds.</p>
3,4	<b>Management</b>	13	<p><b>Collective Bargaining</b></p> <p>Interview the Superintendent and the President of the Teacher Association to determine the bargaining process utilized and its effectiveness in pursuing the district’s labor negotiations. Identify if the process being utilized is a traditional or non-traditional form of bargaining. Report your findings.</p>

## G. Additional Activities and Written Reports

Additional activities may be added in order to personalize the experiences for the students; however, the student must consult with the host administrator and the university supervisor in developing and finalizing the list of activities if they are in addition to the activities listed below. These additional activities do not replace the required activities. All activities will result in a written report.

The written reports are formal communications between the student, the host administrator, and the university supervisor. Therefore, they must be typed, double-spaced, checked for spelling, and should follow proper rules of grammar. Normally, a written report for an activity is 1.5 to 2 pages in length.

Written reports which analyze, summarize, etc. the activities of the Field Experience student will be prepared by the student. The report must have written documentation (e.g., forms, handwritten notes, handouts, agendas, etc.) attached and will be mailed to the university supervisor.

In each report the student must state the activity number and description of each activity. Additionally, the student must address the following:

- 1.) Explain what was done to complete this activity
- 2.) Explain how the activity aligns with the listed standard.
- 3.) Explain what was learned as a result of this activity and
- 4.) Explain how this information will be used as an administrator.

## Additional Activities

Standard #	Topic	Activity #	Assignment
2,4	Curriculum and Instruction	14	<b>Data Analysis</b> Review the format and process used for reporting the school district report card data to the public.
2,3	Curriculum and Instruction	15	<b>In-service Training</b> Identify and describe the process used at the district level for determining the in-service/ professional development activities for educational support personnel and certified staff.
2	Curriculum and Instruction	16	<b>SIP Process</b> Describe strategies/formal plans being utilized to meet the academic requirements of No Child Left Behind.
2	Curriculum and Instruction	17	<b>Special Education Assessment</b> Review and describe the strategies and procedures in place to help the district meet the requirements of NCLB as they pertain to special education students.
3	Management	18	<b>Transportation</b> Interview the individual responsible for transportation and report on issues pertaining to bus purchasing, contract services, establishing bus routes, recruiting and selecting bus drivers, student discipline, etc.

3	Management	19	<b>Special Education</b> Attend a special education governing board/ administrative meeting and report on issues such as the delivery of services, rules and regulations, who administers the special education programs, billing concerns, etc.
3	Management	20	<b>Regional Office of Education</b> Attend and report on the activities and issues discussed during a ROE meeting.
3,4	Management	21	<b>Administrative Team Meetings</b> Observe an administrative team meeting and report on format, frequency of meetings, leadership styles, interactive activity, etc.
3	Management	22	<b>Lunch Program</b> Discuss with the hot lunch coordinator the various issues important to know regarding the administration of the hot lunch program. (i.e.- ordering of supplies, preparation of menus, employment of staff, issues regarding federal regulations, etc.)
3	Management	23	<b>Enrollment Projections</b> Review and analyze the process utilized for preparing the district's student enrollment projections.
3	Management	24	<b>School Facilities</b> A. Use by community B. Interview Director of Building and Grounds C. Walk through C. Development of short-term and long-range facility plans D. Critical life safety issues, etc.
3	Management	25	<b>Open Meetings Act</b> Review the requirements of the open meetings act as it pertains to the board agenda and executive sessions.
3,4	Management	26	<b>Board Relations</b> Describe the process the superintendent utilizes regarding new board member orientation.
3,4	Management	27	<b>Collective Bargaining</b> Obtain a copy of a Collective Bargaining Contract and interview the superintendent to identify the processes and procedures that are presently being utilized to assure efficient and effective management of the contract. Report your findings.
3,4	Management	28	<b>Board Communications</b> Meet with the superintendent and discuss the frequency and types of communication he/she uses with the board of education.
3	Management	29	<b>Finance</b> Discuss how the administration uses the audit report and the annual financial report to monitor and plan school district finances. Discuss the process uses by the ISBE to monitor school district finances.

3	<b>Management</b>	30	<p><b>Insurance Programs</b> Investigate the procedures used for determining the various school district insurance program needs. Report on who and how specifications are developed, the bidding process, who establishes coverage limits, etc.</p>
2,3	<b>Curriculum and Instruction</b>	31	<p><b>Instructional Leadership Strategies</b> A. Develop an instrument for identifying/evaluating instructional leadership skills/strategies used by principals in conducting faculty meetings. B. Align instrument with ISLLC/IPSLs standards.</p>
4	<b>School Community</b>	32	<p><b>District-Community Partnerships</b> A. Which partnerships currently exist with community organizations? B. How are they mutually beneficial to each group? C. If no partnerships exist, propose one and explain its benefits to both the community organization and the school district.</p>
3,4	<b>School District/Community</b>	33	<p><b>Public Relations</b> Describe the school district's formal public relations program. If one does not exist, describe the critical components necessary to establish such a program.</p>
5	<b>Ethics</b>	34	<p><b>Code of Ethics</b> A. Access the Illinois Association of School Boards website. B. Find and read the code of ethics for board members and discuss how a superintendent can implement strategies to assist individual board of education members to model this code.</p>
4,6	<b>Political, Cultural, Legal Aspects</b>	35	<p><b>Citizen Involvement</b> Discuss with the superintendent how he/she utilizes stakeholder groups to seek input on important school district issues.</p>
General	<b>General Activity</b>	36	<p><b>Diversity</b> If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then the Field Experience student must interview an administrator in a culturally diverse site. A separate demographic form must be completed for the culturally-diverse site (the Illinois Interactive Report Card or ISBE Report Card may be used to gather these data). Questions to address in your interview: 1. In your opinion, are there challenges and issues that are different in your school district that does not exist in a school district that is not culturally diverse? 2. If so, what are the special challenges and issues? What strategies do you use to address these challenges and issues? 3. What are the challenges in recruiting, employing and maintaining a culturally diverse faculty and staff? 4. Did your educational administration formal training prepare you to address these special challenges and issues? If not, how could you have been better prepared? 5. What advice would you have for a future central office administrator as he/she prepares to enter employment in a culturally diverse school district?</p>

## 6. Course Evaluation

- A. Evaluation by host administrator:** Students will be evaluated at the end of their Field Experience by their host administrator. The evaluation instrument is attached. This confidential report will be submitted to the university professor and will be taken into account for the purposes of grading; however, the professor has the final authority for issuing a pass/fail grade in the Field Experience.
- B. Evaluation by university supervisor:** The following will be taken into account for a final pass/fail grade: Reports of activities/written reports/logs/required projects/attendance at meetings/culminating activity/host administrator's evaluation/professor's evaluation. **No project will be accepted more than one week after the date it is due.** Late assignments will result in grade reduction. Written assignments will be evaluated on the basis of some or all of the following: (a) conformity with the assignment directions provided; (b) application of course concepts; (c) thoroughness of presentation; (d) effectiveness of expression; and (e) mechanics (spelling, grammar, correct use of APA style, etc.). A final letter pass/fail grade will be issued by the university supervisor.

An incomplete (I) may be issued for extenuating circumstances. In this case, a student must complete all work in EDA 6910 **NO LATER THAN** the term or semester following his/her registration in the course. Failure to complete the requirements will result the student needing to re-register in the course.

## 7. Levels of Student Participation in Field Experience Experiences

Students are encouraged to participate in a range of experiences, to include the following:

- A. Observation:** Students are present during administrative or supervisory activities but not involved in a significant way. (Ex. administrative council meetings, committee meetings, discipline hearings, parent conferences, school board meetings if the goal is to observe interactions between administrators and the board or members of the community, faculty meetings in schools other than that of the student, special education multidisciplinary conferences).
- B. Interviews:** Students interact with administrators regarding areas of administrative activity or theory. (Ex. talks with principals about teacher evaluation issues, discussing leadership or decision-making strategies with superintendents, interviewing school board members about financial issues facing the school district, meeting with curriculum coordinators about current instructional or staff development projects).
- C. Minor participation:** Students are involved on a limited basis in administrative activities, ordinarily with the goal of gaining familiarity with those areas of responsibility. (Ex. assisting in staff development activities, preparing memos for staff or parents, meeting with students having discipline or attendance problems, addressing community groups regarding school district programs, reviewing faculty or student policies to make recommendations for changes, supervising students during lunch, recess, or athletic contests, assisting in the preparation of a master schedule).
- D. Major participation:** Students plan, develop, implement, and evaluate district administrative or supervisory activities or programs. (Ex., a program for latchkey children, a series of teacher meetings for inservice, a curriculum committee, a truancy prevention program, a plan for redesigning existing facilities, a community survey on attitudes toward school district, contract negotiations.)

**\*\*\*\* Note: *Even though students are assigned to one host administrator, they are strongly encouraged to seek activities that provide them with a range of administrator models, both in terms of administrative responsibilities as well as leadership styles.***

## **8. Academic Support**

If the student has a documented disability and wishes to receive academic accommodations, the student must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible.

**EASTERN ILLINOIS UNIVERSITY  
FIELD EXPERIENCE APPLICATION/AGREEMENT**

Before applying for EDA 6910, students are responsible for reading the requirements for entry into the Field Experience. These are located at [http://www.eiu.edu/~edadmin/resources\\_links.html](http://www.eiu.edu/~edadmin/resources_links.html). (Print or type clearly.)

Date \_\_\_\_\_ Semester and Year for Field Experience \_\_\_\_\_

\_\_\_\_\_ On Campus Student OR \_\_\_\_\_ Cohort Student \_\_\_\_\_ Name/Number of Cohort

**Personal Information**

Student's Name \_\_\_\_\_ E# \_\_\_\_\_  
 Position \_\_\_\_\_ School \_\_\_\_\_  
 School Address \_\_\_\_\_ Phone \_\_\_\_\_  
 \_\_\_\_\_ ZIP Code \_\_\_\_\_  
 Home Address \_\_\_\_\_ Phone \_\_\_\_\_  
 \_\_\_\_\_ ZIP Code \_\_\_\_\_  
 EIU E-mail Address \_\_\_\_\_

**Program Information**

Hours completed at the END of the current semester \_\_\_\_\_  
 Special Considerations (Anything to add for our planning) \_\_\_\_\_  
 \_\_\_\_\_

**Field Experience Site Information**

Supervisor's Name (Dr., Mr., Ms.) \_\_\_\_\_ Title \_\_\_\_\_  
 Years of Administrative Experience \_\_\_\_\_ E-mail \_\_\_\_\_  
 District Name \_\_\_\_\_ Phone \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/State/Zip Code \_\_\_\_\_

**Statement of Confidentiality and Agreement to Field Experience Requirements:** I understand that during the course of events associated with Field Experience experiences, I may be privy to confidential information. I understand that such information may not be shared and further communicated without permission. Any breach of laws and regulations concerning issues of confidentiality may result in my receiving a failing grade in the Field Experience experience. Additionally, I have reviewed the requirements for the Field Experience as outlined in the Field Experience handbook and understand the criteria for successful completion of the Field Experience.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Statement of Agreement:** I have reviewed the host administrator's responsibilities and requirements for the Field Experience and will provide the student with opportunities and assistance necessary to fulfill those requirements.

Host administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

### CHECKLIST FOR FIELD EXPERIENCE STUDENTS

STUDENT'S NAME: _____	Date	Assignment exceeded prescribed standards	Assignment satisfactorily met prescribed standards	Assignment <b>did not</b> satisfactorily meet prescribed standards
		3	2	1
Attendance at meeting(s) required by university supervisor				
<b>REQUIRED ACTIVITIES</b>				
Project 1				
Project 2				
Project 3				
Project 4				
Project 5 Reflective Analysis				
Activity 1 School district Vision/Mission Statements				
Activity 2 Teacher Recruitment and Selection				
Activity 3 New Teacher Programs				
Activity 4 Curriculum Alignment and Standards				
Activity 5 Curriculum Assessment				
Activity 6 Board Policy				
Activity 7 Business Office Procedures				
Activity 8 School Board Meetings				
Activity 9 Board Agendas				
Activity 10 Finance				
Activity 11 Finance				
Activity 12 Finance				
Activity 13 Collective Bargaining				
<b>ADDITIONAL ACTIVITIES</b>				
Activity 14 Data Analysis				
Activity 15 In-service Training				
Activity 16 SIP Process				
Activity 17 Special Education Assessment				
Activity 18 Transportation				
Activity 19 Special Education				
Activity 20 Regional Office of Education				
Activity 21 Administrative Team Meetings				
Activity 22 Lunch Program				
Activity 23 Enrollment Projections				
Activity 24 School Facilities				
Activity 25 Open Meetings Act				
Activity 26 Board Relations				
Activity 27 Collective Bargaining				
Activity 28 Board Communications				
Activity 29 Finance				
Activity 30 Insurance Programs				
Activity 31 Instructional Leadership Strategies				
Activity 32 District-Community Partnerships				
Activity 33 Public relations				
Activity 34 Code of Ethics				
Activity 35 Citizen Involvement				
Activity 36 Diversity				
Demographic Form				
Host Administrator's Evaluation				
Log Sheets for Mailing 1 _____ 2 _____ 3 _____ 4 _____ 5 _____				
Hours at end of Mailing 1 _____ 2 _____ 3 _____ 4 _____ 5 _____				

**EDA 6910 - - Field Experience Demographic Information**

**(Provide one completed form for the Field Experience school and district and another completed form for the culturally-diverse school district and district if shadowing is required.)**

**Student Name** \_\_\_\_\_ **Semester/ Year** \_\_\_\_\_

**School/District for this information** \_\_\_\_\_

To ensure that our students receive a variety of experiences, we are required by our accreditation agencies to obtain demographic information about the schools/districts where our students do their Field Experience experience. Please complete the information requested below as it pertains to your school and to your district and return it to your EDA Field Experience supervisor.

<b>Enrollment</b>	<b><u>District</u></b>	<b><u>School</u></b>
White (%)		
Black (%)		
Hispanic (%)		
Asian/Pacific Isl. (%)		
Native Am. (%)		
Multi-Racial (%)		
Low Income Students (%)		
Students with Limited English Proficiency (%)		
Students With Special Needs (Include all students who have an IEP) (%)		

This information may be obtained from the Fall Housing Report submitted annually to ISBE. If not available for the current year, use information from the previous year's report.

**If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, and Native American) is less than 20%, then the Field Experience student must interview a central office administrator in a culturally-diverse district. Another copy of the demographic form must be submitted with data for the culturally-diverse site. Data may be obtained from the Illinois Interactive Report Card.**



Department of Educational Leadership  
Room 2320 Buzzard Hall  
600 Lincoln Avenue  
Charleston, IL 61920-3099

Office: 217-581-2919

Re: Field Experience in School District Leadership

Dear Administrator:

As you may be aware, Eastern Illinois University's Department of Educational Leadership requires students seeking the Type 75 Superintendent Endorsement to successfully complete a capstone field-based Field Experience course. This opportunity presents students with an assortment of clinical experiences in a school district setting under the supervision of a practicing administrator and a university professor. Students are asked to summarize their experiences and reflect on what they have learned. In addition, they will be responsible for completing several projects that will augment their development as educators.

The College of Education would appreciate your agreement to mentor a student through this Field Experience. There will be additional information forthcoming about what this process entails, but, in short, it would mean that the Field Experience student would be included in a wide variety of experiences related to school district improvement, curriculum development, staff development, student-administrator interactions, staff evaluation, community interactions, scheduling, finance and day-to-day operations within your district. The goal is to provide an experience that will, to a large degree, prepare our Field Experience students for future school district leadership roles.

We appreciate your efforts as we know how busy school administrators are today. Thank you in advance for your dedication and cooperation. If you have any questions, please feel free to contact me.

Sincerely,

*John*

John Dively, J.D., Ed.D.  
Chair

## **HOST ADMINISTRATOR'S RESPONSIBILITIES**

### **Educational Administration 6910 Field Experience Department of Educational Leadership Eastern Illinois University**

The host administrator faces both challenges and opportunities in sponsoring the student. The opportunities lie in being able to make a significant contribution to the field of education, since the student's growth is strongly influenced by the model provided by the host administrator. The challenges lie in the ability of the host administrator to put the student to work in ways that make the student a valuable contributor to the district's operation and, at the same time, provide for the student's mastery of the many important competencies of the administrator.

To facilitate this, the Field Experience student's experience should include a wide range of activities that help the student become acquainted with all facets of the host administrator's work; opportunities to observe the host administrator in a variety of situations; and duties of increasing responsibility, time, and complexity (ELCC 7.1).

The responsibilities of the host administrator include:

- A. Agreeing to support and supervise the Field Experience student.
- B. Sign the Field Experience Agreement with the university.
- C. Meeting with the student and university supervisor to discuss experiences and activities in the Field Experience.
- D. Reviewing with the student his/her self-inventory and assisting with the development of a plan of activities and timeline for completion of the Field Experience.
- E. Assigning administrative duties and tasks.
- F. Including the student on the District Improvement Team during the Field Experience either as a member or an observer.
- G. Guiding the student.
- H. Assessing progress of the student.
- I. Explaining the function and duties of the Field Experience student to district faculty, staff, and administrators.
- J. Schedule weekly conferences with the student to discuss his/her activities, to coordinate schedules or give directions, talk over problems or share thoughts about situations in the work setting that can be helpful to the student, etc.
- K. Sign the student's Weekly Log and Activities List to verify completion of designated activities.
- L. Evaluate the student upon his/her completion of all course requirements.

**THANK YOU for your willingness to assist in preparing future school administrators.**

## HOST ADMINISTRATOR'S FEEDBACK FORM

Student's Name: \_\_\_\_\_ School/District: \_\_\_\_\_

Mentor Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please take a few minutes to provide feedback regarding the experiences of your Field Experience student. Rate his or her experiences in each area by circling one of the numbers:

- 3 = Exceeds Expectations of the Course**
- 2 = Meets Expectations of the Course**
- 1 = Does Not Meet Expectations of the Course**

	Exceeds	Meets	Does Not Meet
1. How reliable and efficient was the Field Experience student in meeting her/his responsibilities for this course? <b>Comments:</b>	3	2	1
2. How effective was the Field Experience student in fulfilling the goals identified in his/her Field Experience plan? <b>Comments:</b>	3	2	1

Listed below are the six ISLLC standards on which the Field Experience student must demonstrate his/her competency in preparation of school leadership. Please note the Field Experience student's current competence in each of the areas.

<b>A school administrator is an educational leader who promotes the success of all students by:</b>	Exceeds	Meets	Does Not Meet
<b>Standard 1:</b> Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.	3	2	1
<b>Standard 2:</b> Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	3	2	1
<b>Standard 3:</b> Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	3	2	1
<b>Standard 4:</b> Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	3	2	1
<b>Standard 5:</b> Acting with integrity, fairness, and in an ethical manner.	3	2	1
<b>Standard 6:</b> Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	3	2	1

**Please note the Field Experience student's areas of strengths.**

**Please note suggested areas for the Field Experience student's improvement.**

Host Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please mail to the university professor by: \_\_\_\_\_

(EIU SUPERVISOR'S NAME HERE)  
Department of Educational Leadership  
2320 Buzzard Building  
600 Lincoln Avenue  
Eastern Illinois University  
Charleston, IL 61920

## Interstate School Leaders Licensure Consortium Standards ISLLC Standards

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

**Knowledge: The administrator has knowledge and understanding of**

- K 1.1 Learning goals in a pluralistic society
- K 1.2 The principles of developing and implementing strategic plans
- K 1.3 Systems theory
- K 1.4 Information sources, data collection, and data analysis strategies
- K 1.5 Effective communications
- K 1.6 Effective consensus-building and negotiation skills

**Dispositions: The administrator believes in, values, and is committed to**

- D 1.1 The educability of all students
- D 1.2 A school vision of high standards of learning
- D 1.3 Continuous school improvement
- D 1.4 The inclusion of all members of the school community
- D 1.5 Ensuring that students have the knowledge, skills, and values needed to become successful adults
- D 1.6 A willingness to continuously examine one's own assumptions, beliefs, and practices
- D 1.7 Doing the work required for high level of personal and organizational performance

**Performances: The administrator facilitates processes and engages in activities ensuring that**

- P 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- P 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- P 1.3 The core beliefs of the school vision are modeled for all stakeholders
- P 1.4 The vision is developed with and among stakeholders
- P 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- P 1.6 Progress toward the vision and mission is communicated to all stakeholders
- P 1.7 The school community is involved in school improvement efforts
- P 1.8 The vision and goals for student learning shapes the educational programs, plans, and actions
- P 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals for student learning are clearly articulated
- P 1.10 Assessment data related to student learning are used to develop the school vision and goals
- P 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- P 1.12 Barriers to achieving the vision are identified, clarified, and addressed
- P 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- P 1.14 Existing resources are used in support of the vision and goals
- P 1.15 The vision, mission, and implementation plans are regularly monitored, evaluated and revised

**Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Instructional Leadership)**

**Knowledge: The administrator has knowledge and understanding of**

- K 2.1 Student growth and development
- K 2.2 Applied learning theories
- K 2.3 Applied motivational theories
- K 2.4 Curriculum design, implementation, evaluation, and refinement
- K 2.5 Principles of effective instruction
- K 2.6 Measurement, evaluation, and assessment strategies

- K 2.7 Diversity and its meaning for educational programs
- K 2.8 Adult learning and professional development models
- K 2.9 The change process for systems, organizations, and individuals
- K 2.10 The role of technology in promoting student learning and professional growth.
- K 2.11 School cultures and instructional program conducive to student learning and staff professional development.

**Dispositions: The administrator believes in, values, and is committed to**

- D 2.1 The fundamental purpose of schooling
- D 2.2 The proposition that all students can learn
- D 2.3 The variety of ways in which students can learn
- D 2.4 Life long learning for self and others
- D 2.5 Professional development as an integral part of school improvement
- D 2.6 The benefits that diversity brings to the school community
- D 2.7 A safe and supportive learning environment
- D 2.8 Preparing students to be contributing members of society
- D 2.9 The partnership and collaboration with and among staff

**Performances: The administrator facilitates processes and engages in activities ensuring that**

- P 2.1 All individuals are treated with fairness, dignity, and respect
- P 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- P 2.3 Students and staff feel valued and important
- P 2.4 The responsibilities and contributions of each individual are acknowledged
- P 2.5 Barriers to student learning are identified, clarified, and addressed
- P 2.6 Diversity is considered in developing learning experiences
- P 2.7 Life long learning is encouraged and modeled
- P 2.8 There is a culture of high expectations for self, student, and staff performance
- P 2.9 Technologies are used in teaching and learning
- P 2.10 Student and staff accomplishments are recognized and celebrated
- P 2.11 Multiple opportunities to learn are available to all students
- P 2.12 The school is organized and aligned for success
- P 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- P 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- P 2.15 The school culture and climate are assessed on a regular basis
- P 2.16 A variety of sources of information are used to make decisions
- P 2.17 Student learning is assessed using a variety of techniques
- P 2.18 Multiple sources of information regarding performance are used by staff and students
- P 2.19 A variety of supervisory and evaluation models is employed
- P 2.20 Pupil personnel programs are developed to meet the needs of students and their families.

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

**Knowledge: The administrator has knowledge and understanding of**

- K 3.1 Theories and models of organizations and the principles of organizational development
- K 3.2 Operational procedures at the school and district level
- K 3.3 Principles and issues relating to school safety and security
- K 3.4 Human resources management and development
- K 3.5 Principles and issues relating to fiscal operations of school management
- K 3.6 Principles and issues relating to school facilities and use of space
- K 3.7 Legal issues impacting school operations
- K 3.8 Current technologies that support management functions

**Dispositions: The administrator believes in, values, and is committed to:**

- D 3.1 Making management decisions to enhance learning and teaching
- D 3.2 Taking risks to improve schools
- D 3.3 Trusting people and their judgments
- D 3.4 Accepting responsibility
- D 3.5 High quality standards, expectations, and performances

D 3.6 Involving stakeholders in management processes

D 3.7 A safe environment

**Performances: The administrator facilitates processes and engages in activities ensuring that**

- P 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- P 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- P 3.3 Emerging trends are recognized, studied, and managed to maximize opportunities for successful learning
- P 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- P 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- P 3.6 The school plant, equipment, and support systems operate safely, efficiently, and Effectively
- P 3.7 Time is managed to maximize attainment of organizational goals
- P 3.8 Potential problems and opportunities are identified
- P 3.9 Problems are confronted and resolved in a timely manner
- P 3.10 Financial, human, and material resources are aligned to the goals of schools
- P 3.11 The school acts entrepreneurally to support continuous improvement
- P 3.12 Organizational systems are regularly monitored and modified as needed
- P 3.13 Stakeholders are involved in decisions affecting schools
- P 3.14 Responsibility is shared to maximize ownership and accountability
- P 3.15 Effective problem-framing and problem-solving skills are used
- P 3.16 Effective conflict resolution skills are used
- P 3.17 Effective group-process and consensus building skills are used
- P 3.18 Effective communications skills are used
- P 3.19 There is effective use of technology to manage school operations
- P 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- P 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- P 3.22 Human resource functions support the attainment of school goals
- P 3.23 Confidentiality and privacy of school records are maintained

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

**Knowledge: The administrator has knowledge and understanding of:**

- K 4.1 Emerging issues and trends that potentially impact the school community
- K 4.2 The conditions and dynamics of the diverse school community
- K 4.3 Community resources
- K 4.4 Community relations and marketing strategies and processes
- K 4.5 Successful models of school, family, business, community, government, and higher education partnerships

**Dispositions: The administrator believes in, values, and is committed to:**

- D 4.1 Schools operating as an integral part of a larger community
- D 4.2 Collaboration and communication with families
- D 4.3 Involvement of families and other stakeholders in school decision-making processes
- D 4.4 The proposition that diversity enriches the school
- D 4.5 Families as partners in the education of their children
- D 4.6 The proposition that families have the best interests of their children in mind
- D 4.7 Resources of the family and community needing to be brought to bear on the education of students
- D 4.8 An informed public

**Performances: The administrator facilitates processes and engages in activities ensuring that P 4.1 High visibility, active involvement, and communication with the larger community is a priority**

- P 4.2 Relationships with community leaders are identified and nurtured
- P 4.3 Information about families and community concerns, expectations, and needs is used regularly
- P 4.4 There is outreach to different business, religious, political, and service agencies and organizations
- P 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- P 4.6 The school and community serve one another as resources
- P 4.7 Available community resources are secured to help the school solve problems and achieve goals
- P 4.8 Partnerships are established with area businesses, and institutions of higher education, and community groups to

- strengthen programs and support school goals
- P 4.9 Community family youth services are integrated with school programs
- P 4.10 Community stakeholders are treated equitably
- P 4.11 Diversity is recognized and valued
- P 4.12 Effective media relations are developed and maintained
- P 4.13 A comprehensive program of community relations is established
- P 4.14 Public resources and funds are used appropriately and wisely
- P 4.15 Community collaboration is modeled for staff
- P 4.16 Opportunities for staff to develop collaborative skills are provided

**Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethical Leadership)**

**Knowledge: The administrator has knowledge and understanding of:**

- K 5.1 The purpose of education and the role of leadership in modern society
- K 5.2 Various ethical frameworks and perspectives on ethics
- K 5.3 The values of the diverse school community
- K 5.4 Professional codes and ethics
- K 5.5 The philosophy and history of education

**Dispositions: The administrator believes in, values, and is committed to**

- D 5.1 The ideal of the common good
- D 5.2 The principles in the Bill of Rights
- D 5.3 The right of every student to a free, quality education
- D 5.4 Bringing ethical principles to the decision-making process
- D 5.5 Subordinating one's own interest to the good of the school community
- D 5.6 Accepting the consequences for upholding one's principles and actions
- D 5.7 Using the influence of one's office constructively and productively in the service of all students and their families
- D 5.8 Development of a caring school community

**Performances: The administrator facilitates processes and engages in activities ensuring that:**

- P 5.1 Examines personal and professional values
- P 5.2 Demonstrates a personal and professional code of ethics
- P 5.3 Demonstrates values, beliefs, and attitudes, that inspires others to higher levels of performance
- P 5.4 Serves as a role model
- P 5.5 Accepts responsibility for school operations
- P 5.6 Considers the impact of one's administrative practices on others
- P 5.7 Uses the influence of the office to enhance the educational program rather than the personal gain
- P 5.8 Treats people fairly, equitably, and with dignity and respect
- P 5.9 Protects the rights and confidentiality of students and staff
- P 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- P 5.11 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- P 5.12 Opens the school to public scrutiny
- P 5.13 Applies laws and procedures fairly wisely, and considerably

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

**Knowledge: The administrator has knowledge and understanding of:**

- K 6.1 Principles of representative governance that undergrad the system of American schools
- K 6.2 The role of public education in developing and renewing a democratic society and an economically productive nation
- K 6.3 The law as related to education and schooling
- K 6.4 The political, social, cultural, and economic systems and processes that impact schools
- K 6.5 Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- K 6.6 Global issues and forces affecting teaching and learning

- K 6.7 The dynamics of policy development and advocacy under our democratic political system
- K 6.8 The importance of diversity and equity in a democratic society

**Dispositions: The administrator believes in, values, and is committed to**

- D 6.1 Education as a key to opportunity and social mobility
- D 6.2 Recognizing a variety of ideas, values, and cultures
- D 6.3 Importance of a continuing dialogue with other decision makers affecting education
- D 6.4 Actively participating in the political and policy-making affecting education
- D 6.5 Using legal systems to protect student rights and improve student opportunities

**Performances: The administrator facilitates processes and engages in activities ensuring that**

- P 6.1 The environment in which school operates is influenced on behalf of students and their families
- P 6.2 Communication occurs among school community concerning trends, issues, and potential changes in the environment in which the school operates
- P 6.3 There is ongoing dialogue with representatives of diverse community groups
- P 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- P 6.5 Public policy is shaped to provide quality education for students
- P 6.6 Lines of communications are developed with decision makers outside school community