

## **LDR 751 Internship and Seminar II**

Term: Fall 2019

Dates: 8/21/19 to 12/1/19

Times: Arranged

### **Professor Contact Information**

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Office Hours: Monday through Friday from 8am to 4:30pm CST

### **Course Description**

#### **LDR 751 Internship and Seminar II (3 hours)**

The LDR 751 seminar will specifically involve the candidate in developing the material critical to a successful intern experience, the gathering of related artifacts, and the evaluation of intern experiences.

Courses LDR 750, LDR 751, and LDR 752 make up a 3 semester-long internship that is designed to assist the candidate in gaining a practical understanding of and experience in the variety of responsibilities held by a district superintendent, higher education administrator, or chief executive officer. The University supervisor, mentor, and candidate will work together to focus on an action research project related to a specific need in the organization. This research experience provides the candidate with a better understanding of the organization as a system by defining processes for gathering, analyzing, and processing data for decision making.

### **Prerequisite Studies**

LDR 750 Internship and Seminar I

### **Diversity in the Oakland City School of Education**

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

## Course Objectives

Through the internship and seminar experience the candidate will:

1. Develop a log that demonstrates, explains, and reflects Internship experiences (**IDOE:** 2.4, 3.3, 4.4, 5.3, 6.1, and 6.2; **ELCC:** 1.2, 3.1, 3.2, 5.5, 7.1, 7.2, and 7.3).
2. Identify and demonstrate an understanding of research and action as it relates to his/her Internship **IDOE:** 2.1, 2.4, 3.3, 4.4, 5.3, 6.1, and 6.2; **ELCC:** 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.2, 5.2, 5.4, 5.5, 6.3, 7.1, 7.2, and 7.3).
3. Create a Portfolio that contains artifacts that demonstrate an understanding of the skills and application of leadership within his/her field of study as well as how the conceptual framework, state and professional standards are applied (**IDOE:** 2.4, 3.3, 4.4, 5.3, 6.1, and 6.2 **ELCC:** 1.2, 3.1, 3.2, 5.5, 7.1, 7.2, and 7.3).
4. Demonstrate understanding of how diversity impacts his/her understanding of leadership (**IDOE:** 2.5, 3.1, 4.4, and 6.1 **ELCC:** 4.1, 4.2, 5.2, 5.5, 7.1, and 7.2).

## Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [www.oak.edu/library/Discover.html](http://www.oak.edu/library/Discover.html) or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit [www.oak.edu/library/Ask.html](http://www.oak.edu/library/Ask.html).

## Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
1. Development Internship Location, Begin Portfolio and Submit weekly Internship Logs	30 points
2. Development of Action Research Plan	35 points
3. Development of Cultural Diversity Project	35 points
Total	100 points

## Assignments

### Assignment 1: Development Internship Location, Portfolio and Internship Log (30 points)

1. Start the collection of artifacts for the internship portfolio
2. Complete all paper work as related to establishing Internship location
  - a. Submit completed Service Agreement Form
  - b. Prepare to meet with your mentor and instructor to check on progress of internship
  - c. Submit internship evaluations
3. Report weekly on Internship Activities through sending your weekly Internship log sheet

**Learning Outcome:** Upon successful completion of this learning activity students will develop a weekly log that demonstrates, explains, and reflects Internship experiences and create a Portfolio that contains artifacts that demonstrate an understanding of the skills and application of leadership within his/her field of study as well as how the conceptual framework, state and professional standards are applied.

#### *Applicable Standards for Assignment*

**IDOE:** 2.4, 3.3, 4.4, 5.3, 6.1, and 6.2; **ELCC:** 1.2, 3.1, 3.2, 5.5, 7.1, 7.2, and 7.3

### Assignment 2: Development of an Action Research Plan (35 points)

Develop an Action Research Plan that benefits the institution providing you the internship practicum. See Appendix 2 for guidelines in developing an ARP.

**Learning Outcome:** Upon successful completion of this learning activity students will Identify and demonstrate an understanding of research and action as it relates to his/her Internship.

#### *Applicable Standards for Assignment*

**IDOE:** 2.1, 2.4, 3.3, 4.4, 5.3, 6.1, and 6.2; **ELCC:** 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.2, 5.2, 5.4, 5.5, 6.3, 7.1, 7.2, and 7.3

### Assignment 3: Development of a Cultural Diversity Project (35 points)

Plan and participate in a Cultural Diversity activity that will be documented and described within the portfolio. Appendix 3 provides guidelines on writing up your CDP.

As Part of the Cultural Diversity Project, the candidate will be asked to:

- totally immerse themselves in a cultural situation different from their own;
- project may relate to: race, socio-economics, gender, ethnicity, physical or cognitive disabilities; and
- minimum of 20 to 30 hours must be completed over a two semester timeframe with a log kept of CDP hours and activities.

**Learning Outcome:** Upon successful completion of this learning activity students will demonstrate understanding of how diversity impacts his/her understanding of leadership.

**Applicable Standards for Assignment**

**IDOE:** 2.5, 3.1, 4.4, and 6.1; **ELCC:** 4.1, 4.2, 5.2, 5.5, 7.1, and 7.2

**Grading Scale**

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

A = 97-100%	B+=89-92%	C+=77-80%
A- =93-96%	B=85-88%	C=73-76%
	B- 81-84%	

Graduate Grading System			
Scale	Grade	Value	Definition
97+	A	4.0	Superior
93-96	A-	3.7	Excellent
89-92	B+	3.3	High Average
85-88	B	3.0	Average
81-84	B-	2.7	Low Average
77-80	C+	2.3	Below Average, Counting as Graduate Credit
73-76	C	2.0	Below Average, Counting as Graduate Credit
00-72	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences

Graduate Grading System			
Scale	Grade	Value	Definition
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

## Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Bray, J. N., Lee, J., Smith, L. L., & Yorks, L. (2000). *Collaborative Inquiry in practice*. Thousand Oaks, CA: Sage Publications, Inc.

Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths*. New York: The Free Press.

Donaldson, G. A. Jr. (2001). *Cultivating leadership in schools*. New York: Teachers College

Press.Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, D.C.: Albert Shanker Institute.

Garden, J. (2001). *The mind of the CEO*. New York: Basic Books.

Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Doubleday.

Handy, C. (2000). *21 Ideas for managers*. San Francisco, CA: Jossey-Bass.

Katzenbach, J. R. & Smith, D. K. (2001). *The discipline of teams*. New York: John Wiley & Sons, Inc.

Maslow, A.H. (1954). *Motivation and personality*. New York: Harper Collins.

Pascale, R., Millemann, M., & Giojia, L. (2000). *Surfing the edge of chaos*. New York: Crown Business Publishing.

Sarason, S. B. (2002). *Educational reform*. New York: Teachers College Press.

Schuler, D. A., Rehbein, K., and Cramer, R.D. "Pursuing strategic advantage through political means: A multivariate approach." *Academy of Management Journal*, 2002, 45(4), 659-672.

Short, P.M. & Greer, J.T. (2002). *Leadership in empowered schools*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Stack, J., and Burlingham, B. (2002). *A stake in the outcome: Building a culture of ownership for the long-term success of your business*. New York: Doubleday.

Yukl, G.P. *Leadership in organizations*. (5<sup>th</sup> ed.) Upper Saddle River, New Jersey: Prentice Hall, 2001.

## **Attachments**

### **Attachment 1: Guidelines for Action Research Plan**

#### **Questions for the Development of a Project<sup>1</sup>**

##### **General:**

1. What is the topic of the project?
2. What is the specific intent of the project?
3. Why is the project important?
4. What are the major questions to be answered by this project?
5. What are the limitations of this project?

##### **Methodology:**

1. Where will the project take place?
2. What population will be used for the project?
3. What instrumentation will be used for data gathering?
4. How will the project data be analyzed?
5. What specific tasks must be accomplished in order for the project to be successful?

##### **Institutional Benefit:**

1. How will this project positively enhance the placement institution/organization?
2. How will this project positively enhance personnel, staff, and/or students?
3. How will this project positively enhance constituents?

4. How might this project affect the public image of the institution/organization?
5. How might this project effect cost-effectiveness of the institution/organization?

### **Framing the project<sup>2</sup>**

Three step process:

#### **Step 1: Name the project**

Complete the sentence, “I want to learn about (work on, study)\_\_\_\_\_.”

#### **Step 2: Add a question**

Expand the above sentence with the indirect question, “because.... “

(I want to learn about xxxxxxxx because...)

#### **Step 3. Motivate the Question**

To the above information add another indirect question, “in order to help (show, explain, identify, and/or understand)...”

Example:

1. I want to learn about diagnostic processes in the repair of cooling systems...
2. ...because I want to find out how expert XXXX analyze failures....
3. In order to help the institution understand how to design a computer system that can diagnose and prevent failures.

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<sup>1</sup>Capasso, Ronald L. and John C. Daresh. 2001. *The School Administrator Internship Handbook*. Corwin Press. Inc.

<sup>2</sup>Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2003. *The Craft of Research*. 2<sup>nd</sup> ed. The University of Chicago Press. Pp. 49-52.

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### **Attachment 2: Guidelines for Cultural Diversity Project (CDP)**

1. Assign a title to your project

2. Organization of Summary (follow APA)

A. Introduction

Write a summary of the experience. Include:

- Language spoken
- Location
- Length of involvement
- Purpose

B. Activities

- Describe the activities you took part in

C. Emotional Response

- Describe your initial feelings at the beginning of the experience
- Did your feelings change during the experience – How and why?

D. Learning

- What specific things did you learn through this experience
- What new insights and understanding did you develop
- What would you do differently if you were to do this same activity again
- What would you tell a friend about this experience

E. Transfer of Learning

- How might you implement what you learned in your current and/or future role(s)

(Adapted from: Lingua Folio training modules by Faye Rollings-Carter. Retrieved from:  
<http://www.learnnc.org/lp/editions/linguafolio/>)

**Attachment 3**

**Doctoral Internship Evaluation**

(To be completed by the mentor)

Intern \_\_\_\_\_

Year of internship \_\_\_\_\_ Date: \_\_\_\_\_

Mentor \_\_\_\_\_



Throughout the clinical experience, candidates must apply the ELCC standards as outlined below. The mentor should evaluate the internship experience utilizing the rubric provided. A score of 1, 2, 3, or 4 should be circled at the end of each standard to demonstrate the mentor’s evaluation of the intern candidate. Comments may be made in the space provided at the end of the form.

<b>Standard/Indicator</b>	<b>Minimal</b> This is little to no evidence of addressing the indicator.	<b>Basic</b> The evidence address that the indicator is at an acceptable level	<b>Proficient</b> The evidence addresses that the indicator is at a high level.	<b>Mastery</b> The evidence addresses that the indicator is consistently at a high level.
<b>Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 1 (Visionary Leader)</b> – vision, mission, and strategic planning				<b>1 2 3 4</b>
<b>Standard 2 (Instructional Leader)</b> – organizational culture and professional development				<b>1 2 3 4</b>
<b>Standard 3 (Organizational Leader)</b> – organization, operation, and resource management				<b>1 2 3 4</b>
<b>Standard 4 (Collaborative Leader)</b> – collaboration with community stakeholders				<b>1 2 3 4</b>
<b>Standard 5 (Ethical Leader)</b> --professional standards of conduct				<b>1 2 3 4</b>
<b>Standard 6 (Systemic Leader)</b> -- pro-active organizational leader and change agent				<b>1 2 3 4</b>
<b>Standard 7 (Internship)</b> --practicum of standards-based work in real setting				<b>1 2 3 4</b>
<b>Comments:</b>				

**Candidate Disposition Audit**  
(To be completed by Internship Mentor)

Candidate \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

SCORING GUIDE				
Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Acceptable	Exemplary
NA	1	2	3	4
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed
REGARD FOR OTHERS				
<b>1.1 Empathy and Compassion:</b> Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.			Circle the Choice	
NA	1	2	3	4
<b>1.2 Rapport and Respect:</b> Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.				
NA	1	2	3	4
<b>1.3 Passion:</b> Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.				
NA	1	2	3	4
COMMUNICATION				
<b>2.1 Responsiveness:</b> Attentive to the needs of others, while mindful of the best interests of all.				
NA	1	2	3	4
<b>2.2 Authenticity:</b> Genuineness in interpersonal relationships and interactions with others.				
NA	1	2	3	4
<b>2.3 Collaborativeness:</b> Active involvement in responsibly working other in planning, problems solving, and learning.				
NA	1	2	3	4
CREATIVITY				
<b>3.1 Flexibility:</b> Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.				
NA	1	2	3	4
<b>3.2 Inventiveness:</b> Visualizes and implements novel ways; and varied practices.				
NA	1	2	3	4
<b>3.3 Resourcefulness:</b> Utilizes resources in effective ways; is able to seek additional, alternative resources.				
NA	1	2	3	4

<b>3.4 Resilience:</b> Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA	1	2	3	4
<b>REFLECTION</b>					
<b>4.1 Reflectiveness:</b> Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
<b>4.2 Initiative:</b> Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
<b>4.3 Efficacy:</b> Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
<b>PROFESSIONALISM</b>					
<b>5.1 Professionalism:</b> Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
<b>5.2 Work Ethic/Responsibility:</b> Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
<b>5.3 Oral and Written Communication:</b> Uses correct voice modulation, grammar, and clarity of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
<b>5.4 Cultural Competence:</b> Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
<b>COMMENTS:</b>					

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## Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit [www.oak.edu/campus-life/student-services.php](http://www.oak.edu/campus-life/student-services.php).
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
  - \* Use correct spelling and grammar.
  - \* Some assignments require a specific form or format—use as directed.
  - \* Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
  - \* Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
  - \* Use your name, course number, and assignment name as the file name of a document when submitted electronically.

- \* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

### **Targeted Standards of Course Learning**

The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

### **OCU Vision Statement**

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

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### **OCU Mission Statement**

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

### **OCU School of Education Mission Statement**

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

### **School of Education – Graduate Programs Conceptual Framework and Objectives**

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

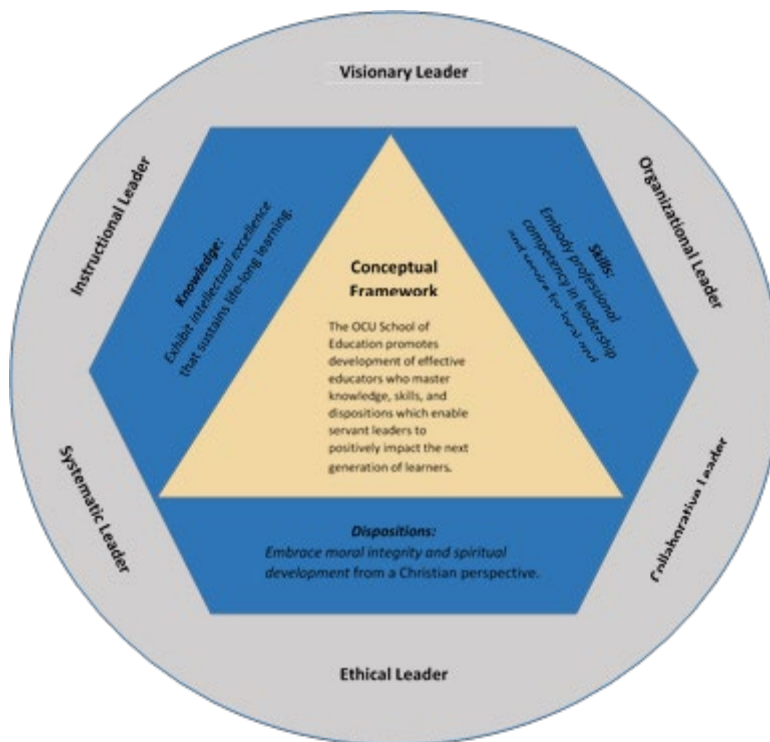
The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners.

The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;

- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

### Conceptual Framework OCU School of Education Advanced Programs



Below is a complete list of the School Leader-District Level Educator Standards as provided by the Indiana Department of Education:

#### School Leader-District Level Educator Standards

(Adapted from Indiana Department of Education, Indiana Content Standards for Educators, and School Leader-District Level)

##### **Standard 1:** Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

**Standard 2: Instructional Leadership**

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

**Standard 3: Personal Behavior**

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

**Standard 4: Building Relationships**

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

**Standard 5: Culture of Achievement**

School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.

**Standard 6: Organizational, Operational, and Resource Management**

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Below is a complete list of the Educational Leadership Constituent Council (ELCC):

**Educational Leadership Constituent Council (ELCC) Standards**

- *Educational Vision* – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- *School Culture* – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustaining a school culture that is shared and supported by the greater school community.
- *Management* – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
- *Communication and Collaboration with Communities* – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.



- *Acting with Honesty, Fairness, and Professional Ethics* – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
- *The Political, Social, Legal, Economic, and Cultural Environments* – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.
- *Internship Practicum (Field Experience) of Standards-based Work in Real Settings* – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).

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## ELCC District Level Standards

**Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders**

### ELCC STANDARD ELEMENTS:

**ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

**ELCC 1.2:** Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

**ELCC 1.3:** Candidates understand and can promote continual and sustainable district improvement.

**ELCC 1.4:** Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

**ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.**

### ELCC STANDARD ELEMENTS:

**ELCC 2.1:** Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

**ELCC 2.2:** Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

**ELCC 2.3:** Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

**ELCC 2.4:** Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

**ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.**

**ELCC STANDARD ELEMENTS:**

**ELCC 3.1:** Candidates understand and can monitor and evaluate district management and operational systems.

**ELCC 3.2:** Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

**ELCC 3.3:** Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

**ELCC 3.4:** Candidates understand and can develop district capacity for distributed leadership.

**ELCC 3.5:** Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

**ELCC Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information**

**pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.**

**ELCC STANDARD ELEMENTS:**

**ELCC 4.1:** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

**ELCC 4.2:** Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

**ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

**ELCC 4.4:** Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

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

**ELCC STANDARD ELEMENTS:**

**ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

**ELCC 5.2:** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

**ELCC 5.3:** Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

**ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

**ELCC 5.5:** Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

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

**ELCC STANDARD ELEMENTS:**

**ELCC 6.1:** Candidates understand and can advocate for district students, families, and caregivers.

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

**ELCC 6.3:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

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

**ELCC STANDARD ELEMENTS:**

**ELCC 7.1: Substantial Experience:** The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

**ELCC 7.2: Sustained Experience:** Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

**ELCC 7.3: Qualified On-site Mentor:** An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

### **Courseware Usage**

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