

Educational Leadership Program Clinical Experience Handbook

The purpose of the clinical experience provides students an opportunity to integrate their learning about educational administration with the hands on experience of administrators and their own supervised experience as a student intern. This intensive field experience [150 unpaid clock hours] provides the student intern with an opportunity to reflect upon and gain confidence in their abilities to fulfill an administrative role. The clinical experience meets the program standards as developed by the ELCC (Educational Leadership Constituent Council).

The DePaul University School of Education seeks to prepare Urban Professional Multicultural educators who become life-long learners. This emphasis undergirds the entire experience. The student is expected to develop further the knowledge and understanding, skills, appropriate attitudes and judgment. This is evidenced by a reflective consideration of the relationships between theory and practice, systematically considering multiple perspectives when making decisions, and exercising Vincentian Personalism by treating all persons with dignity and unconditional respect.

These courses provide an approved clinical experience as required by the Illinois State Board of Education requirements for the Administrative Endorsement (Type 75 certificate).

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<i>Academic Advisor:</i> The Academic Advisor for Educational Leadership program oversees the administrative duties of the clinical experience. She facilitates the application process, updates all clinical materials and distributes the relevant materials to all involved participants. She serves as the liaison between the Clinical Director and students by collecting all required forms and documentation. *Academic Advisor is Corban Sanchez csanch12@depaul.edu 773-325-4678, Mailing Address: School of Education, 2320 N Kenmore Ave, SAC 481, Chicago, IL 60614	4
<i>Student Intern:</i> The student intern is responsible for meeting all of the clinical experience expectations. The student intern is also responsible for locating and securing a site supervisor.....	4
<i>Site Supervisor:</i> The site supervisor serves as both a supervisor & mentor to the student intern. The site supervisor must be a practicing administrator, duly credentialed (holds valid Type 75). The site supervisor is required to complete an evaluation (Appendix B) and write a reference letter for the student intern. *The student intern's clinical experience cannot be a paid experience.	5
<i>DePaul Supervisor:</i> The role of the DePaul supervisor is to act as a liaison between the field setting and the university. The DePaul supervisor is to meet with the student intern and site supervisor at the site, a minimum of three times during the internship / practicum experience. The DePaul supervisor will:.....	5
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Qualifications for Admission to the Clinical Experience:

- I. Completion of a majority of the Educational Leadership program, especially the A&S core courses.
- II. A cumulative GPA of 3.0 in all course work completed to date.
- III. Approval of the Educational Leadership Clinical Director.
- IV. Application submission one full quarter in advance of the intended quarter the student would like to enroll in the clinical experience.

Clinical Experience Requirements:

The student intern must complete 150 unpaid clock hours in the negotiated school setting. The student intern is required to be in an educational setting, assisting in the administration of the program in all of its various components. The student intern, while still a student, becomes a part of the administrative team providing assistance and input as appropriate and as negotiated with the site supervisor.

The student intern may be involved in a focused administrative activity within a school. The activity is to meet the following criteria:

- I. It meets a real need of the school.
- I. It will challenge the intern to stretch their own talents/abilities beyond their comfort zone and allow them to grow in their ability as school leaders/administrators
- II. Provide the intern with an opportunity to reflect upon the integration of their course work with the lived experience in which they find themselves.

Suggested clinical experience activities can be found in Appendix A of this handbook.

Criteria for Evaluation of Student Intern Progress:

- I. Student intern's success at accomplishing the work assigned.
- II. Student intern's reflection on their experience, including an examination of their successes and failures, with an eye toward developing a continuing agenda for their own personal growth and development as a school leader.
- III. Student intern's ability to demonstrate an integration of their learning and lived experience in the field experience.

Expectations of the Clinical Experience:

- Attend an orientation session regarding internship experience.
- Attend three seminars on campus to process internship/practicum experiences.
- Work collaboratively with the site supervisor and university supervisor to develop a plan and timeline for the completion of the clinical experience hours.
- Complete 150 hours (unpaid, during hours you are not working for your employer) on site.
- Complete a portfolio with the following components:

- I. A journal of the student intern's experiences during the clinical experience. This journal should not only indicate what work the student intern was involved in, but also his/her own reflections about that work, and connections with his/her learning.
 - II. Time Log –including dates, hours, and how the time was spent.
 - III. Various artifacts from the intern's activities.
 - IV. Concluding Reflection Paper written by the student intern including an examination of successes and failures. The following questions can be responded to as a foundation for providing structure to the student intern's reflections.
 - a. What were the most/least professionally challenging or personally meaningful elements of your experience? Explain.
 - b. In what ways did your thinking or your attitudes change as a consequence of this experience?
 - c. What insights into interactions, relationships and the unique nature of your Internship did you derive from the process?
 - d. Was there any one thing in the experience that did not meet your expectations at all, which really surprised you?
 - e. What was the most significant thing that you learned about yourself as a person, as a consequence of the clinical experience? Explain.
 - f. Do you still want to be an administrator? Why or why not?
- Complete the student intern self-evaluation, supervisor evaluation and submit a reference letter completed by the site supervisor.

Key Players and Their Roles in the Clinical Experience:

Educational Leadership Clinical Director. The Clinical Director is a full-time faculty member at DePaul University and is responsible for the entire clinical experience. The Clinical Director oversees and facilitates the assignment of the DePaul supervisor to the Educational Leadership student intern. The Clinical Director is available for consultation during the clinical experience for the Intern, the DePaul supervisor, and the site supervisor if necessary. **Clinical Director is Professor Bill Hoecker*
whoecker@depaul.edu

Academic Advisor. The Academic Advisor for Educational Leadership program oversees the administrative duties of the clinical experience. She facilitates the application process, updates all clinical materials and distributes the relevant materials to all involved participants. She serves as the liaison between the Clinical Director and students by collecting all required forms and documentation. **Academic Advisor is Corban Sanchez* csanch12@depaul.edu 773-325-4678, Mailing Address: School of Education, 2320 N Kenmore Ave, SAC 481, Chicago, IL 60614

Student Intern: The student intern is responsible for meeting all of the clinical experience expectations. The student intern is also responsible for locating and securing a site supervisor.

Site Supervisor: The site supervisor serves as both a supervisor & mentor to the student intern. The site supervisor must be a practicing administrator, duly credentialed (holds valid Type 75). The site supervisor is required to complete an evaluation (Appendix B) and write a reference letter for the student intern. **The student intern's clinical experience cannot be a paid experience.*

DePaul Supervisor: The role of the DePaul supervisor is to act as a liaison between the field setting and the university. The DePaul supervisor is to meet with the student intern and site supervisor at the site, a minimum of three times during the internship / practicum experience. The DePaul supervisor will:

- Contact the student at least two weeks prior to the start of the clinical experience.
- Assist the student intern in integrating his/her clinical experience with his/her earlier course work.
- Meet with the site supervisor within two weeks of the start date.
- Meet with the student intern and site supervisor at least three times at the placement site during the clinical experience.
- Observe and offer advice to the student intern about the execution of his/her duties and reflecting upon his/her experiences.
- Serve as a resource to both the student intern and the site supervisor.
- Review the portfolio throughout the experience and collect it at the end. Turn it into the Clinical Director with a copy of the grade, as posted on Campus Connect. The Clinical Director will return the portfolio to the student intern.
- Assign the final grade for the clinical experience based on tools of evaluation and post it on Campus Connect.

Clinical Experience Course

A&S 594 Internship in Educational Leadership **Students are expected to enroll in A&S 594**

The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

A&S 593 Practicum in Educational Leadership **Optional only when necessary**

The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices. PREREQUISITE(S): Advanced standing in administration and supervision and permission of faculty advisor.

Required text: Handbook for Educational Leadership Interns by William Cunningham

Enrollment Process for the Clinical Experience:

1. Complete/meet all qualifications criteria for the Educational Leadership Clinical Experience, as noted on page three.
2. Submit the full application (application form, site verification form, memo of understanding and responsibility, student agreement, course history report, resume, and answers to questions noted on the application form) to the Academic Advisor, Corban Sanchez, three months in advance, prior to the quarter the student wishes to enroll in the clinical experience. Students may scan/email, mail or drop off the application. (e.g. application materials should be submitted by the first week of Jan for students wishing to begin the clinical experience the following spring quarter of that year)
3. The Academic Advisor will notify students of the status of their application after the Clinical Director has reviewed the application.
4. Students will be enrolled in the clinical experience approximately one month prior to the start of the quarter in which the student applied to begin the clinical experience. The Academic Advisor will enroll and notify students of his or her enrollment after the student's DePaul supervisor has been assigned.

Appendix A

Suggested Activities for the Clinical Experience

Human Resources

- Develop a teacher handbook
- Formulate a personnel policy
- Develop an orientation program for new personnel
- Develop a recruitment plan
- Develop criteria for the evaluation of ancillary personnel

Policy Development

- Establish attendance policies and procedures
- Establish a student conduct code
- Establish a safety policy
- Develop a student policy handbook
- Develop a plan for inclusion of special education students

Evaluation

- Evaluate attendance policies and procedures
- Evaluate a student conduct code
- Evaluate a safety policy
- Analyze student achievement data
- Evaluate pupil personnel support services
- Evaluate the implementation of a School Improvement Plan

Administration

- Develop a School Improvement Plan
- Prepare district, state, and federal reports
- Estimate future enrollments
- Organize or revise the student transportation schedule
- Organize and administer the state and local Student Assessment program
- Conduct an assessment of programmatic needs for students with special needs, students with disabilities, students learning English as a Second Language or students who are in danger of not being promoted or not graduating
- Develop a staff recruitment plan

Facilities Operation and Maintenance

- Develop a plan for staff development for the custodial staff
- Develop a safety, security, and emergency plan
- Develop a plan for routine inspections
- Do a study of building utilization

Curriculum Development/Implementation

- Analyze the alignment of a local school's curriculum with district and state standards

Staff Development

- Outline a professional development

Appendix B

Frequently Asked Questions

- **When would I begin my clinical experience?**

Students begin the clinical experience when all other coursework has been completed. Students are recommended to register for the A&S 608 Capstone course (for degree seeking students only) the same quarter they apply for the clinical experience, as the two courses complement one another. A registration request form is required for A&S 608. This form must be submitted to Dr. Rieckhoff with a course history report. All approved students will be enrolled by Corban, approximately one month prior to the start of the quarter in which the student applied to register.
- **What if I can't finish all 150 unpaid hours in one quarter?**

Students may spread out their 150 hours over a period of two quarters to complete their 150 unpaid hours. Students *may* have up to one academic year to complete the 150 unpaid hours if they need more time, pending site and DePaul supervisor approval. Students will receive an "R" (research in progress) grade which will automatically turn into an F grade at the end of one academic year, excluding summer. Students are expected to keep their site and DePaul supervisors updated on their progress and obtain approval for the timeline of their clinical experience.
- **Do I have to enroll in the clinical experience course twice if I take more than one quarter to finish the hours?**

No, students need only enroll in the clinical experience course once, unless the student does not pass the course. If a student does not successfully complete the clinical experience requirements, he/she will need to reapply to enroll in the clinical experience.
- **What if I need to work with two site supervisors?**

Students may work two supervisors, provided both site supervisors sign all required paperwork and they meet the requirements for site supervisors. If a student is interested in working with a Dept Chair/Curr Spec who does not hold a valid type 75, the student may request to have two site supervisors partner to supervise the student intern, provided that one of the site supervisors is a current, upper administrator with a valid type 75.
- **What are the requirements for someone to serve as a site supervisor?**

Clinical experience site supervisors in the Ed Leadership program, for students who wish to be eligible for the type 75 certificate with a general administrative endorsement, must be supervised by a practicing upper administrator (Principal, Assistant Principal) who holds a valid type 75 certificate. Students who are not seeking a type 75 certificate may work with an administrator (Director/Associate Director, etc) in the field of their choice. The site supervisor, for non-type 75 seeking students, should have served in his/her current role and field for a minimum of 3 years, full time. Site supervisors must review and sign all required documents.
- **My site supervisor isn't sure what to do with me. What should I tell him/her?**

Please review the Memo of Understanding and Agreement along with the Suggested Activities with your site supervisor. If he/she is still uncertain, the Clinical Handbook may also help. Site supervisors may also contact the DePaul supervisor and/or Clinical Director, Prof Bill Hoecker for further assistance.

- My principal does not have a valid type 75. What should I do?**
 You will need to complete your clinical experience under the supervision of an upper administrator with a valid type 75 if you wish to be eligible for the type 75 in the State of Illinois. Try contacting other schools to find an upper administrator with a valid type 75 to serve as your site supervisor.
- I'm having trouble finding a school who will take me on as a type 75 intern. What should I do?**
 Please contact Dr. Barbara Rieckhoff brieckho@depaul.edu or Prof Bill Hoecker whoecker@depaul.edu for referrals.
- How do I complete 150 unpaid clinical experience hours when I work as a full time teacher or school service person and still be eligible for the type 75?**
 Students are advised to work with their employer and site supervisor (if separate) to determine the hours the student intern may be able to complete clinical experience hours. Most hours are completed before/after school, during lunch time, and on weekends. However, some hours may need to be completed during a regular school day. Student interns are expected to complete all hours during non-paid hours. As such, this time must be negotiated with the student intern's employer to ensure these are non-paid hours.
- I work long hours at my school and don't know when I'll be able to complete my 150 unpaid hours. What should I do?**
 Please work with your current employer to negotiate time away or reduced workloads in order to complete your clinical experience hours over an approved time frame. Completing 150 unpaid hours is non-negotiable and a requirement of the Illinois State Board of Education for type 75 eligibility.
- I can't attend one of the seminars, what should I do?**
 Attendance for the three clinical experience seminars is mandatory for the quarter in which you are enrolled in the clinical experience course. Students will not receive a grade for their clinical experience course until the attendance requirement has been satisfied. Under extenuating circumstances, a student intern may negotiate seminar attendance during the subsequent quarter. Seminar attendance must be in chronological order. If a student intern misses seminar #2 during the fall quarter in which he/she is enrolled in A&S 594, the student will be expected to attend seminar #2 during winter quarter.
- What's the difference between the Practicum and Internship?**
 The practicum is more projects based while the internship is a more hands-on experience where the student intern will work alongside an administrator. Students are required to complete the internship option.
- Should I do the Practicum or Internship?**
 The practicum is an option for students only when necessary. The experiences gained during an internship will benefit the student for the interviewing process as he/she will be able to speak to their experiences in the field. The internship also provides the student intern with a valuable opportunity to gain real-life experiences in a role they are considering for future employment. Enrolling in the Practicum does not mean a student will have fewer hours to complete at the clinical experience site, as all 150 unpaid hours are expected to be completed at the clinical experience site, under the supervision of the site supervisor.



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Educational Leadership Program Clinical Experience Application Form

Applicant Information

Name: _____ Date: _____

Address: _____ Home Phone: _____

City/State/Zip _____ Work Phone: _____

E-mail: _____ DePaul ID No: _____

Course Requested: A&S 593 Practicum _____ A&S 594 Internship _____ A&S 899 Internship _____

Term and Year Requested: Fall _____ Winter _____ Spring _____ Summer _____ Year _____

**Update any changes to your address, telephone numbers, or e-mail address, in DePaul's Campus Connection.*

Academic Information

Please attach the following to this application:

1. A course history report printed from Campus Connection. Please indicate the courses you still have to complete for the program on your course history report.
2. An updated copy of your résumé.
3. A separate sheet of paper with answers to the following:
 - What do you see being your three greatest strengths as a future administrator?
 - Please list three growing issues that you believe you must continue to work on as a future administrator.
 - Please list three learning goals you will accomplish during your clinical experience.
 - Please explain why your chosen clinical site is a place where you might grow professionally as an administrator.

Submitting the Application

Submit this completed application and the other requested documents to the Academic Advisor for the Educational Leadership program **three months prior to the quarter when your clinical experience would begin.**

I have attached the following:

- A copy of my course history
- An updated copy of my résumé
- Answers to the four questions
- Memo of Understanding and Responsibility
- Student Agreement
- Site Verification Form

***Educational Leadership Program
Memo of Understanding and Responsibility***

It is the student intern's responsibility to present this memo to the site supervisor before any agreements are signed. This memo must be read by "all parties involved" before signing the memo of understanding and responsibility. The purpose of this memorandum is to state clearly the responsibilities of all "parties" involved in the clinical experience at DePaul University. It is not intended as a legally binding contract.

The student intern is expected to:

- Comply with DePaul University, School of Education, Educational Leadership and local school/agency policies and procedures.
- Complete 150 unpaid internship/practicum hours with the understanding that any work that is completed at an internship/practicum site, where the student intern is also compensated as a paid employee, may not count towards the required 150 hours.
- Make every effort to meet the internship/practicum site's expectations for work performance, including standards for work quantity and quality, adherence to agreed upon work schedule and other expectations.
- Make the best use of the learning environment that has been provided by taking advantage of opportunities to acquire new skills, knowledge and awareness.
- Balance the demands of work and school such that neither suffers, especially during the internship/practicum experience.
- Inform the Clinical Director of any potential problems or changes involving the internship/practicum placement in a timely manner so that appropriate interventions can be made.
- Read and understand the American Association of School Administrators Code of Ethics and practice in accordance to these standards.
- Keep site and DePaul supervisors informed regarding the internship/practicum experience.
- Immediately contact the DePaul supervisor should any problem or change in relation to the placement site occur.
- Attend seminars and supervisory sessions fully prepared, as outlined by the Clinical Handbook and supervisor's expectations.
- Comply with the rules and regulations of the placement site (e.g. report writing, in-service training, etc.).
- Complete the requirements outlined in the Clinical Handbook.
- Evaluate the internship and supervisory experience at the end of the internship/practicum.
- Inform the Clinical Director and DePaul supervisor about any of the following situations: (serious difficulties or conflicts, changes in site supervisors, changes in the practicum/internship sites).

The internship/practicum site and site supervisor are expected to:

- Abide by the guidelines established in the practicum/internship contract developed and agreed upon by the student intern, site supervisor and DePaul supervisor.
- Provide adequate orientation, training and supervision to student intern, including a clear communication of expectations regarding their performance.
- Assign productive work which matches the student's abilities, knowledge and interests to the fullest extent possible. A list of suggested activities is available in the Educational Leadership Clinical Handbook.
- Be in compliance with all applicable laws during the placement, including, but not limited to laws related to workplace discrimination and workplace safety.
- Comply with all laws and DePaul policies regarding student privacy and confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
- Understand that the internship/practicum is a learning environment. If the student intern is not otherwise an employee at the internship/practicum site, he/she shall neither be compensated for his/her participation in the internship, nor be covered by the site's Worker's Compensation, social security, or unemployment compensation programs. If the student intern is otherwise an employee of the site, the site assumes full and sole responsibility for the payment of any wages, state and federal income tax, unemployment insurance, social security, disability insurance and other applicable employee withholdings which may apply. The student intern's work at the site shall not at any time replace or substitute for any employee, nor shall the student intern perform any of the duties



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normally performed by an employee at the site as part of the placement, except as such duties as are a part of the student intern’s training and are performed by the student intern under the direct supervision of the assigned supervisor. If the student intern is an employee of the site, he/she may not accrue internship/practicum hours for tasks which are completed as a part of the student intern’s employment responsibilities.

- Inform the Clinical Director, in a timely manner, of any potential problems or changes involving a student intern’s clinical placement, so that appropriate intervention(s) can be made.
- Use the organization’s resources to create a learning environment in which the student intern can acquire marketable skills and experiences and make a valuable contribution to the school/agency.
- Assign a site supervisor who has the appropriate credentials, time and interest for training the student intern.
- Provide opportunities for the student to engage in a variety of administrative activities.
- Provide the student with adequate work space, telephone, office supplies and staff to conduct professional activities.
- Complete evaluations and documents needed to assess the student intern and return them to the student intern and DePaul supervisor in a timely fashion.
- Immediately contact the DePaul supervisor should any problems or changes in relation to the student and placement site occur.

The DePaul supervisor is expected to:

- Meet regularly with the student intern to discuss progress and to verify the student’s performance and productivity during the student intern’s internship/practicum experience.
- Provide a one hour triadic supervision session for every 15 hours of internship/practicum work.
- Fairly evaluate the student intern’s work both academically and experientially.
- Notify the Clinical Director in a timely fashion if any problems arise.
- Be available for face-to-face, telephone and/or email consultation with both the site supervisor and student intern.
- Distribute and collect evaluation forms from the site supervisor and the student intern.
- Make at least three site visits while the student intern works to complete the 150 unpaid internship/practicum hours.
- Be responsible for the assignment of the final grade.
- Complete evaluations and documents needed to assess the student performance and return them in a timely manner.

The Clinical Director is expected to:

- Orient the student intern, site supervisor, and DePaul supervisor to the monitoring and evaluation procedures.
- Monitor the clinical placement through face-to-face, telephone and/or email contact with site supervisor, DePaul supervisor and student throughout the clinical experience, including a visit to the placement site if deemed necessary.
- Make appropriate interventions involving the student’s clinical placement when problems occur, including recommendations for altering or terminating the clinical experience when necessary.

Agreement to Memo of Understanding & Responsibility:

I understand and agree to perform the above responsibilities outlined above. I further understand and agree to follow the guidelines and procedures outlined in the Clinical Handbook for the Educational Leadership Program at DePaul University.

Student Intern Date

DePaul Supervisor Date

Site Supervisor Date

Clinical Director Date



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Educational Leadership Clinical Experience Student Agreement

As a reflection of DePaul University's Mission and Vincentian Personalism, the Educational Leadership Program is committed to the professional and personal development of students. Since completion of this program would lead directly to entry into the profession, the Educational Leadership faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, Educational Leadership faculty members monitor both academic performance and non-academic behavior in order to identify, nurture and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. Please read, review and sign the below agreement.

As an internship/practicum student, I agree to the following:

1. I will be receptive to supervisors' and faculty feedback and act meaningfully and professionally upon suggestions.
2. I will reflect upon my own progress and identify strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies and modifying future practices.
3. I will take initiative and understand the importance of and am committed to: communicating clearly, orally and in writing, both in traditional and in new and emerging digital formats.
4. I will be open to new ideas and engagement in learning.
5. I will appreciate diversity and demonstrate awareness of personal biases. I will respect and consider cultural contexts in order to determine how to be responsive to students and staff and to proactively promote social justice.
6. I will communicate and cooperate effectively with others.
7. I will be committed to collaboration with students/staff, colleagues, families and communities in order to promote growth and development.
8. I will demonstrate professional, ethical and legal behavior as defined by the respective codes of ethics and laws.
9. I will demonstrate consistent, professional behavior across all academic settings.
10. I will maintain appropriate interpersonal and professional boundaries.
11. I will accept personal responsibility for my behavior.
12. I will express feelings and opinions effectively and appropriately.

Student Intern's Name: _____

Student Intern's Signature and Date: _____



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Educational Leadership Program Clinical Experience Site Verification Form

Dear Colleague:

Welcome to the Educational Leadership Program! We are grateful for your willingness to work with us and our students.

The excellence of the Educational Leadership Program depends on the quality clinical experiences provided by institutions such as yours. It is our sincere hope that working together will be mutually beneficial for all of us.

Please complete and return to the DePaul University student who will be completing his or her practicum/ internship at your institution. This information helps us to communicate and work effectively with you and your institution. It will also assist us in keeping the necessary data for our accrediting agencies. Thank you.

Professor Bill Hoecker
Clinical Director
Educational Leadership Program

DePaul University Student Information

Name of DePaul student: _____

Student ID: _____

Site Information

Name of School: _____

School Address: _____

Site Supervisor Information

Name of Site Supervisor: _____

Email: _____ Phone: _____

Preferred Method of Communication: Email _____ Phone _____

Level of Education (degrees earned):

Subject

College/University

Bachelor's in _____ from _____

Master's in _____ from _____

Doctorate in _____ from _____

Please list ALL valid certificates held and submit copies of your certificates with this form:

Certificate Number	Initial or Standard	Type	Expiration Date

Signature of Site Supervisor: _____

Title: _____

Date: _____



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Educational Leadership Clinical Experience DePaul Supervisor Evaluation of Student Intern

Student's name _____ Quarter/Year _____

Site Supervisor _____ DePaul Supervisor _____

RATING	NOTES FOR CONSIDERATION
4: Evident at an exemplary level	Reserved for the truly 'outstanding' performance of an indicator. This designation is for the candidate who 'goes well beyond' any expectations of an intern.
3: Consistently evident	This is a <i>fine</i> rating—and one to be expected and desired in an intern. Use to indicate that the desired behavior is 'always seen when it's called for' in the candidate's internship situation.
2: Sometimes evident	Use to indicate that the desired behavior expressed in the indicator is emerging; that is, within the candidate's current internship situation, sometimes the behavior is seen when it 'should be' yet other times it is not observable when one would expect it to be.
1: Not evident	Use to indicate that the desired behavior of the indicator, while expected in the particular situation observed, was not seen.
NA: Not applicable/no opportunity to observe	The indicator doesn't apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

Rate the student using the following scale:

4 = Evident at an exemplary level

3 = Consistently evident

2 = Sometimes evident

1 = Not evident

NA = not applicable/no opportunity to observe

In the comments section, please note areas of strength and areas that need attention.

DIVERSITY & POSITIVE TRANSFORMATION

Develops and supports a learning environment that affirms students' home and community cultures	Develops and supports a learning environment that communicates the value of education in individual students' lives
Develops and supports a learning environment that helps students understand and value the unique ways in which they learn	Develops and supports a learning environment that helps students move beyond cultural boundaries in order to be successful in school

MULTIPLE PERSPECTIVES & THEORY AND PRACTICE

Vision for Learning

Is committed to a school vision of high standards of learning for all children	Seeks resources to support the implementation of the vision
Develops a vision of learning for a school that promotes the success of all students	Develops plans and processes to evaluate, and monitor the vision
Articulates the components of the vision for a school	Develops plans to involve the community in the realization of the vision and in school improvement efforts
Communicates the vision to staff, parents, students, and community	

School Culture

Appreciates how diversity can enrich a school culture	Uses appropriate methods to assess school climate and culture
Is committed to the improvement of school climate and culture	Implements appropriate strategies to improve school programs, climate, and culture that capitalize on the diversity of the school community

Instructional Program and Best Practices for Student Learning

Is committed to the proposition that all students can learn	Identifies barriers to student learning and recommends improvements
Facilitates activities that apply principles of effective instruction and best practice	Recommends curricular design, implementation, and evaluation based on profile of learner's diverse needs
Facilitates activities that improve instructional practices and curricular materials	Assists staff to understand and apply best practice for student learning
	Promotes technology to enrich and monitor instructional practices

Staff Development

Values life long learning for self and others	Facilitates professional development activities that are consistent with school vision and goals
Values supervision and is willing to evaluate teachers and staff	Forms appropriate comprehensive professional growth plans with school personnel
Facilitates well-planned professional development programs	Develops own professional growth plan

School Management

Is willing to accept responsibility for administrative decisions to improve schools	Gives organizational priority to student learning, safety, curriculum and instruction
Applies appropriate models and principles of organizational development and management	Allocates resources effectively, legally, and equitably
Uses research and data-driven decision making	Creatively seeks new resources to facilitate learning
Effectively manages fiscal, human and material resources Involves staff in management of operations	Applies and assess current technologies for management, business, and scheduling

Larger Context of Education

Values active participation in the political and policy-making context in the service of education	Engages students, parents, and community in advocating for adoption of improved policies and laws
Analyzes how economic, legal, and political systems have shaped the school, district, or community	Advocates for policies and programs that promote equitable learning opportunities
Analyzes laws and regulations that might improve educational opportunities in the school/district	Applies theories of change and conflict resolution appropriately in specific communities
Analyze community norms and values	

PERSONALISM, PROFESSIONALISM, AND LIFE LONG LEARNING

Collaboration

Is committed to communication and collaboration with families	Involves stakeholders in school decision-making processes
Involves families in the education of their children	Develops plans for effective communications with the community and the media
Develops frameworks for partnerships with family, business, community, government, and higher education	Mobilizes community resources to serve the school

Integrity, Fairness, and Ethics

Is committed to bringing ethical principles to the decision-making process	Engages in honest interactions
Is committed to using the influence of one's office constructively and productively	Combines impartiality, sensitivity to diversity, and ethical considerations in interactions with others
Demonstrates respect for the rights of others with regard to confidentiality and dignity	Makes and explains decisions based on ethical and legal principles

Internship

Demonstrates the ability to accept genuine responsibility for leading, facilitating, and making decisions	Works effectively with staff, students, parents, and community leaders.
Assumes substantial responsibilities that increase over time	Works effectively with appropriate community organizations, social service groups, and/or local businesses.

Positive Environment for Student Learning

Creates a positive environment that supports student learning	Understands and builds upon the policy context of the school and community to improve the environment for student learning
Understands and builds upon the developmental levels of students to improve the environment for student learning	
Understands and builds upon the diversity of the students, families, and community to improve the environment for student learning	Uses multiple sources of data to reflect on how to improve the school/district to strengthen student learning

Comment Section

Please note areas of strength and areas that need attention.

Include comments about candidate's ability to create a successful learning environment for all students.

As the DePaul Supervisor, I certify that the internship:

- Was substantial
- Was sustained
- Was standards-based
- Was designed to accommodate individual needs
- Allowed the candidate to apply a wide range of knowledge and skills
- Was planned cooperatively with faculty, candidate, and site supervisor
- Provided appropriate mentoring
- Was credit-bearing

DePaul Supervisor Signature _____

Student Intern and Site Supervisor Review:

___ I have reviewed this evaluation

___ I have discussed this evaluation with my site supervisor

Student Signature _____

Site Supervisor Signature _____



DEPAUL UNIVERSITY

SCHOOL OF EDUCATION

Educational Leadership Clinical Experience Site Supervisor Evaluation of Student Intern

Student's name _____ Quarter/Year _____

Site Supervisor _____ DePaul Supervisor _____

RATING	NOTES FOR CONSIDERATION
4: Evident at an exemplary level	Reserved for the truly 'outstanding' performance of an indicator. This designation is for the candidate who 'goes well beyond' any expectations of an intern.
3: Consistently evident	This is a <i>fine</i> rating—and one to be expected and desired in an intern. Use to indicate that the desired behavior is 'always seen when it's called for' in the candidate's internship situation.
2: Sometimes evident	Use to indicate that the desired behavior expressed in the indicator is emerging; that is, within the candidate's current internship situation, sometimes the behavior is seen when it 'should be' yet other times it is not observable when one would expect it to be.
1: Not evident	Use to indicate that the desired behavior of the indicator, while expected in the particular situation observed, was not seen.
NA: Not applicable/no opportunity to observe	The indicator doesn't apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

Rate the student using the following scale:

4 = Evident at an exemplary level

3 = Consistently evident

2 = Sometimes evident

1 = Not evident

NA = not applicable/no opportunity to observe

In the comments section, please note areas of strength and areas that need attention.

DIVERSITY & POSITIVE TRANSFORMATION

Develops and supports a learning environment that affirms students' home and community cultures	Develops and supports a learning environment that communicates the value of education in individual students' lives
Develops and supports a learning environment that helps students understand and value the unique ways in which they learn	Develops and supports a learning environment that helps students move beyond cultural boundaries in order to be successful in school

MULTIPLE PERSPECTIVES & THEORY AND PRACTICE

Vision for Learning

Is committed to a school vision of high standards of learning for all children	Seeks resources to support the implementation of the vision
Develops a vision of learning for a school that promotes the success of all students	Develops plans and processes to evaluate, and monitor the vision
Articulates the components of the vision for a school	Develops plans to involve the community in the realization of the vision and in school improvement efforts
Communicates the vision to staff, parents, students, and community	

School Culture

Appreciates how diversity can enrich a school culture	Uses appropriate methods to assess school climate and culture
Is committed to the improvement of school climate and culture	Implements appropriate strategies to improve school programs, climate, and culture that capitalize on the diversity of the school community

Instructional Program and Best Practices for Student Learning

Is committed to the proposition that all students can learn	Identifies barriers to student learning and recommends improvements
Facilitates activities that apply principles of effective instruction and best practice	Recommends curricular design, implementation, and evaluation based on profile of learner's diverse needs
Facilitates activities that improve instructional practices and curricular materials	Assists staff to understand and apply best practice for student learning
	Promotes technology to enrich and monitor instructional practices

Staff Development

Values life long learning for self and others	Facilitates professional development activities that are consistent with school vision and goals
Values supervision and is willing to evaluate teachers and staff	Forms appropriate comprehensive professional growth plans with school personnel
Facilitates well-planned professional development programs	Develops own professional growth plan

School Management

Is willing to accept responsibility for administrative decisions to improve schools	Gives organizational priority to student learning, safety, curriculum and instruction
Applies appropriate models and principles of organizational development and management	Allocates resources effectively, legally, and equitably
Uses research and data-driven decision making	Creatively seeks new resources to facilitate learning
Effectively manages fiscal, human and material resources Involves staff in management of operations	Applies and assess current technologies for management, business, and scheduling

Larger Context of Education

Values active participation in the political and policy-making context in the service of education	Engages students, parents, and community in advocating for adoption of improved policies and laws
Analyzes how economic, legal, and political systems have shaped the school, district, or community	Advocates for policies and programs that promote equitable learning opportunities
Analyzes laws and regulations that might improve educational opportunities in the school/district	Applies theories of change and conflict resolution appropriately in specific communities
Analyze community norms and values	

PERSONALISM, PROFESSIONALISM, AND LIFE LONG LEARNING

Collaboration

Is committed to communication and collaboration with families	Involves stakeholders in school decision-making processes
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Internship

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Comment Section

Please note areas of strength and areas that need attention.

Include comments about candidate's ability to create a successful learning environment for all students.

As the Site Supervisor, I certify that the internship:

- Was substantial
- Was sustained
- Was standards-based
- Was designed to accommodate individual needs
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- Was credit-bearing

Site Supervisor Signature _____

Student Intern and DePaul Supervisor Review:

___ I have reviewed this evaluation

___ I have discussed this evaluation with my site supervisor

Student Signature _____

DePaul Supervisor Signature _____



DEPAUL UNIVERSITY

SCHOOL OF EDUCATION

Educational Leadership Clinical Experience Student Self-Evaluation

Student's name _____ Quarter/Year _____

Site Supervisor _____ DePaul Supervisor _____

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Comment Section

Please note areas of strength and areas that need attention.

Include comments about candidate's ability to create a successful learning environment for all students.

As the Student Intern, I believe that the internship:

- Was substantial
- Was sustained
- Was standards-based
- Was designed to accommodate individual needs
- Allowed me to apply a wide range of knowledge and skills
- Was planned cooperatively with faculty, DePaul supervisor, and site supervisor
- Provided appropriate mentoring
- Was credit-bearing

Student Intern Signature _____

DePaul and Site Supervisor Review:

___ I have reviewed this evaluation

___ I have discussed this evaluation with the other supervisor and student

DePaul Supervisor Signature _____

Site Supervisor Signature _____