



JIU Program Advising Tool*

MEd in Education Leadership and Administration: Principal and Administrator Licensure Program Specialization (36 Credits)

For Candidates Admitted May 2011 and After

Version Date: September 2, 2011

Course Number	Course Name	Required Activities in a K-12 School Setting?	Course Project & Required Hours To Be Completed in a School Setting	Course Sequence
EDU600	Teaching & Administering in Colorado & the States	NO	<ul style="list-style-type: none"> • Project: Portfolio • No field-based activity 	First Course
EDU553	K-12 Education Law and Policy	NO	<ul style="list-style-type: none"> • Project: Law Compliance Presentation • No field-based activity 	Second or Third Course
EDU542	Strategic Planning for Educators	NO	<ul style="list-style-type: none"> • Project: Strategic Plan: Improving School Programs & Culture • No field-based activity 	Second or Third Course
EDU540	Business Operations and School Site Safety	YES	<ul style="list-style-type: none"> • Project: Operations and School Site Safety Plan • Field Hours Required: 4-8 hours (onsite in K-12 school/district setting) 	Fourth or Fifth Course
EDU525	Supervision of Student Conduct	YES	<ul style="list-style-type: none"> • Project: Student Conduct Handbook • Field Hours Required: 4-8 hours (onsite in K-12 school/district setting) 	Fourth or Fifth Course
EDU562	Educator Evaluation & K-12 Instructional Systems	NO	<ul style="list-style-type: none"> • Project: Evaluation and Instructional Systems Project • No field-based activity 	Sixth or Seventh Course
EDU560	K-12 Education Technology & Information Systems	NO	<ul style="list-style-type: none"> • Project: Technology Integration Strategic Plan • No field-based activity 	Sixth or Seventh Course
EDU556	Instructional Leadership and Teacher Effectiveness	YES internship	<ul style="list-style-type: none"> • Project: Instructional Leadership Portfolio • Field Hours Required: 40 hours (onsite in approved K-12 school/district setting) 	Eighth or Ninth Course
EDU545	Successful Leadership in K-12 Organizations	YES sponsored course	<ul style="list-style-type: none"> • Project: School Improvement Proposal • Field Hours Required: 4-8 hours (onsite in K-12 school/district setting) 	Eighth or Ninth Course
EDU548	School and Community Partnerships	YES internship	<ul style="list-style-type: none"> • Project: Assessing Impact of a PK-12 Community Initiative • Field Hours Required: 40 hours (onsite in approved K-12 school/district and K-12 community setting) 	Tenth Course
EDU611	Principal and Administrator Internship I	YES internship	<ul style="list-style-type: none"> • Project: Professional Portfolio I • Field Hours Required: 60 hours (onsite in approved K-12 school/district setting) 	Eleventh Course
EDU612	Principal and Administrator Internship II	YES internship	<ul style="list-style-type: none"> • Project: Professional Portfolio II • Field Hours Required: 160 hours (onsite in approved K-12 school/district setting) 	Twelfth Course

OTHER REQUIREMENTS AND INSTRUCTIONAL RESOURCES

Requirement	Description		
<ul style="list-style-type: none"> • Clinical Practice Policy 	<p>The SoE's Clinical Practice Policy may be found in the K-12 Clinical Practice Guide. As part of this policy, candidates are required to ensure their internship mentor(s) complete and submit the Mentor Appraisal of Candidate Proficiencies as directed by the internship JIU faculty member. This includes mentor submission of the appraisal via an online survey. Candidates are not eligible to receive a passing grade for an internship course until the mentor has submitted the requisite appraisal. The Clinical Practice Policy also requires JIU faculty members to communicate frequently and regularly with mentors. This requirement includes a minimum of two phone conferences for each internship course.</p>		
<ul style="list-style-type: none"> • Clinical Practice Sites and Mentor Approval 	<p>All candidates are required to work with the SoE Field Placement Facilitator to identify an internship placement site and a qualified, licensed mentor. Candidates are advised to initiate this process 6 months prior to the anticipated start of the internship series. Candidates are required to complete the internship in their targeted endorsement area (i.e., principal, superintendent, director, supervisor, etc.). Candidates are required to complete all course prerequisites prior to registration for EDU556, EDU548, EDU611 and EDU612. The Field Placement Facilitator approves all internship sites and mentor qualifications. Candidates are not permitted to register for internship courses until these approvals have been completed.</p> <p>Internship Sites Must Meet the Following Parameters:</p> <ul style="list-style-type: none"> -The site must be designated as a school/district setting (home-school settings are not permitted); -The school must be a licensed American school. It can be located within the United States or abroad; -The site must provide JIU candidates with multiple opportunities to work with diverse K-12 students; -The placement consists of school/district settings at the grade level(s) required for the candidate's intended license; -The placement consists of K-12 classroom / school community settings that allow the candidate to complete all required coursework. <p>Mentor Principal/Administrator Qualifications include:</p> <ul style="list-style-type: none"> -possession of a current United States principal/administrator license, -possession of three years or more of licensed experience as a principal/administrator, and -current employment in the role of a principal/administrator. <p>As part of internship prerequisites, candidates are required to submit copies of the mentor's state license, and resume to the Field Placement Facilitator. For complete information about course prerequisites, please refer to the K-12 Clinical Practice Guide or speak with your Student Support Counselor.</p>		
<ul style="list-style-type: none"> • State Licensure Exams 	<p>All candidates are required to pass <u>all</u> state-required licensure exams for the state where they intend to seek licensure and submit the exam score reports to the JIU Registrar prior to registration for EDU611. JIU strongly recommends candidates register for state licensure exam(s) during the first 6 months of the program. The submission of passing scores on all requisite licensure exams is also part of graduation and institutional recommendation requirements.</p>		
<ul style="list-style-type: none"> • Instructional Resources 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Website: JIU K-12 Clinical Practice Resources • Website: U.S. Department of Education • Website: K-5 Student Center Activities and K-3 Instructional Routines • Website: Common Core State Standards • Website: Comprehension Instruction Across the Content Areas • Website: Doing What Works (6 Minute Video): Intentional Teaching -- Mathematics • Practice Guide: Effective Instruction for Adolescent Struggling Readers • Practice Guide: Organizing Instruction and Study To Improve Student Learning </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Practice Guide: Instructional Models and Strategies For Teaching English Language Learners • Article: Differentiated Instruction and Universal Design for Learning • Book: Data-Driven Dialogue: A Facilitators Guide to Collaborative Inquiry • Book: Making Differentiation a Habit • Book: Professional Learning Communities • Policy Brief: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools </td> </tr> </table>	<ul style="list-style-type: none"> • Website: JIU K-12 Clinical Practice Resources • Website: U.S. Department of Education • Website: K-5 Student Center Activities and K-3 Instructional Routines • Website: Common Core State Standards • Website: Comprehension Instruction Across the Content Areas • Website: Doing What Works (6 Minute Video): Intentional Teaching -- Mathematics • Practice Guide: Effective Instruction for Adolescent Struggling Readers • Practice Guide: Organizing Instruction and Study To Improve Student Learning 	<ul style="list-style-type: none"> • Practice Guide: Instructional Models and Strategies For Teaching English Language Learners • Article: Differentiated Instruction and Universal Design for Learning • Book: Data-Driven Dialogue: A Facilitators Guide to Collaborative Inquiry • Book: Making Differentiation a Habit • Book: Professional Learning Communities • Policy Brief: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools
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* This tool outlines select requirements for the program specialization listed above and is intended to provide general information about requirements related to completing field experiences in school/district settings. This tool does not contain all requirements associated with this program specialization. For comprehensive information about all program specialization and course requirements, please refer to the [JIU Admissions Web Page](#), the [JIU Student Handbook](#), the [JIU School of Education Catalog](#) and the [K-12 Clinical Practice Guide](#). Program requirements and the information in this tool change frequently. The most current version of this document can be found on the SoE website: <http://www.jiu.edu/schools/education/field-experience>.