Suggestions of appropriate activities/artifacts to complete your practicum/internship are grouped by the ISLLC Standards. These are provided as examples, and not intended to be an all-inclusive or prescriptive list. Remember that each student must complete 40 clock hours for each credit hour. Twenty hours must be completed in federal programs. No more than 20 hours may be logged completing routine supervision activities (bus, lunchroom, after school, or extracurricular activities such as sports).

You must develop, lead, create, write or establish the following to demonstrate the knowledge, disposition, and performance of an instructional leader. You may choose any of the following but are limited to these activities:

**STANDARD #1: VISION**
School Improvement Plan, Building Improvement Plans/Grade level goals
Building Staff Development Plan
Staff meeting agenda (addressing vision/mission)
Weekly school newsletter
Monthly student recognition
Local newspaper articles highlighting achievement
Building wide discipline plans/academic guidelines
Implement Character Counts/Leader in Me
Establishing student organization in support of student learning
Speak to community about vision for learning
Use of student data/profiles to identify goals and address actual needs
Department meetings agendas (grade level meetings, team meetings too)
District report card/building report – annual report to all community – 3-year comparison
“State of the School” report from principal quarterly
Mission/Vision statement posters everywhere/schools/businesses
Partners in Education programs
Tours of building and sites to prospective parents

**STANDARD #2: SCHOOL CULTURE FOR LEARNING**
Professional development-Focus based on student achievement improvement area
“Walk-through” supervision
“Look for” supervision
Conduct Instructional Practice Inventories
School climate or culture surveys
Serve on a statewide committee addressing NCLB, Principals’ Standards, etc.
Copy of year’s Building/District Professional Development Plan
Teacher evaluation artifact(s) from conduct Performance Based Teacher Evaluations
Regional job fair brochure (attend with district personnel)
Faculty meeting agenda (professional issues and development)
Attendance at state and national administration conferences
Action plans based upon test scores (Crystal Reports, ITBS, local)
Grade level/Course level common assessment development
Building level study teams (whole faculty study groups)
Research and provide staff with professional reading material
Provides opportunities for teachers to observe best practice (both inside and outside discipline)
Uses state definitions and guidelines as basis for staff development
Selection of teachers based on their openness/interest in staff development
Lead in-service
Develop a model portfolio for teachers
Be involved in teacher in-service with your teachers
Quality teacher in every classroom report to community
Review IEP’s
Attend AEA or area-wide federal program meetings

STANDARD #3: SCHOOL MANAGEMENT
Building expectations/rules posted
Student handbook
Faculty handbook
Substitute handbook
Extracurricular citizenship or social contract
Newsletter
Crisis plan
Staff memos – agendas
Building budgets/procedures
Review compliance with Title IX
Phone log – email
Fire marshal reports/fire and disaster drill records
Insurance audit of building
Regular meetings with maintenance staff; save agendas of those meetings
Use technologies to streamline procedures for attendance, grades, and registration
Share responsibilities with other experts
Door monitors, hall monitors, parking lot monitors
Safety committee meeting
Attendance/tardy procedures/expectations with consistently enforced consequences
Spend only the $ you have
Notes from yearly meeting with district physical plant director and business officer
Student (new and incoming) orientation
Collaborative budget decision-making
Accreditation visit schedule, committees, etc.
Action plans for accreditation visit including self-studies
Review contracts for faculty and staff
Scheduling
Check for overrepresentation of diverse groups in federal programs
Review and revise job descriptions for faculty and/or staff

STANDARD #4: WORKING WITH PARENTS AND COMMUNITY
Parent advisory committee minutes or agenda
Parent volunteer list and recognition ceremony
Site-councils
Junior Achievement/pictures of classes, sample lessons
Survey parents about various changes in Standard #2 such as grades, participation in extracurricular activities, citizenship, etc.
Field trips – community support
Building assistance teams
Community agency assistance to students and families
School web sited hits
Number of referrals of students and families to community agencies
Number of placements of students (SPED) in community agencies
Student council agenda and minutes
Establish business partnerships to enhance collaboration in community
Community mobility programs in special education
Collaboration with higher education
Mentors (adults/students)
School to work
Social health teams
School – based health clinics on site
Parent/community volunteers
Career day brochure
Speech to community organization

**STANDARD #5: ETHICS/INTEGRITY**
Establish a character education program in the school and document activities
Periodic assemblies that have role-plays and examples of good character
Provided speakers/programs for parents
Discipline referral sheets – showing same treatment
Share character education info on newsletters to connect with parents and gain support
Recognize those showing character
Culture Fest to celebrate diversity
Provides multi-lingual newsletters and other school communications
School calendar reflects many ethnic religious holidays based on school demographic
Demographic representative on all school, community, and booster groups
Building-wide management plan (done by all stakeholders)
Student handbook (policies and procedures)
Maintains confidentiality of issues and discipline (student and staff)
Review of handbook to show implementing policies
Addresses specific concerns of families/students such as gender, sexual harassment, mascot change, etc.
Involves students in community services events and/or programs

**STANDARD #6: GREATER POLITICAL AND SOCIAL CONTEXT**
Meet monthly to curriculum director to plan staff development for teachers and self-log meeting notes and action
Active member of district curriculum committee
Speaker at service club (Rotary, Lions, Chamber of Commerce, etc.)
Share progress on district goals to P.T.O., P.A.C., etc.
Member Advisory Council or other state wide committee
Culture Festival celebrating school/community diversity
Site-Council implementation at the building level
Serves on Education Committee for city chamber organization
E-mail state or U.S. legislator –OFTEN
Work with Political Action Committee to promote education
Log of outside community resource agencies
Communication log – local/state decision-makers
District committee agenda
Staff development plan indicating diversity agenda
Guide staff in disaggregating data
Use demographic data of community to establish student-learning needs and possible trends in
hiring diverse faculty or possible RIFing.
Vote early – vote often
Write articles in newsletter or local paper re: educational issues
Attend legislative hearings, meetings, etc. concerning educational issues