

**Adam Chelleen**

**Clinical I**  
**Documentation & Journals**

**Directions:** Please **make a copy of this document** and save it with your name and information. Share the link to your document with your advisor. **Remember to give your advisor permission to edit.**

**Name:** Adam Chelleen

**Mentor's Name & District:** Josh Moser/MStM

**Personal Mission:** Students will have fun while learning and see school as a “want to do it” instead of a “have to do it” thing.

**Cohort Mission:** As we prepare to lead and create productive learning communities, we will grow, reflect, and collaborate with each other while engaging in equity and critical thinking.

**NELP Standards:**

Standard 1: Mission, Vision, and Improvement

Standard 2: Ethics and Professional Norms

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Standard 4: Learning and Instruction

Standard 5: Community and External Leadership

Standard 6: Operations and Management

Standard 7: Building Professional Capacity

Standard 8: Internship

**Clinical Goal #1:** Classroom/system improvement

**NELP Standard:** Standard 1: Mission, Vision, and Improvement

**Possible Activities:**

Classroom transformation project

Regular check-ins

**GOAL:** I will share my joy and passion for teaching at Martensdale-St. Marys School District. Learning never ends, and I want students and staff to understand this.

<b>Clinical Goal #2:</b> (Special education, special programs, 504, TAG, ELP, ELL)
<b>NELP Standard:</b> (Write entire standard)
<b>Possible Activities:</b> -Attend IEP meetings -Run/manage the Seal of Biliteracy Program -Run Spanish Club meetings by collaborating with elementary teachers

<b>Clinical Goal #3:</b> Equity, Inclusiveness, and Cultural Responsiveness
<b>NELP Standard:</b> (Write entire standard)
<b>Possible Activities:</b>
<b>Clinical Goal #4:</b> Learning and Instruction GOAL: Be a leader within PD and model joy for learning
<b>NELP Standards:</b> (Write entire standard)
<b>Possible Activities:</b>

**Clinical I Experience Log**  
(Please include your FBLE hours)

Date	Task/Activity	Describe CLP Goal Alignment	Time on Activity	Running Total
9/15/21	Conducted an interview for Leadership Paper	Standard 1	11-12 PM	1 hour
9/16/21	Conducted an interview for Leadership Paper	Standard	5-6 PM	1 hour

9/17/21	Mentored Practicum Student from Simpson College (Above and Beyond Volunteering)	Standard 5	11:30-3:30 PM	4 hours
9/17/21	Conducted an interview for Leadership Paper	Standard 1	5-6 PM	1 hour
9/17	Wrote Leadership Paper	Standard 1	7-9 PM	2 hours
9/21/21	Mentored Practicum Student from Simpson College	Standard 5	8:40-12:00 PM	3 hours
9/28/21	Mentored Practicum Student from Simpson College	Standard 5	12:00-3:30 PM	3 hours
9/30/21	Led and composed Spanish Club Meeting. Creating student leaders to teach Spanish to Elementary	<b>Standard 4</b>	11:00-12:00	1 hour
9/30/21 10/2/21 10/3/21 10/9/21 10/10/21	Worked and presented group PDSA Project	<b>Standard 1</b>		15 hours
10/16/21	Read and Replied to Deming Article/Covid in class	<b>Standard 1</b>	1:00-2:00 PM	1 hour
10/19/21	Mentored Practicum Student from Simpson College	Standard 5	8:40-1:40 PM	5 hours
11/2/21	Read Part One of <i>The End of Average</i>	Standard 2	4-8 PM	4 hours
11/4/21	Attended an IEP Meeting	Standard 2	6:00-7:00	1 hour
11/4/21	Problem Solved Period Schedule	Standard 1	6:15-7:15	1 hour
11/5/21 11/6/21 11/7/21 11/9/21 11/10/21	FBLA Systems Improvement Plan	Standard 1	11/5 12-3 PM 11/6 2-8 PM 11/7 5-9 PM 11/9 2-3 PM 11/10 7-8 AM	15 hours
12/3	Discussed bullying with admin and steps to problem-solve the incident.	<b>Standard 2</b>	2:30-4:30	2 hours
September-March 8th (dates)	Practice for Seal of Biliteracy Creating Test Materials for Seal of Biliteracy Prototyping Seal of Biliteracy Test	<b>Standard 2</b>	11:30-12 all the time	15 hour

will be imputed)				
1/16 1/17	Made a P.D. Activity Did P.D. Activity	<b>Standard 4</b>	11:30-1 PM 7:30-8 AM	2 hours
1/30	Created example curriculum templates to be modeled for next year's PD days. Met with Facilitator of Teaching and Learning to discuss standards/goals	<b>Standard 4</b>	8:00 AM- 9 PM	13 hours
1/22	Read Part Two of <i>The End of Average</i>	<b>Standard 2</b>	12-5 PM	5 hours
2/3	Researched AEA resources with Facilitator of Teaching and Learning	<b>Standard 4</b>	2:00-3:00 PM	1 hour
2/14	Read Part Three of the End of Average	<b>Standard 2</b>	5-9 PM	4 hours
2/11 2/14	Implemented core value work within my classroom at MStM from a EDL 274. Students shared their core values and we discussed how we value others in our school district.	<b>Standard 3</b>	2/11: 8:30-10:30 2/14: 12-1 PM	3 hours
2/17	Talked about the End of Average with my building principle	<b>Standard 2</b>	1:30-2:30 PM	1 hour
2/20	Started working on Classroom Improvement Plan	<b>Standard 1 &amp; 2</b>	3:00-5:00 PM	2 hours
3/5	Listened and Shared Educational Podcasts about Educational Mental Health with administrators and talked about how all have an equal opportunity to receive help	<b>Standard 3</b>	10-11 AM	1 hour
3/6	Presented and shared Cumulative School-based project	<b>Standard 1</b>	9:30-11:30	2 hours
3/10	Met with superintendent to discuss weather policy and cancellation	<b>Standard 6</b>	2:30-3:30 PM	1 hour
4/5	Met with National Honor Society committee to review candidates eligible for writing an application	<b>Standard 7</b>	7:30-8:30	1 hour
4/19 4/22 4/26 4/28	Worked on my senior classroom transformation project. Students are making an immersion project and teaching other students and staff Spanish. The teacher	<b>Standard 4</b>	1:50-3:15 PM On all days 5/12	13 hours

5/2 5/4 5/6 5/10 5/12	gave students work days and we collaborated via plus delta to end each class. Each time input was given, the teacher would make accommodations for the next workday in order to increase productivity. As well, students answered a Google Doc to give feedback to myself and their fellow peers. On May 12th, the students opened up our Spanish room to teach other students and staff Spanish. The students used a variety of comprehensible input techniques in order to make sure others were learning. I facilitated the event while the seniors ran the show. Overall goal of the project was to create a classroom where students were able to teach others and get students/staff excited about foreign languages and become school leaders.		12-3:15 PM	
4/24	Made a PDSA problem/solution outline for a clique problem at our school. Reached out to parents, guidance counselors, and school principal to come up with a solution	<b>Standards 1, 2, 3</b>	4:30-8:30	4 hours
4/24	Presented and made PDSA Project for EDL 272. Focused on Baldrige #s 1, 3, 5.	<b>Standards 1-7 applicable</b>	8:30-2:30PM	15 hours
4/26	Made a PDSA problem/solution outline for a clique problem at our school. Reached out to parents, guidance counselors, and school principal to come up with a solution	<b>Standard 1 and 5</b>	7-8 AM 3:30-7:30 PM	5 hours
4/30 5/1 5/2	Reviewed National Honor Society Rubrics and scores students to permit them into the program.	<b>Standard 5</b>	5:30-10:30 PM	15 hours
5/3	Met with NHS members and went over student rubrics.	<b>Standard 5</b>	3:15-4:15 PM	1 hour
5/31	Discussed the Navegear App and protocol for school security system with administration	<b>Standard 6</b>	1:00-2:00 PM	1 hour
6/1 6/2	Helped SPED Teacher create probes, go over IEPs/504s, add students to roster and learned about the process of creating plans	<b>Standard 4</b>	8:30-4:30 Both days	15 hours

	for SPED. As well, learned about law and what it takes to get an IEP or 504 plan			
6/14	Debriefed a school board meeting with the principal. Talked about procedures, policies, and how MStM could increase community building and safety after the Uvalde shooting	<b>Standard 5</b>	4:30-9:30	5 hours
6/23 6/24 6/26	FBLA final paper/project over qualities of professional leadership. Included writing time	<b>Standards 2, 3, 4, and 5</b>	5:00-10 PM (23rd) 6:30-11:30 PM (24th) 11-noon (26th) 6-10 PM (26th)	15 hours
6/28	Discussed tech policy and procedure with the librarian at MStM. We worked on how the librarian works with administration and discussed the processes of obtaining a book in the library. We also went over scenarios of book bans and what to do if parents have concerns about certain materials.	<b>Standard 3</b>	2:00-4:00 PM	2 hours
<b>Total hours to date:</b> <b>202</b>				

## Clinical Journals

**Journal #1 (Due November 30, 2021)**

Ever since I began the Master's of Educational Leadership Program at Drake, I always wondered what my 200 hours of clinical experience would look like, and how I would achieve them. After the first few months, I realized that obtaining these hours hasn't been daunting; however, administration puts an insane amount of time purely focused on problem solving. I know that my job does involve problem solving on a regular basis, but administration does nothing except problem solving. After observing my principal and reviewing all the issues that he faces on a daily basis, I realized that becoming a principal sounds like one of the hardest jobs ever. It is a job where 100% of the people will not fall in line behind you, and you are constantly doing what is best for the building as a whole. My observations have aligned with the content in which we have learned in class, which is a greater need for systems thinking. I feel like a lot of my experiences shadowing my principal always leads to a need for systematic thinking. I have been able to think of the many Deming phrases upon my observations. The ones that pop up the most frequently are "the need to drive out fear" and ask myself "what classifies a learning organization?" These things help me think systematically. There is always something bigger at play, and it is essential to see the larger picture. It seems easy as an educator to fall into the trap of "I am my own position", and we as teachers can neglect the larger systematic viewpoints. I have found that this experience has opened my eyes beyond my own classroom. I am thinking about all the possible factors and implementing a state of mind that centers systematic thinking as my dominant thought process. I am able to identify the differences between symptoms and root causes, and allow myself opportunities to grow from my mistakes. I believe that I can keep growing by getting out there and making mistakes. Without this process, we are flawed to grow, and I hope I can continue to learn from new situations and probatunities.

**Journal #2 (Small group virtual reflection - February, 2022)**

When it comes to obtaining clinical hours, I am trying to find ways to integrate my goal of sharing my joy for teaching and learning with all. 15 hours come from leading the Seal of Biliteracy. This is an extra step that I have taken up this year to spread my joy for learning. Our district has never attempted nor contemplated having the Seal of Biliteracy as an actual thing. I feel proud because I now see that students have the opportunity to continue their education in new ways. Seal of Biliteracy students are continuing to grow everyday. On the other side, I am constantly learning because I have had to communicate with my principal and superintendent to work through paperwork with the Seal. I have learned patience and the ability to ask questions. I registered eleven students and had to compose information about them and email students/parents while keeping administration in a close loop. The hardest part was learning how to send concise emails to the Language Testing. I hit some technology roadblock and had to call the Language Testing office in New York to work through a problem. With help from other teachers and my administration, I was able to work through a one-week road block of email chasing. I was so thrilled when I got past the technical issue. I forwarded the successful

email to administration and was so thrilled to have set a date to proctor the Seal of Biliteracy. With this said, I reflect in totality on the reasoning of the Seal of Biliteracy, which is to provide extra learning for those who want to excel within Foreign Language (the special cases). The Seal aligns with my vision for the school, which is to put an emphasis on language learning in a community that hasn't necessarily held the topic at high importance/demand. I am actively engaging in changing the school culture and trying to create an environment that expands its learning from one subject area to others. A lot of the Seal of Biliteracy focuses on Standard 1: Mission, Vision, and Improvement. One of MStM's standards focuses on the vision for its students after high school. I envision my students who participated in Seal of Biliteracy to use what they have learned to give them a sense of self accomplishment. These accomplishments can be taken to post high school life such as college or in the workforce. It is my mission as a teacher to continue to allow students to always learn more. We never stop learning, and I hold myself to the same expectations of continuous learning as I do my students.

**Journal #3 (Small group virtual reflection - May, 2022)**



RUBRIC	Proficient	Emerging	Not there
<b>The Learning</b>	<p>Chronicles learning with sufficient detail and explains the significance of the learning (why this is important)</p> <p>The journal connects the student's learning to the goals of the CLP.</p> <p>Many sentences begin with "I learned..."</p>	<p>...Lists more what the student did as opposed to what the student learned. OR</p> <p>...Lists more surface-level learning such as "<i>I learned that is important to have a good understanding of Special Education.</i>" Without paying attention to the WHY question.</p>	<p>Fails to list new learning or big ideas.</p>
<b>The Application</b>	<p>Articulates HOW the big ideas can be applied when the student assumes a leadership position.</p> <p>Demonstrates an understanding of the role of differing contexts plays in transferring knowledge from clinical moving forward</p> <p>Makes clear connections to the ISSL Standards.</p>	<p>On a limited basis articulates how new learning can applied to future leadership positions.</p> <p>Makes little mention of the ISSL standards.</p>	<p>Does not apply new ideas to future contexts.</p> <p>Limited understanding of contextual issues surrounding school leadership.</p> <p>Makes no reference to the ISSL standards.</p>
<b>The Writing</b>	<p>The writing is of graduate school/professional quality. Strong topic sentences with 2-4 supporting sentences. Sentence structure.</p> <p>Few, if any, grammar and technical writing errors.</p>	<p>The writing is of good quality.</p> <p>Paragraphs need a bit of development (topic and supporting sentences).</p> <p>Errors in grammar and technical writing.</p>	<p>Many errors</p> <p>Rambling and unfocussed ideas.</p>
<b>Systems thinking</b>	<p>Demonstrates a deep understanding of system dynamics</p> <p>Understands and identifies the concept of leverage.</p> <p>Is able to analyze systems and their variations thoughtfully</p>	<p>Can explain the rudimentary aspects of a system</p> <p>Can explain concept of leverage but not apply it</p> <p>Conducts a rudimentary systems analysis</p>	<p>Does not understand system dynamics</p> <p>No evidence of understanding the concept of leverage</p>

			Is unable to conduct a systems analysis
<b>Diversity</b>	Articulates an appreciation and understanding of diverse perspectives	Hints at an understanding of diverse ideas and thoughts	No evidence that the student understands or appreciates diverse perspectives.
<b>Comments</b>			

## Adam Chelleen Grundy Center

### Clinical II Documentation & Journals

**Directions:** Please **make a copy of this document** and save it with your name and information. Share the link to your document with your advisor. **Remember to give your advisor permission to edit.**

**Name:** Adam Chelleen

**Mentor's Name & District:** Dan Breyfogle: K-12 Assistant Principal: Grundy Center Community School District

**Personal Mission:** Students will have fun while learning and see school as a “want to do it” instead of a “have to do it” thing.

**Cohort Mission:** As we prepare to lead and create productive learning communities, we will grow, reflect, and collaborate with each other while engaging in equity and critical thinking.

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**NELP Standard:** Standard 1: Mission, Vision, and Improvement

#### Possible Activities:

Classroom transformation project

Regular check-ins

**GOAL:** I will share my joy and passion for teaching at Martensdale-St. Marys School District. Learning never ends, and I want students and staff to understand this.

<b>Clinical Goal #2:</b> (Special education, special programs, 504, TAG, ELP, ELL)
<b>NELP Standard: (Write entire standard)</b>
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<b>Clinical Goal #3:</b> Equity, Inclusiveness, and Cultural Responsiveness
<b>NELP Standard: (Write entire standard)</b>
<b>Possible Activities:</b>
<b>Clinical Goal #4:</b> Learning and Instruction GOAL: Be a leader within PD and model joy for learning
<b>NELP Standards:(Write entire standard)</b>
<b>Possible Activities:</b>

**Clinical I Experience Log**  
(Please include your FBLE hours)

Date	Task/Activity	Describe CLP Goal Alignment	Time on Activity	Running Total
8/27	Began reviewing a 4-year school plan and researched methods for a future school calendar. Observed timelines, district deadlines, etc.	Standard 3 Standard 6	1 hour	8-9 PM

9/722	TED Talk video and Reflection for EDL 278 about administrative listening vs multitasking	Standard 7	1 hour	3:30-4:30 PM
9/12/22	Read and took notes over the Iowa Code of Education. Recorded important dates and district deadlines	Standard 7	2 hours	4:00-6:00 PM
9/13	Worked on online teacher evaluations for EDL 278	Standard 7	5 hours	4:00-9:00 PM
9/14	Worked on online teacher evaluations for EDL 278	Standard 7	6 hours	4:00-10:00 PM
9/14	Debriefed with the building principal about teacher licensures and important district deadlines.	Standard 2	1 hour	3-4 PM
9/15	Wrote Reflection in EDL 278 over collecting data sources during an observation	Standard 7	1 hour	8:30 - 9:30 PM
9/16 9/17 9/18	Worked on my presentation for the Iowa World Languages association (speaking to foreign language teachers from all over IA at the convention on the Ankeny DMACC Campus).	Standard 5	13 hours	5:30-9:30 1-5 2-7 PM
9/20	Held a pre observation meeting	Standard 7	1 hour	3:10-4:10 PM
9/21	Observed/evaluated the art teacher at Grundy Center	<b>Standard 7</b>	1 hour	8:00-9AM
9/21	Completed feedback for art teacher and prepared for post observation meeting	<b>Standard 7</b>	2 hours	6:30-8:30 PM
9/22	Held a post conference meeting with the art teacher	<b>Standard 7</b>	1 hour	3:15-4:15 PM
10/4	Met with other teachers to schedule a Spanish learning tourney collaboration with other schools: Jessup and Earlham	Standard 5	1 hour	6:30-7:30 PM
10/1	Presented at IWLA	Standard 5	3 hours	11-2 PM
10/7	Held the Spanish learning tourney with Jessup and Earlham at GCHS	Standard 5 & 3	1 hour	9-10 PM

10/7	Completed an online simulation for teacher evaluation through EDL 278	Standard 7	1 hour	6-7 PM
10/8	Collaborated with cohort during EDL 278 to provide feedback in small groups after watching everyone's post observation videos.	Standard 7	1 hour	10-11 PM
10/8	Made a teacher improvement plan during class (EDL 278)	<b>Standard 7</b>	2 hours	1-3 PM
10/4 10/5 10/6 10/7 10/8	Turned in my FBLE project for EDL 278. I researched different methods and reviewed multiple strategies to aid teachers during evaluations. I crafted an info graphic discussing pre observation, observation, and post observation startidies. The pamphlet also included important information regarding placing teachers on improvement planes	<b>Standard 7</b>	15 hours	7-10 PM 5:30-8:30 6-12 6:30-9:30
10/12	Attended the Drake Continual Improvement Network over joy within education	<b>Standard 1</b>	2 hours	6-8 PM
10/15	Studied the six principles of IDEA for Special Education and made posters about the content	<b>Standard 4 &amp; 5</b>	1 hour	9-10 AM
10/16	Written Reflection for Weekend 1 of EDL 277	<b>Standard 4 &amp; 5</b>	1 hour	10-11 AM
10/29	Reviewed IEPs in small groups and analyzed them to identify the 6 principles of the IDEA act	<b>Standard 4 &amp; 5</b>	1 hour	1-2 PM
10/30	Created a presentation and presented over Chapter 6 in DEL 277. 2 hours to craft project on 10/28	<b>Standard 4 &amp; 5</b>	3 hours	6-8 PM 10-11 PM
11/12	Created a comparison chart for special education evaluation and cross-coordinated results with the rest of the cohort	<b>Standar 4, 5, and 7</b>	1 hour	2-3 PM
11/12	Communicated with the junior high SPED Teacher and held a Q&A over the phone while asking about the most essential needs for special education	<b>Standard 3 &amp; 4</b>	3 hours	7-10 PM

11/13	Wrote a scenario reflection about what we can do as building leaders to participate more in Special Education within our schools.	<b>Standard 3 &amp; 4</b>	1 hour	2-3 PM
11/13	Created a special programs presentation and held mock interviews for a special education position	<b>Standard 3 &amp; 4</b>	2 hours	11:30-1:30
11/12 11/13 11/14 11/15 11/17	Worked on and turned in FBLA Project for EDL 277. I wrote a paper and researched the misplacement of ELL students in Special Education.	<b>Standard 3 &amp; 4</b>	15 hours	7-10 PM consistently
11/16	Held a conversation with our building principal about a special education course of action when the law is violated. We discussed how to deal with the consequences and the process of writing a note in someone's file and placing individuals on a plan	<b>Standard 4 &amp; 7</b>	1 hour	3:30-4:30 PM
12/7	Drake Continual Workforce	<b>Standard 1</b>	2 hours	6:30-8:30 PM
1/27	Worked on Cross-School Bowling Tournament and contacting community Leaders	<b>Standard 5</b>	1 hour	3:30-4:30 PM
1/29	Worked on defining data and statistics terminology for EDL275 in my free time.	<b>Standard 7</b>	2 hours	5:30-7:30 PM
2/13	Explored the IowaSchoolPerformance Site and collected data about my own school	<b>Standard 1 &amp; 3</b>	2 hours	7-9 PM
2/22 2/23 2/24 2/25	Presented and worked on FBLA presentation in EDL275 over data analytics/improving WIN time	<b>Standard 1, 3, &amp; 4</b>	15 hours	7-10 PM 5-9 PM 6-10 PM 9 AM-2 PM
2/28	Reviewed past FBLAs and organized them in a document	<b>Standard 1</b>	1 hour	7-8 PM
3/2	Met with building principal to discuss different observational strategies	<b>Standard 7</b>	1 hour	10-11 AM

3/15	Collaborated from Chair Members of Central States and a member of DMACC to get an understanding of system's management at the community college level.	<b>Standard 3, 4, &amp; 5</b>	2 hours	6-8 PM
3/16	Attended a professional improvement seminar for World Language Teachers	<b>Standard 3, 4, &amp; 5</b>	3 hours	1-4 PM
3/17	Attended the Central States Conference for World Language Educators. Learned a variety of systems thinking and collaborated professionally with teachers/admin across the midwest. Presented over constructing immersion project to other administrators and teachers	<b>Standard 3, 4, &amp; 5</b>	7 hours	9 AM-4 PM
3/18	Attended the Central States Conference for World Language Educators. Learned a variety of systems thinking and collaborated professionally with teachers/admin across the midwest.	<b>Standard 3, 4, &amp; 5</b>	5 hours	12-5 PM
3/21	Collaborated with building admin team to set up the Seal of Biliteracy for students at Grundy Center	<b>Standard 4</b>	1 hour	10:10-11:10 AM
3/23	Held conversations with school members about pay scale and how our system could be improved by using an equitable lens	<b>Standard 3</b>	1 hour	1:20-2:20 PM
3/4 3/10 3/11 3/17 3/18 4/1 4/2	Spent time organizing a community created bowling tournament. Collaborated with bowling alley owners, purchasing awards/prizes, creating rules, calling athletic directors, answering parent questions, finding supplies in order to make the tournament successful. Created a feedback survey to handout to parents	<b>Standard 5</b>	8 hours	7-8 PM
4/22	Ran and organized our community-created youth bowling tournament	<b>Standard 5</b>	6 hours	4-10 PM
4/25	Conducted an interview to hire a new Spanish/TAG teacher at Grundy Center	<b>Standard 6</b>	2 hours	9-11 AM
4/26	Met with building leaders to review our candidate's potential	<b>Standard 6</b>	1 hour	9-10 AM



4/26	Worked on administrative portfolio and added artifacts	<b>Standard 8</b>	3 hours	7-10 PM
4/11 4/15 4/26	Met with team to create interview questions for our FBLA project of interviewing candidates.	<b>Standard 6</b>	4 hours	Noon-2 6-7 PM 6-7 PM
4/30 5/1 5/5 5/6	Created FBLA Video Project for EDL 279	<b>Standard 6</b>	15 hours	7-10PM 6-10PM 6-10 PM 6-10 PM
4/8 4/9 4/22 4/23	Prepped for our EDL 279 interview questions. Conducted the interview at Drake	<b>Standard 6</b>	11 hours	8:30-4:40
5/8	Attended an IEP meeting	<b>Standard 4</b>	1 hour	3:30-4:30 PM
5/10	Talked with building leader about career path building and school-wide system's thinking	<b>Standard 1, 7</b>	1 hour	10:15-11:15 AM
6/2	Sat in and asked interview questions for a future Spanish teacher at GC (which we hired!)	<b>Standard 6</b>	3 hours	4-7 PM
6/15	Read Part 1 of The Power of Habit by Charles Duhigg	<b>Standard 7</b>	6 hours	2-8 PM
7/13	Met with my building principal to discuss my role as his personal consultant	<b>Standard 7</b>	2 hours	11:30-1:30
7/15	Worked on my final FBLA for Ed Law: EDL 276	<b>Standard 2</b>	2 hours	1:30-3:30
7/19	Worked on my FBLA Project for EDL 281	<b>Standard 1</b>	2 hours	10:30-12:30

<b>Total hours to date:</b> <b>205 hours</b>				

## Clinical Journals

**Journal #1 (Due November 30, 2021)**

**Journal #2 (Small group virtual reflection - February, 2022)**

**Journal #3 (Small group virtual reflection - May, 2022)**

**Clinical Reflection Guide**

RUBRIC	Proficient	Emerging	Not there
<b>The Learning</b>	<p>Chronicles learning with sufficient detail and explains the significance of the learning (why this is important)</p> <p>The journal connects the student's learning to the goals of the CLP.</p> <p>Many sentences begin with "I learned..."</p>	<p>...Lists more what the student did as opposed to what the student learned. OR</p> <p>...Lists more surface-level learning such as "<i>I learned that is important to have a good understanding of Special Education.</i>"</p> <p>Without paying attention to the WHY question.</p>	<p>Fails to list new learning or big ideas.</p>
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<b>The Writing</b>	<p>The writing is of graduate school/professional quality. Strong topic sentences with 2-4 supporting sentences. Sentence structure.</p> <p>Few, if any, grammar and technical writing errors.</p>	<p>The writing is of good quality.</p> <p>Paragraphs need a bit of development (topic and supporting sentences).</p> <p>Errors in grammar and technical writing.</p>	<p>Many errors</p> <p>Rambling and unfocussed ideas.</p>
<b>Systems thinking</b>	<p>Demonstrates a deep understanding of system dynamics</p> <p>Understands and identifies the concept of leverage.</p> <p>Is able to analyze systems and their variations thoughtfully</p>	<p>Can explain the rudimentary aspects of a system</p> <p>Can explain concept of leverage but not apply it</p> <p>Conducts a rudimentary systems analysis</p>	<p>Does not understand system dynamics</p> <p>No evidence of understanding the concept of leverage</p> <p>Is unable to conduct a systems analysis</p>
<b>Diversity</b>	<p>Articulates an appreciation and understanding of diverse perspectives</p>	<p>Hints at an understanding of diverse ideas and thoughts</p>	<p>No evidence that the student understands or appreciates diverse perspectives.</p>
<b>Comments</b>			